

## Child Protection Policy

Version 9.5

Review by People Committee:	September 2023
Adopted by Governing Body:	October 2023
Review Cycle:	Annually

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Reviewer:	L. Coffill
Governor Link:	S. McDonald

# CHILD PROTECTION POLICY

East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

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## A. Statement of Principle

At East Barnet School, the Governors and staff recognise the contribution the school makes, in partnership with other local agencies, in safeguarding children. We recognise that all staff, including volunteers and supply teachers, have a full and active part to play in protecting our students from harm and that everyone in the education service has an objective to keep children and young people safe. We have a strong culture of Safeguarding where staff are trained to have an attitude of 'it could happen here'. When concerned about the welfare of a child, staff will always act in the best interests of the child.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, mental and moral development of the individual child. Through its emphasis on prevention and early intervention, this policy aims to minimise the risks of children being abused.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

There are two aspects to safeguarding and promoting the welfare of children:

1. Arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised; and
2. arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local and national policies and procedures in full partnership with other local agencies. This will include, where appropriate, initiating

procedures, such as an Early Help Assessment (EHA) or referral to MASH (Multi Agency Safeguarding Hub) to support students and their families within and beyond school.

Our policy and procedures provide for both of these aspects of safeguarding.

## **B. Safeguarding and Promoting Welfare**

The school is aware that children have varying needs that change over time and judgements on how best to intervene and at what point, must be made based on professional judgement, a sound assessment of the child's needs and, through a positive relationship with parents/carers respond to these needs.

Appropriate interventions at the earliest opportunity can ensure that a child's needs are assessed, understood and met before they develop further and that the best outcomes for children are achieved. Sometimes these needs can be met within school but when appropriate the school will make an appropriate referral to an outside agency. We also understand that positive relationships with parents/carers are essential if these needs are to be addressed effectively.

## **C. Requirements**

1. We will follow the guidelines set out in the guidance issued by the Department for Education with specific reference to Keeping Children Safe in Education (KCSIE) 2023 and Working Together to Safeguard Children as well as the Barnet Multi-Agency Safeguarding Arrangements. So, we will ensure that:
  - 1.1. We provide a safe environment for children and young people to learn.
  - 1.2. We support the child's physical, and mental development in ways that will foster security, confidence and independence.
  - 1.3. We raise the awareness of both teaching and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
  - 1.4. We identify students (up to the age of 19) who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and in school.

- 1.5. We provide a systematic means of monitoring children known or thought to be at risk of harm.
  - 1.6. We keep written record of concerns about children, even if there is no need to refer the matter immediately.
  - 1.7. We emphasise the need for good levels of communication between all members of staff.
  - 1.8. We develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
  - 1.9. We develop and promote effective working relationships with other agencies, especially the Police, Social Services and Local Authority and contribute to effective partnerships working between all those providing services for children.
  - 1.10. We ensure that safe recruitment practices are used, including online searches of all shortlisted candidates, and that DBS –Disclosure and Barring checks are implemented so that all adults within our school, who work with children, have been checked as to their suitability.
  - 1.11. We provide regular training for all staff and Governors.
  - 1.12. We will ensure that Sex, Relationship and Health Education is delivered to all students from Autumn 2021 and that staff are trained to deal and refer with any safeguarding issues that are raised as a result of the content delivered.
2. Our school procedures for safeguarding children are in line with the **Local Authority**. We will ensure that:
- 2.1. We have a Designated Safeguarding Lead (DSL), Deputy and safeguarding team (listed in appendix) all of whom undertake regular training to remain aware of current legislation and procedures.
  - 2.2. The nominated Governor for Safeguarding is a member of the people committee.
  - 2.3. All members of staff develop their understanding of the signs and indicators of abuse through help sheets and information given at the beginning of each academic year (appendices 6 and 7) and through staff meetings/INSET delivered in school. Form tutors must liaise closely with Heads of Year, whose work is overseen by the Deputy Headteacher.

- 2.4. All members of staff know how to respond to a student who discloses abuse. They are also provided with a clear online reporting system to log concerns and/or disclosures. (appendix 4)
- 2.5. Pastoral staff are provided with training around mental health to ensure they can support students with mental health concerns.
- 2.6. All parents/carers are made aware of the responsibilities of staff members with regards to safeguarding procedures via the website and school handbook and contact with parents relating to individual concern and disclosures. This is in line with the Social Services Guidance and Procedure. Through training staff are made aware of their Child Protection responsibility on a regular basis. Staff must make the DSL, Deputy DSL or Safeguarding Officer aware of any student about whom they have concerns, or who discloses abuse, as quickly as possible (the online log will follow within 24 hours; see flowchart - Appendix 2).
- 2.7. Members of staff are aware that, if a student declares any information which calls into question their safety and wellbeing, they must not offer them complete confidentiality and have to deal with disclosures as above.
- 2.8. Members of staff are aware that, under no circumstances must they attempt an investigation. The teacher's first responsibility is to listen, provide reassurance and to record the child's statement.
- 2.9. Members of staff are aware that they must personally report to the police cases where they discover that an act of Female Genital Mutilation (FGM) appears to have been carried out (The Serious Crime Act 2015) and then to inform the DSL. This duty does not apply in relation to at risk or suspected cases which should be referred to the DSL.
- 2.10. In accordance with KCSIE 2023, all members of staff have been informed of how to make a Multi-Agency Safeguarding Hub (MASH) referral in the absence of the DSL and the Safeguarding Team.

3. Our procedures will be regularly reviewed and updated.

All new members of staff will be given a copy of our safeguarding procedures as part of their induction into the school and all temporary staff will be made aware of them. All staff will also receive initial and on-going safeguarding training.

## **D. Responsibilities**

### **1. The Designated Safeguarding Lead**

The Designated Safeguarding Lead is responsible for Safeguarding and Child Protection at East Barnet School. This is explicit in their job description, and, in their absence, the named deputy will assume these responsibilities; this is also explicit in their job description. The DSL and Safeguarding Team will adhere to the Local Authority and school procedures.

The key role of the DSL (and in their absence the deputy DSL) is to:

- 1.1 Manage referrals from school staff or any other referrals from outside the school.
- 1.2 Work with external agencies and professionals on matters of safety and safeguarding.
- 1.3 Undertake training as appropriate for the role.
- 1.4 Raise awareness of safeguarding and child protection amongst the staff, students and parents.
- 1.5 Ensure that child protection records and referrals are kept confidentially and securely.  
Records should be transferred if a pupil leaves to enrol at another school.
- 1.6 Share information with staff so that they can effectively support vulnerable students and those with social workers.
- 1.7 Help promote the educational outcomes of those vulnerable students and those with a social worker.
- 1.8 Report back to the Virtual Head as requested on the progress of students with a social worker.
- 1.9 work with others to ensure that the school's IT systems for filtering and monitoring for harmful content are functional and effective (see section D18).

