2022-2023 Child Protection Policy Checklist

Schools must have a Child Protection policy but most schools now generally call it a ‘Safeguarding and CP policy’ to incorporate the wider aspects of safeguarding noted in KCSiE.

KCSiE 2022 para 98 provides information on what an effective CP policy should include. This checklist incorporates this information, along with other aspects which may be useful for you to include**.** Your policy should take account of its local context and reflect how the school responds to this.

Highlights are new or reinforced this year.

The policy refers to KCSIE 202:

* all references to previous KSCIE documents have been removed. If it reflects other legislation, ensure this is up to date.
* Check any paragraph numbers referenced have been revised for 2022.
* Update all references of peer-on-peer abuse to child-on-childabuse (more info below)

The policy should state the school’s commitment to safeguarding and that it aims to create a culture of vigilance e.g. We are committed to safeguarding children and expect everyone who works in our school (and visits our school) to share this commitment. We take all safeguarding and welfare concerns seriously and encourage our pupils to talk to us about any worries they may have. We will always act in the best interests of the child (taken from excepts in the Ofsted s/g document.)

The policy is reviewed annually & is in line with government guidance

* It refers to locally agreed multi-agency safeguarding arrangements put in place by the 3 Safeguarding Partners (police, social care & health.) NB If you adopt a model policy e.g. LA policy, it should be adapted to reflect the school’s own context, needs and procedures

The definition of safeguarding, if included in the policy, should reflect the updated version (preventing impairment of children’s mental and physical health and development)

It contains clear aims, and states a commitment to safeguarding and a culture of vigilance. Key names and contact details e.g. DSL/DDSLs, Deputy DSL(s) Safeguarding Governor, Chair of Governors, LA, NSPCC hotline Social Care, Police link, Prevent link, Mental Health lead (if there is one

It clearly outlines:

* the role and responsibilities of the DSL including undertaking availability when the setting is in operation, responsibilities with regard to the child protection file, steps taken to refer beyond the school, record keeping and reporting.
* It includes the role of the ‘virtual HT’- from June 2021 the virtual HT had responsibility to promote the education of children with a social worker- what does this look like in your school? Para 191 KCSIE 22
* the roles and responsibilities of the Governing Body/ proprietors /management committees including ensuring pupils are taught about safeguarding, including online safety\* note additional aspects to be included – see LDBS briefing information
* staff roles and responsibilities: Staff know what to do if they have concerns about the welfare of a child. They know how to identify and report and record possible or actual instances of abuse-the policy should outline these steps clearly, including how to deliver concerns.
* All staff are 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.
* Staff should understand that children may not be ready to talk about their experiences or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful but that staff should share their concerns with the DSL anyway. KCSIE 22, para 19
* Staff understand that they should act upon their concerns immediately. This includes any mental health concern staff may have that is also a s/g concern. The policy should also note the steps staff should take (as for above bullet) e.g. DSL and DDSL in DSL’s absence.
* Staff understand that they cannot promise confidentiality and will always act in the interest of the child

Allegations**-** distinguishes between the steps that should be taken in the case of an allegation against staff members, and those that should be taken if the allegation is about the Headteacher

* NB changes last year – if a staff member’s conduct outside school where they behaved/behave in a way which indicates they may not be suitable to work with children

Low-level concerns about staff behaviour:

* sets out the procedure for responding to reports of low-level concerns
* notes that staff should approach the HT, or if the concern is about the HT, the Chair of the GB. Also ensure this is in the staff code of conduct statement/policy

There are clear links to other relevant policies for further information e.g. **online safety**, **RSE** , Behaviour

* (please note page 4 of the LDBS toolkit re inclusion of aspects from the searching, screening and confiscation document July 22 <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf>

The policy refers to the following types of abuse and aspects of neglect (in no particular order):

The signs and symptoms of Child Sexual (CSE) and Criminal exploitation (CCE) KCSiE paras 37-42

Local safeguarding risks (contextual), including CSE and CCE (above) and the potential risk of county lines. Note if particular groups/pupils been identified as being particularly vulnerable to risk of child exploitation in your schools and if so, what action is being taken to keep these pupils safe. Is there a clear description of county lines?