### **2. Supporting Vulnerable Children**

At East Barnet School, we recognise that students with Special Needs and Disability (SEND) can face additional safeguarding challenges and may need more support to stay safe. Staff must clearly identify these students and have an awareness of their specific needs.

All staff should be aware that:

- 2.1 Indicators of possible abuse may be overlooked because they may present in behaviours or symptoms that appear similar to their disability.
- 2.2 Students with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs.
- 2.3 Difficulties may arise in overcoming communication barriers.
- 2.4 Indicators of vulnerability can be found in appendix 7.
- 2.5 Children that are lesbian, gay, bi or trans: 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.
- 2.6 Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. East Barnet school will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.
- 2.7 LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support that East Barnet School will make use of to help schools counter homophobic, biphobic and transphobic bullying and abuse.

### **3.Mental Health**

All staff at East Barnet School should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff at East Barnet School, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. The mental health lead will support staff and access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, it should be logged in the usual way, via 'record my'.

### **4.Children who are absent from school including Children Missing Education (CME)**

Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

- 4.1 Staff monitor attendance and punctuality carefully and address poor or irregular attendance without delay.
- 4.2 Staff understand what to do when children do not attend regularly in response to the guidance in Keeping Children Safe in Education (2023) and Children Missing from Education – Statutory Guidance for Local Authorities (2016).
- 4.3 Staff will feedback information to the Local Authority regarding CME at their request.

We monitor attendance carefully and address poor or irregular attendance without delay.

- 4.4 We will follow up with parents/carers when pupils are not at school. Wherever possible we will keep at least two up to date contacts numbers for parents/carers.
- 4.5 We will ensure that pupils who are expected to attend the school, but fail to take up the place, will be referred to the local authority.
- 4.6 When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date on and off-roll Notification Form. The completed form is sent to the London Borough of Barnet.

## **5.LAC/Private Fostering**

A private fostering arrangement is one that is made without the involvement of a local authority for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative.

The school is aware of the mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

The school has a designated member of staff for looked after children.

## **6.Our school will support students by:**

- 6.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- 6.2 Promoting equality for all identifiable groups.
- 6.3 Promoting a caring, safe and positive environment within the school.

- 6.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 6.5 Notifying Social Services or the relevant external agency as soon as there is a significant concern.
- 6.6 Ensuring that appropriate information is forwarded under confidential cover to the student's new school, if they move.
- 6.7 Teaching about safeguarding, including on-line safety through various teaching and learning opportunities.

## **7. Confidentiality**

- 7.1 We recognise that all matters relating to child protection are confidential.
- 7.2 The Headteacher or DSL will disclose any information about a student to other members of staff to ensure they can be supported in achieving the best possible educational outcomes.
- 7.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.4 All staff must be aware that they cannot promise confidentiality to a child.

## **8. Supporting Staff**

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL or relevant member of the Safeguarding Team and to seek further support as appropriate.

## **9. Allegations Made Against Staff**

- 9.1 If an allegation is made against a member of staff the person receiving the allegation must immediately inform the Headteacher.
- 9.2 If the Headteacher on such an occasion judges the allegation to be a child protection issue they will discuss the content of the allegation with the Local Authority's Lead Officer for Child Protection (LADO).

9.3 If the allegation made to a member of staff concerns the Headteacher, the concern should be forwarded to the Chair of Governors who will consult with the Local Authority's Lead Officer for Child Protection (LADO).

9.4 The school has adopted and will follow the Local Education Authority's procedures for managing allegations against staff, a copy of which will be readily available in the Headteacher's PA's office.

9.5 Staff should report allegations made against supply teachers in the same manner as they would permanent staff members.

9.6 If the allegation does not meet the threshold for the LADO, the school will investigate as a 'low level concern'. See Appendix 5

9.7 If the school receives an allegation related to an incident that happened when an individual or organisation was using their school premises for the purpose of running activities for children, East Barnet School will follow the procedures outlined in this policy and inform the LADO.

## **10. Low level concerns**

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the staff member has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

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

Low-level concerns will be recorded in writing on an excel spreadsheet including:

- name of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

The concern will also be logged in the staff members' file for the duration of their employment at the school.

## **11. Whistleblowing**

- 11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 11.2 All staff should be aware of their duty to immediately raise safeguarding concerns, where they exist, with particular reference to health and safety, legal obligations and the attitude or actions of colleagues.
- 11.3 Staff must be aware of their duty to report staff if they behave or may have behaved in a way that indicates they may not be suitable to work with children.
- 11.4 This procedure is outlined in the school's Whistleblowing Policy.

## **12. Physical Intervention**

- 12.1 Our guidelines and practice on physical intervention by staff is set out in the staff professional expectations guide and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to another person.
- 12.2 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

## **13. Bullying**

Our policy on anti-bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Bullying includes cyber bullying, physical abuse/causing physical harm, child on child abuse, sexual violence and sexual harassment and up skirting.

## **14. Racist Incidents**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **15.Procedures for dealing with incidents of child-on-child abuse and sexual harassment**

East Barnet School will respond to all reports and concerns of a child on sexual violence and sexual harassment, including those that have happened outside of the school, and online.

Staff have been made aware through training that:

- Whilst any report of sexual violence or sexual harassment should be taken seriously, it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
- Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention
- Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing and that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.
- A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report
- Reports will be dealt with on a case by case basis with DSL (and/or deputy) using their professional judgement and advice from external agencies.

### **Responding to an allegation**

The safeguarding team will:

- Reassure the victim, ensuring that they feel safe in school
- Offer the student support through, onsite counselling, SEMH support or a referral to Early help/BICS
- Assess whether a MASH or Police referral is required
- Complete a risk assessment
- Where appropriate, sanction the perpetrator in line with the behaviour and anti-bullying policy
- Refer the perpetrator for support through early help, safer schools team or MASH (See appendix 6)

## **16.Prevention**

We recognise that the school plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults, encouraging supportive friendships and an ethos of protection.

The school community will therefore:

16.1 Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to;

16.2 ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;

16.3 include in the wider curriculum and SRHE/PSHE opportunities to deliver information about safeguarding which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

16.4 Through the Computing curriculum and PSHE activities ensure students know how to stay safe online, especially when using the Internet at home.

## **17. Health and Safety**

East Barnet School's separate Health and Safety and Educational Visits Policies reflect the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

## **18. Filtering and Monitoring IT systems.**

Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:

- Physical monitoring
- Live software monitoring
- Monitoring user logs

We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures.

Annually, our designated safeguarding lead, along with our IT team and link governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content.

They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.

- Staff at East Barnet School undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns (via record my)
- Staff at East Barnet School have taken part in cybersecurity training.

When students use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are regularly reviewed for their effectiveness.

However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, as a school we teach students how to

- search for content appropriately
- report anything of concern
- find the age limits for apps,

Through PSHEE we also invite the police in to speak about online dangers.

**This policy works in conjunction with:**

- **Allegations of Abuse Against Staff Policy**
- **e-Safety Policy and ICT Network and Internet Acceptable Use**
- **Recruitment Policy**
- **Anti-bullying Policy**
- **Anti-racism policy**
- **Careers Education and Guidance**
- **Equal Opportunities policy**
- **School Journey Visits Policy**
- **Special Educational Needs Policy**
- **Staff Discipline, Conduct and Appeals Policy**
- **Whistleblowing Policy**
- **Professional Expectation: Guidance for Staff**
- **Prevent Guidance - which can be found on the school website.**
- **Admissions policy**

## **Appendices**

1. Designated Safeguarding Lead and the Safeguarding Team
2. Child Protection Referral Flowchart
3. Dealing with Disclosures
4. Reporting a Child Protection Concern
5. Low level concerns
6. Responding to sexual abuse
7. Indicators of abuse
8. Other Safeguarding concerns- What to look for?
9. Visiting Speakers
10. Suicide self-harm and mental health
11. Abbreviations
12. Government guidance

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## Designated Safeguarding Lead and the Safeguarding Team (2023-24)

### Designated Safeguarding Leads:

Laura Coffill [lcoffill@eastbarnetschool.com](mailto:lcoffill@eastbarnetschool.com)

Julia Connick [jconnick@eastbarnetschool.com](mailto:jconnick@eastbarnetschool.com)

### Deputy Safeguarding Leads:

Mariam Zaman [mzaman@eastbarnetschool.com](mailto:mzaman@eastbarnetschool.com)

Sara Brennan [sbrennan@eastbarnetschool.com](mailto:sbrennan@eastbarnetschool.com)

Alanna Brady [abrady@eastbarnetschool.com](mailto:abrady@eastbarnetschool.com)

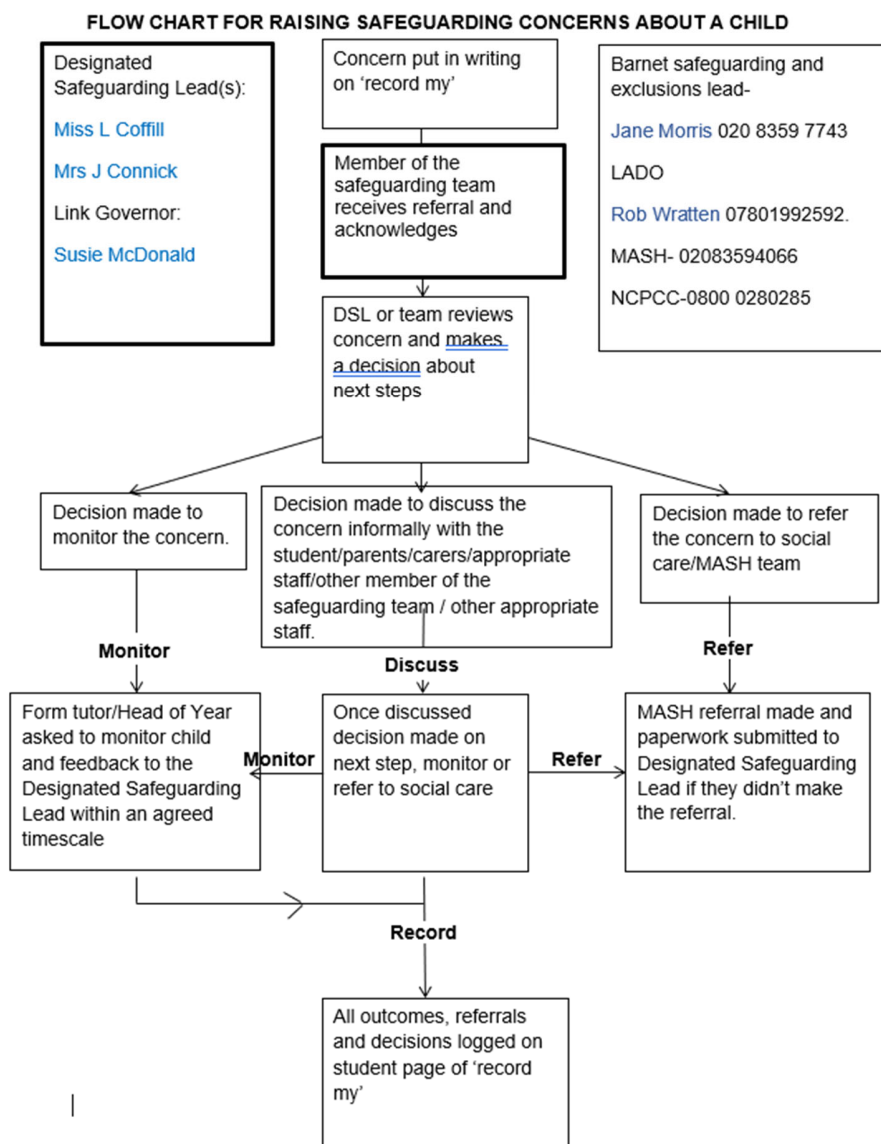
### Designated Member of Staff for Looked After Children:

Nicole Cara [ncara@eastbarnetschool.com](mailto:ncara@eastbarnetschool.com)

### Nominated Governor with Child Protection Responsibility:

Susie McDonald [smcdonald@eastbarnetschool.com](mailto:smcdonald@eastbarnetschool.com)

## Child Protection Referral Flowchart



\*Liam Foote is the LA safeguarding officer 020 8359 4997

## **Dealing with Disclosures**

When a student declares any information which calls into question their safety and well-being, it is important that staff respond appropriately, 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:

- Avoid denial. Respect the child by listening to what he/she has to say and taking it seriously.
- Provide a safe environment. Make sure the setting is confidential and comfortable. Avoid communicating with shock, horror, or fear about anything said, even though what you are hearing is likely to be shocking and horrifying.
- Be supportive, not judgmental. Reassure the child that he/she did nothing wrong and that you believe him/her.
- Be an active listener and don't make assumptions. Maintain eye contact, nod and keep an open posture. Let the child use language they are comfortable with.
- Do not interrogate. Do not ask leading questions that could compromise further enquiry by the police. Questions should establish key facts for information sharing: "Where did it happen?"/ "Who did it?"/ "How do you know them?" (If the relationship of the abuser is unclear).
- Do not promise complete confidentiality. Members of staff may wish to say the following: "I cannot promise to not tell anyone, but I will only tell the people whom I need to. Your parents will not be contacted unless they need to be and you will be spoken to about this before it happens".
- It may be helpful to write down exact quotes of what the child said.
- Have an understanding about abuse and neglect. Know the four kinds of child abuse: physical, emotional, sexual, and neglect.
- Make the appropriate referral.
- Be aware that you may be affected by the disclosure and you may wish to consult the DSL about self-care.