Child-on-Child abuseNB this has now changed from ‘peer-on-peer’ to provide greater clarity

* It includes a statement which makes it clear that the school has a ‘zero-tolerance’ approach to abuse and will never be passed off as “banter”, “just having a laugh” or “part of growing up” and is referenced in the school’s behaviour policy.
* It includes:
* procedures to minimise the risk of child-on-child abuse;
* how allegations of child-on-child abuse will be recorded, investigated and dealt with;
* clear processes as to how victims, perpetrators and any other child affected by child-on-child abuse will be supported;
* recognition that even if there are no reported cases of child-on-child abuse the abuse may still be taking place but is not being reported.
* recognition of the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously; and
* recognises the different forms child-on-child abuse can take, such as:
  + sexual violence and sexual harassment. (see Part 5 KCSiE)
  + physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  + ‘sharing nudes and semi-nudes’ (was sexting): the policy should include the school or college’s approach to it. Refer to screening and confiscation advice and responding to sexting incidents for schools (refer to the guidance sharing nudes and semi-nudes UKCIS 2020 p29 in the policy
  + initiation/hazing type violence and rituals.
* The school’s procedures for searching and confiscating devices (see sharing nudes and semi-nudes UKCIS 2020 p29)

Domestic Abuse (DA Act 2021): definition and types of DA- (National DA 24h helpline number 08082000 247)

Make sure reference is made to the additional sentence in KCSiE 22 paragraph 26:

* ‘Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.’

Upskirting**-** staff need to know both what this is and to understand its impact (on pupils and staff.) They need to know it is now a criminal offence. If you are a ‘no-phone’ school you still need to ensure that staff know how to respond to disclosures about this.

Serious violence**-** all staff should be aware of the indicators which may signal that pupils are at risk from, or are involved with serious violent crime.NB it is important to remember that grooming processes are similar for all forms of child exploitation: criminal, county lines, sexual and radicalisation.

**Mental health** and possible links to safeguarding and child protection refer to paras noted below 45-47 which you may wish to copy

* 45. All staff 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.
* 46. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, 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. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.
* 47. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

If your school has a (Senior) Mental Health Lead, it is helpful to include their name here as well as at the front of the policy, along with how they can be contacted and any training they have received. NB staff are not expected to be experts – see para 46 above.

The Prevent agenda

Makes specific reference to the school’s awareness of its duty to prevent people being drawn into terrorism and to cooperate with Channel panels- to assess local risk, identify at-risk pupils/students and keep them safe on line – (could also include info for staff how referrals are made to Prevent team, CP assessment team and the voluntary Channel programme)

* it details the school’s own approach to protecting pupils from the risks of radicalisation?
* it shows how the school considers local risks and shapes the curriculum to support pupils in learning about the risks of radicalisation e.g. through online safety?
* it notes staff training – including online safety training? (see induction and CP)
* it explains referral approaches used by the school, which are in line with local guidance

**Extra-familial harms**

**Honour-based abuse (no longer ‘violence’)** the policy clarifies that this includes FGM, forced marriage, breast ironing

FGM – signs, symptoms of, and notes that all staff should raise any FGM concerns with the DSL (or DDSL) and should understand their mandatory duty to report FGM disclosures which is

'whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'. para 44

* this summary must be read in conjunction with the mandatory reporting guidance. (See <http://safeguarding.link/fgmreporting>) and can be included in your policy.
* 'It is recommended that you make a report orally by calling 101, the single non-emergency number. Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate. In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

See here: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting> in order to make a report and know what needs to be included.

SEND

The policy reflects an understanding of the additional barriers that exist when recognising the abuse of pupils with SEND and how the school overcomes these barriers and supports pupils in keeping safe.

Schools should consider extra pastoral support for SEND pupils – what has your school got in place and does your policy state this?