# CHILD PROTECTION POLICY

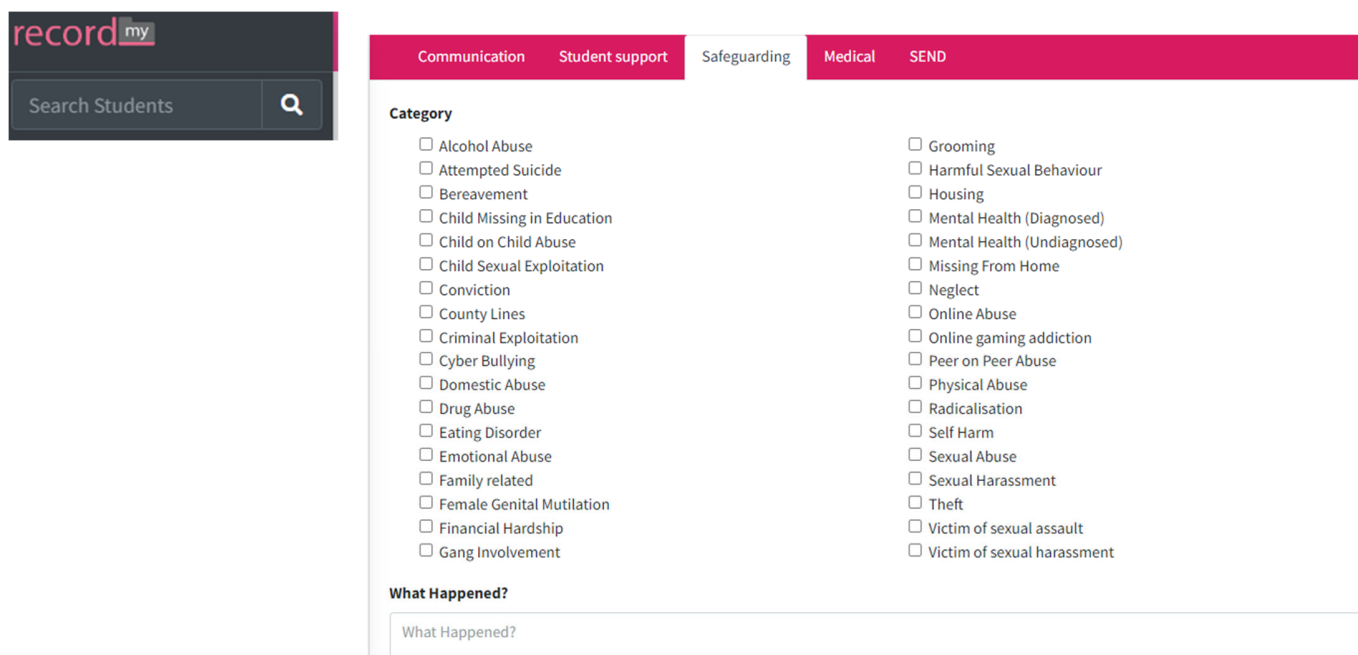
## APPENDIX 4

East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

### Referral

All members of EBS have an online 'recordmy' account through which they can log concerns, they can access this via the hub link or website [RecordMy](#) | [Log in](#)

They should use the search bar to find the student, then click record:



The screenshot displays the 'recordmy' web application interface. On the left, there is a dark sidebar with the 'recordmy' logo and a search bar labeled 'Search Students' with a magnifying glass icon. The main content area has a pink header with navigation tabs: 'Communication', 'Student support', 'Safeguarding', 'Medical', and 'SEND'. Below the header, there is a 'Category' section with a list of checkboxes for various types of concerns. The 'What Happened?' section is partially visible at the bottom.

**recordmy**

Search Students

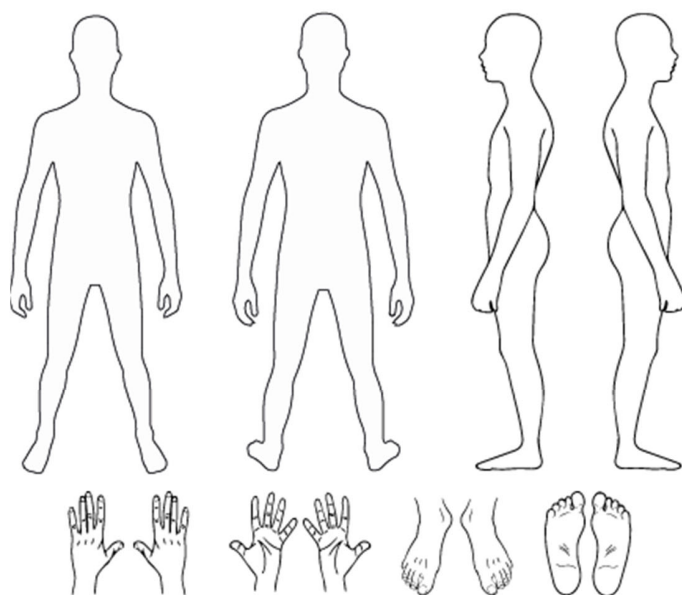
**Category**

- ☐ Alcohol Abuse
- ☐ Attempted Suicide
- ☐ Bereavement
- ☐ Child Missing in Education
- ☐ Child on Child Abuse
- ☐ Child Sexual Exploitation
- ☐ Conviction
- ☐ County Lines
- ☐ Criminal Exploitation
- ☐ Cyber Bullying
- ☐ Domestic Abuse
- ☐ Drug Abuse
- ☐ Eating Disorder
- ☐ Emotional Abuse
- ☐ Family related
- ☐ Female Genital Mutilation
- ☐ Financial Hardship
- ☐ Gang Involvement
- ☐ Grooming
- ☐ Harmful Sexual Behaviour
- ☐ Housing
- ☐ Mental Health (Diagnosed)
- ☐ Mental Health (Undiagnosed)
- ☐ Missing From Home
- ☐ Neglect
- ☐ Online Abuse
- ☐ Online gaming addiction
- ☐ Peer on Peer Abuse
- ☐ Physical Abuse
- ☐ Radicalisation
- ☐ Self Harm
- ☐ Sexual Abuse
- ☐ Sexual Harassment
- ☐ Theft
- ☐ Victim of sexual assault
- ☐ Victim of sexual harassment

**What Happened?**

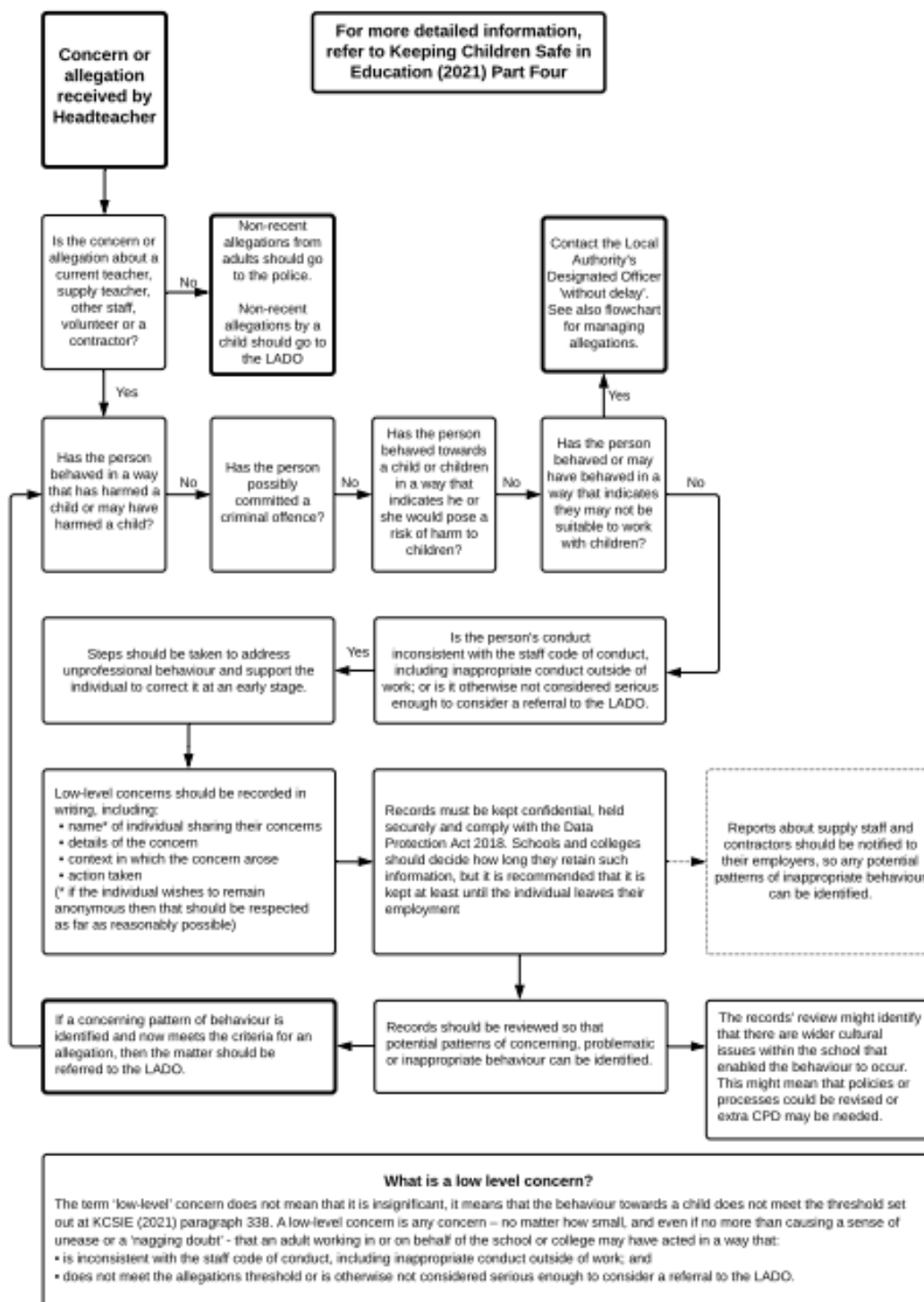
What Happened?

## Add Body Map



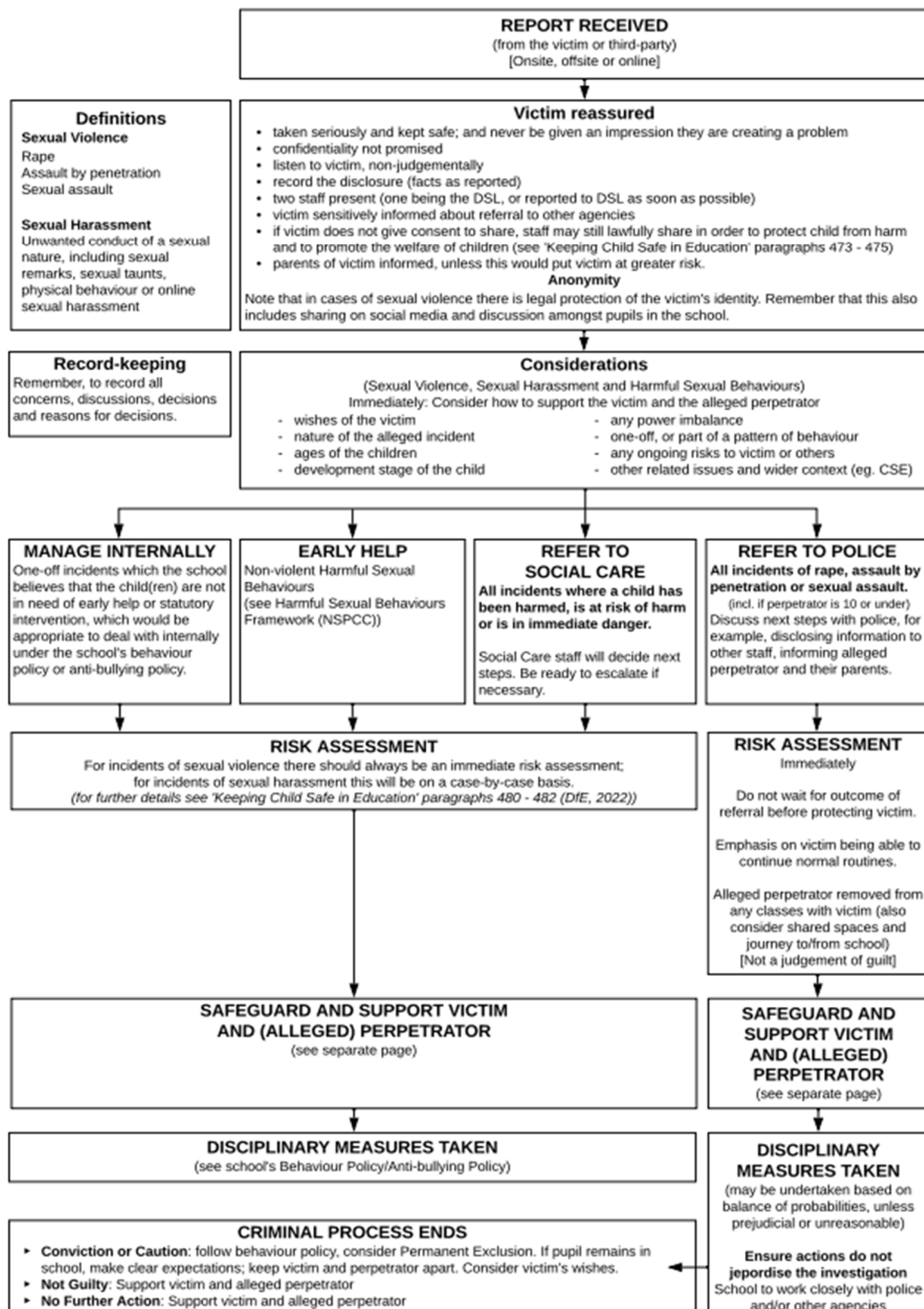
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## Managing low level concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors



## East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

### \*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT



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# Responding to children who display sexualised behaviour

It's important for health practitioners to be able to distinguish normal sexual behaviours from those that may be harmful, and make sure children get appropriate support. Use this guide alongside the resources at [nspcc.org.uk/hsbhealth](https://nspcc.org.uk/hsbhealth) to help you respond in the right way.

**Need advice?**  
Contact our helpline for advice and support:  
➤ Call **0800 800 5000**  
➤ Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)  
➤ Visit [nspcc.org.uk/helpline](https://nspcc.org.uk/helpline)

**Childline**  
For children who need further support our free, confidential helpline is available 24/7:  
➤ Call **0800 1111**  
➤ Visit [childline.org.uk](https://childline.org.uk)

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> <li>• Developmentally expected and socially acceptable behaviour</li> <li>• Consensual, mutual and reciprocal</li> <li>• Decision making is shared</li> </ul>	<ul style="list-style-type: none"> <li>• Single instances of developmentally inappropriate sexual behaviour</li> <li>• Behaviour that is socially acceptable within a peer group</li> <li>• Generally consensual and reciprocal</li> <li>• May involve an inappropriate context for behaviour that would otherwise be considered normal</li> </ul>	<ul style="list-style-type: none"> <li>• Developmentally unusual and socially unexpected behaviour</li> <li>• May be compulsive</li> <li>• Consent may be unclear and the behaviour may not be reciprocal</li> <li>• May involve an imbalance of power</li> <li>• Doesn't have an overt element of victimisation</li> </ul>	<ul style="list-style-type: none"> <li>• Intrusive behaviour</li> <li>• May involve a misuse of power</li> <li>• May have an element of victimisation</li> <li>• May use coercion and force</li> <li>• May include elements of expressive violence</li> <li>• Informed consent has not been given (or the victim was not able to consent freely)</li> </ul>	<ul style="list-style-type: none"> <li>• Physically violent sexual abuse</li> <li>• Highly intrusive</li> <li>• May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator</li> <li>• May involve sadism</li> </ul>
<b>How to respond</b> <ul style="list-style-type: none"> <li>• Although green behaviours are not concerning, they still require a response</li> <li>• Listen to what children and young people have to say and respond calmly and non-judgementally</li> <li>• Talk to parents about developmentally typical sexualised behaviours</li> <li>• Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse</li> <li>• Signpost helpful resources such as our PANTS activity pack: <a href="https://nspcc.org.uk/pants">nspcc.org.uk/pants</a></li> <li>• Make sure young people know how to behave responsibly and safely</li> </ul>	<b>How to respond</b> <ul style="list-style-type: none"> <li>• Amber behaviours should not be ignored</li> <li>• Listen to what children and young people have to say and respond calmly and non-judgementally</li> <li>• Follow your organisation's child protection procedures and make a report to the person responsible for child protection</li> <li>• Your policy or procedure should guide you towards a designated health safeguarding lead who can be notified and will provide support</li> <li>• Consider whether the child or young person needs therapeutic support and make referrals as appropriate</li> </ul>	<b>How to respond</b> <ul style="list-style-type: none"> <li>• Red behaviours indicate a need for immediate intervention and action</li> <li>• If a child is in immediate danger, call the police on 999</li> <li>• Follow your organisation's child protection procedures and make a report to the person responsible for child protection</li> <li>• Your policy or procedure should guide you towards a designated health safeguarding lead who should be notified and will provide support</li> <li>• Refer the child or young person for therapeutic support</li> </ul>		

## Indicators of Abuse

*The listed signals of abuse give a broad range of 'indication'.*

*A student will often show one or more of the 'signs' and not be at risk. If you have concerns about any child follow our procedures of referral informing the designated teacher as quickly as possible.*

## Signs of Physical Abuse

- Absenteeism
- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

## Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance at school

- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Poor social relationships
- Running away
- Compulsive stealing

### **Signs of Emotional Abuse**

- Physical, mental and emotional development behind the 'average' for a year group
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-criticism
- Sudden speech disorders (stammer, etc)
- Fear of new situations
- Inappropriate behaviour (e.g. rocking, hair twisting, thumb sucking)
- Inappropriate emotional responses to painful situations
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression (i.e. under or over-reaction to things)
- Drug, solvent abuse
- Running away
- Compulsive stealing

### **Signs of Sexual Abuse**

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way/manner inappropriate to age
- Tendency to cling or need reassurance
- Tendency to cry easily
- Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby
- Complaints of genital itching or pain

- Distrust of a familiar adult, or anxiety about being left with a relative, a babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Chronic illness, especially throat infections and venereal diseases
- Anorexia or bulimia
- Fear of undressing, e.g. for sport

**Common Sites of physical injury:**

Accidental Injury	Non-Accidental
<ul style="list-style-type: none"> <li>• Crown of the head</li> <li>• Forehead</li> <li>• Nose</li> <li>• Elbows</li> <li>• Hips</li> <li>• Hands</li> <li>• Knees</li> <li>• Shins</li> </ul>	<ul style="list-style-type: none"> <li>• Black eyes (often two)</li> <li>• Cheeks</li> <li>• Marks around neck: finger marks/thin red line</li> <li>• Bloodshot eyes – possible caused by shaking</li> <li>• Ears – red, bleeding, cut skin (very common)</li> <li>• Mouth – cuts, loose or broken teeth</li> <li>• Stomach – evidence of bruising</li> <li>• Buttocks – discomfort when sitting</li> <li>• Inner arms – red marks or bruising</li> </ul>

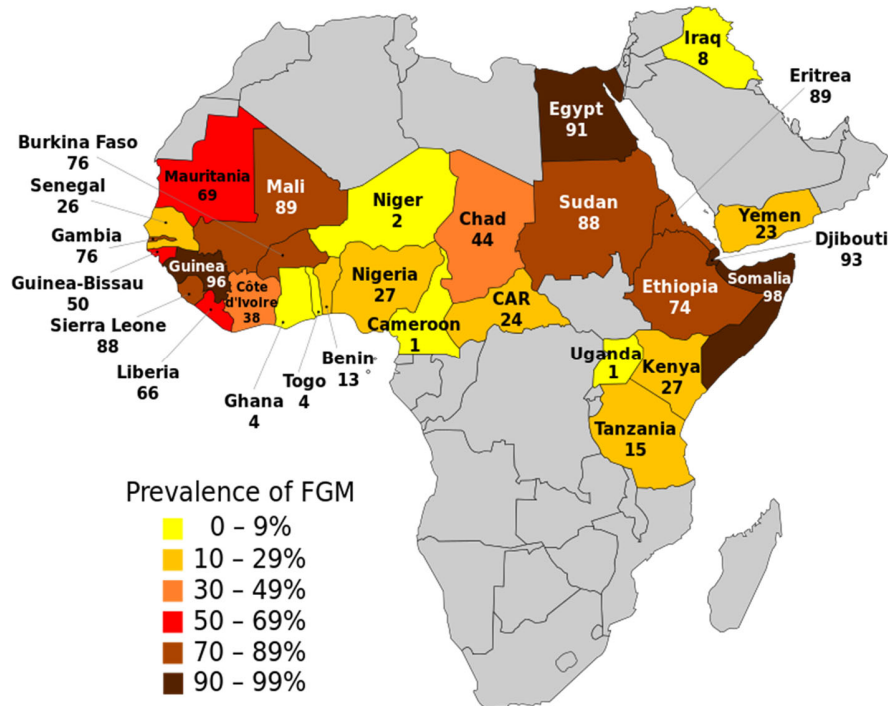
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## Other Safeguarding Concerns

### FGM

Members of staff are aware that they must personally report to the police cases where they discover that an act of Female Genital Mutilation (FGM) appears to have been or is going to be carried out (The Serious Crime Act 2015) and then to inform the DSL.

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



FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8. The map below shows countries where FGM is most prevalent:

**Risk factors for FGM include:**

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

**Symptoms of FGM**

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

Indications that FGM may have already taken place may include:

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

**Honour Based Violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation

(FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

### **Forced marriage**

**Forced marriage** is a **marriage** in which one or both of the parties is **married** without his or her consent or against his or her will. A **forced marriage** differs from an **arranged marriage**, in which both parties consent. The legal age of marriage changed in February 2023 to 18.

Indicators to look out for are:

- Truancy / absence from school
- Low Motivation
- Lack of Punctuality
- Self Harm
- Depression
- Isolation
- Attempted Suicide
- Eating Disorders
- Brother/Sisters forced to marry or reported missing
- Family disputes
- Runaways
- Substance misuse
- Domestic violence

### **Contextual Safeguarding**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children

can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### **Child Sexual Exploitation**

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

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part in education
- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour

### **Signs of gangs and youth violence**

As stated above gang crime and CSE are closely linked. Signs of possible gang involvement include:

- Child withdrawn from family
- Sudden loss of interest in school. Decline in attendance or academic achievement (although it should be noted that some gang members will maintain a good attendance record to avoid coming to notice)
- Being emotionally “switched off”, but also containing frustration / rage
- Started to use new or unknown slang words

- Holds unexplained money or possessions
- Stays out unusually late without reason, or breaking parental rules consistently
- Sudden change in appearance – dressing in a particular style or ‘uniform’

### **County Lines**

This is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or 'deal lines'. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the local market location, typically by taking over the homes of local vulnerable people by force or coercion in a practice known as 'cuckooing'.

Some indicators of county lines involvement and exploitation are:

- Persistently going missing from school or home and/or being found out of area
- Unexplained acquisition of money clothes or mobile phones
- Excessive receipt of texts/phone calls
- Relationships with controlling/older individuals or groups
- Leaving home/care without explanation
- Suspicion of physical assault/unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school performance
- Gang association or isolation from peers and social networks
- Self-harm or significant changes in emotional well being

### **Child Criminal Exploitation**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being

coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

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

### **Signs of bullying including cyberbullying**

Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Indicators that cyber bullying may be taking place include:

- belongings getting “lost” or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others

Refer to the Anti-Bullying Policy for further information.

The school refers to [Sexting Advice \(swgfl.org.uk\)](https://www.swgfl.org.uk) when dealing with incidents of “sexting”.

East Barnet School will help children and young people not only use the internet safely, but also give them opportunities to learn how to behave online.

Peer on peer abuse refers to physical, sexual, emotional and financial abuse, and coercive control, exercised within young people’s relationships. Most concerns regarding the conduct of students towards each other would be dealt with within the framework of the school behaviour policy.

However, some may raise significant safeguarding concerns such as physical abuse, emotional abuse, sexual abuse and sexual exploitation. Peer on peer may be happening if the behaviour of an older student to a younger or vulnerable student is causing concern, if the allegation is of a serious nature and may involve a criminal offence and if the concern potentially raises risk factors for other students in the school.

Examples of safeguarding issues against a student could include:

#### Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

#### Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

#### Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

#### Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour
- Photographing or videoing other children performing indecent acts

#### **Sexual Harassment**

East Barnet School considers sexual harassment in broad terms and recognises that if not challenged, can normalise inappropriate behaviours and provide an environment that can lead to sexual violence. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline.

Sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual 'jokes' or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature.
- Online sexual harassment which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos; inappropriate sexual comments on social media, exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and /or sexual violence.

The Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders." Any incidents of up skirting or suspected up skirting should be reported to the DSL immediately.

### **Signs of students who are possibly being drawn into extremist ideology**

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress and appearance to accord with the group.
- Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of material or symbols associated with the extremist cause (e.g. the swastika for far right groups).
- Attempts to recruit others to the group/cause/ideology.
- Communications with others that suggest identification with a group/cause/ideology

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills.
- Using insulting or derogatory names or labels for another group.
- Speaking about the imminence of harm from the other group and the importance of action now.
- Expressing attitudes that justify offending on behalf of the group, cause or ideology.
- Condoning or supporting violence or harm towards others.
- Plotting or conspiring with others.

### **Domestic Abuse**

Domestic abuse:

Children are recognised in law as victims of Domestic abuse, regardless of whether they observe or experience it. This can:

- be psychological , physical, sexual, financial, emotional or coercive control
- impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships

Staff at East Barnet will be made aware that this can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

### **Vulnerable children**

There may be a potential for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is frequently missing
- Is misusing drugs/alcohol
- is in a family circumstance that presents challenges such as substance abuse or adult mental health
- Has returned home to their family from care.

This group of children are more susceptible to being drawn into terrorism and other safeguarding risks.

## Protocol for Visiting Speakers

### A. Context

East Barnet School prides itself in providing students with inspirational learning experiences, both within normal lessons and beyond. A key aspect of this vision are visiting speakers. In recent years this has included a full spectrum of eminent scientists, such as Martin Rees (the Astronomer Royal), Steve Jones and James Crabbe, as well as notable people such as Matthew Barzun, the American Ambassador, Danny Cohen (Director of the BBC) and Eddie Mayer (Radio 4 Drive Time presenter). We also have a programme of author visits, which have recently included Candy Gourlay, Sonia Leong, Nicola Morgan, John Mayhew and Phil Earle. This may also include on-line talks.

### B. Principles

1. All visiting speakers must be aware of our school's values and the educational context in which they are speaking so that they do not unintentionally offend our community, or be perceived to be expressing views which are aimed at radicalising the young people in their audience.
2. All visiting speakers will be vetted by the safeguarding team to ensure that they do not have a track record which indicates they are likely to express views that may offend or encourage students into behaviours which are contrary to the school's values.

### C. Requirements

In order to adhere to the above principles, the procedure needs to be as follows:

1. Before inviting any guest speaker, a 'due diligence' exercise must be carried out to ensure that the person concerned does not have a track record of making speeches or presentations which would be in contravention of the school's values. This vetting procedure may include an internet search, conversations with other professionals who may have knowledge of the speaker, as well as a

conversation with the proposed speaker to agree the theme and approximate content of their presentation.

2. If the 'due diligence' exercise does not raise any concerns, a 'Visiting Speaker Form' using a Microsoft Forms app will be completed and automatically sent to the safeguarding team for review. [Visiting Speaker Proposal Form \(office.com\)](#)
3. Once approved, safeguarding arrangements for the visit should include meeting the guest speaker at reception, accompanying him/her to the location of their speech/presentation.
4. After the presentation, the staff member who organised the visit will be sent a 'Visiting Speaker Evaluation Form' to complete. [Visiting Speaker Evaluation Form \(office.com\)](#)

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## Self-Harm & Suicide

East Barnet School is aware that suicide is the leading cause of death in young people, and that we play a vital role in helping to prevent young suicide; we want to make sure that pupils are as suicide-safe as possible.

The school acknowledges that:

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 Youth Mental Health First Aiders and whole school awareness of mental ill health, we will provide adults in school who are able to identify when a pupil 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.

- We have a named mental health lead who alongside the DSL and safeguarding team is responsible for the implementation, and maintenance of this aspect of the 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. We have provided a Suicide and Self Harm Toolkit developed by Essex Local Authority to provide further support to members of staff.
- [Self Harm Toolkit for Schools Sept 2019.pdf \(essex.gov.uk\)](#)
- 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 **ALWAYS** believe children and young people.
- We will ensure that all secondary pupils 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 pupils to be able to flag or review any concerns about the individual pupils, including suspected suicidal thoughts.
- When we identify a pupil at risk of self-harm or suicide, we would inform the Designated Safeguarding Lead or Mental Health Lead and if a pupil were 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 pupils 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.

## SAFETY PLAN AND RISK ASSESSMENT



**Student Name:**

**Form:**

**Date of completion:**

**Those present:**

Brief History
---------------

External agency involvement (include contact name and email)/referrals required:
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	Student Response	School Action to reduce risk/support
What triggers are there that make the student feel out of control/anxious/suicidal?		
What does it look like /feel like when the student is feeling out of control/anxious/suicidal?		
What ways does the student have of coping? (What worked in the past)		
Is there somebody in school for the student to talk to?		
Is there a safe space to go?		

Are there any risk factors within school (e.g. the building/equipment?)		
Parent/Carer comments:		
<div style="text-align: right;"><b><u>Signed:</u></b></div> <div> Student-  Parent/Carer-  EBS staff- </div>		

## Safeguarding Abbreviations

EHA	Early Help Assessment	A process for gathering and recording information about a child for whom a practitioner has concerns in a standard format, identifying the needs of the child and how the needs can be met.
CP	Child Protection (Plan)	Where a Child Protection Conference determines that a child is at continuing risk of Significant Harm- A plan sets out how the <b>child</b> can be kept safe and the support required.
CIN	Child In Need (Plan)	When a single assessment is in progress or has been completed and a <b>child</b> and their family have identified needs that <b>require</b> support, either through continued social work intervention or through the provision of services
MASH	Multi Agency Safeguarding Hub	The single point of contact for all professionals to report safeguarding concerns.
KCSIE	Keeping Children Safe In Education	Safeguarding guidance published by the Department of Education.
WRAP	Workshop to Raise Awareness about Prevent	A Home Office initiative that was delivered so that we could play our part in stopping individuals becoming terrorists or supporting terrorism.
DSL	Designated Safeguarding Lead	The first point of contact for any member of the <b>school</b> staff who has a concern about the safety and wellbeing of a pupil.
FGM	Female Genital Mutilation	The ritual removal of some or all of the external female genitalia.
CSE	Child sexual exploitation	A form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity.
CCE	Child criminal exploitation	CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

CEOP	Child Exploitation and Online Protection	A command of the UK's <u>National Crime Agency</u> (NCA), <sup>[1]</sup> and is tasked to work both nationally and internationally to bring online <u>child sex offenders</u> , including those involved in the production, distribution and viewing of <u>child abuse material</u> , to the UK courts
TAC	Team around the child	A meeting that can be called by any agency that has concerns about a child or young person with additional needs that they feel may require a response from more than one agency but without requiring statutory intervention.
Virtual School/Virtual Head		<b>Barnet Virtual School</b> supports the education of all young people who are looked after by the borough of <b>Barnet</b> and all those who have been previously looked after up to the age of <b>Virtual Schools</b> are not teaching institutions in the traditional sense – there is no building and children do not attend. The Virtual Head runs the Virtual school

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## Government Guidance

East Barnet School will follow the government guidance contained in the document below when dealing with safeguarding of children in specific circumstances:

child missing from education

child sexual exploitation (CSE)

bullying including cyberbullying

domestic violence

drugs

fabricated or induced illness

faith abuse

female genital mutilation (FGM)

forced marriage

gangs and youth violence

gender-based violence/violence against women and girls (VAWG)

mental health

private fostering

preventing radicalisation

sexting

teenage relationship abuse

trafficking