The policy should note an understanding and acknowledgement that these pupils:

* are more prone to peer group isolation or bullying than other children
* are disproportionately impacted by behaviours such as bullying, without showing outward signs of this
* have communication barriers and how the school supports them in overcoming these barriers

It should also stress that there will be NO assumption by school staff that any changes in pupils’ behaviour will relate only to their special needs and disability and will be explored to ensure that they are not facing additional safeguarding challenges.

Children who are lesbian, gay, bi, or trans (LGBT)page 49 KCSiE 22

* The policy reflects an understanding that, whilst a child may be LGBT, this is not in itself an inherent risk factor for harm. However, children who are LGBT, or perceived to be LGBT, can be targeted by other children, making them vulnerable and having to face additional barriers.
* The policy should note how your school provides opportunities and a safe space for LGBT pupils to speak to a trusted adult and should outline any arrangements that have been made e.g. safe spaces, relevant members of staff to whom they can turn.

Early Help – includes an explanation of Early Help and what this means in your school - DSL will generally take the lead on this but allstaff should know the procedures. This is a real emphasis now

Pupils Missing Educatio**n** - procedures to respond to children missing school (poor attendance and regularly missing) and that where reasonably possible the school will have at least two emergency contacts for pupils

The setting has clear policies and procedures for pupils who go missing from education, particularly those who go missing on repeat occasions’ (Ofsted)

**Looked after,** **and previously looked after children** – notes the vulnerabilities of these pupils

**The Curriculum** Please refer for more information in the LDBS safeguarding self-evaluation toolkit 2022-23 page 28 and KCSiE 22, paras 128-130

The policy shouldnote how the curriculum provides a range of opportunities for pupils to develop skills and knowledge to understand risk and learn about keeping safe and to manage difficult situations including online e.g. –through PHSE, RE, British Values Citizenship

It should note that

* Safeguarding is seen as a consequence of wider teaching and learning- contextual safeguarding is understood and incorporated into the curriculum
* Safeguarding opportunities are mapped across the curriculum, are sequential and age-appropriate.
* Pupils are taught about risks and how to keep safe beyond the school site (secondary schools, pupils walking home on their own, transition to next school, public transport, safe people, local hotspots, online safety outside school.)
* How effective the curriculum is in helping pupils to be aware of the risks linked to county lines/CCE?
* How the curriculum is monitored to ensure aspects of safeguarding are embedded and that there is continuity across key stages
* NB the curriculum should now include (you may not want to include here but will need to ensure this is included in the curriculum )
* RSE and related aspects e.g. personal safety is taught at age appropriate levels healthy and respectful relationships, boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem, how to recognise an abusive relationship, including coercive and controlling behaviour, what constitutes sexual harassment and sexual violence and why these are always unacceptable. The concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support

**Online safety** – the school’s approach to online safety should be reflected within this one and the main online safety policy referred to.

Please refer for more information in the LDBS safeguarding self-evaluation toolkit 2022-23 page 28

The school’s online policy should

* reference the ‘4Cs’ (Content/Contact/Conduct/Commerce) to provide the basis of an effective online policy.
* reflect an understanding that many children have unlimited and unrestricted access to the internet via mobile phone networks and consequently some children may sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually and view and share pornography and other harmful content (in school and outside school).
* provide information as to how the school ‘regularly reviews’ the effectiveness of the monitoring and filtering arrangements para 140.
* how children will be kept safe when they are accessing ‘online learning’ whilst out-of-school.

Further guidance about online learning can be found in the ‘Guidance for Safer Working Practices… (February 2022)’ [https://saferrecruitmentconsortium.org](https://saferrecruitmentconsortium.org/)

It includes **staff/pupil relationships and communications** including use of social media and the use of reasonable force. It would be also helpful to include a sentence/para on the school’s approach to searching, screening and confiscation

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf>

**EYFS**: It includes explicit reference to safeguarding aspects in the EYFS (if not where is this information?) e.g.

* The use of mobile phones and cameras in the EYFS setting (staff, pupils and parents)\*
* Guidelines (as noted in Statutory framework for EYFS) in the event of children going missing in the care of the provider.
* How staff promote young children’s understanding of how to keep themselves safe from relevant risks and how this is monitored across the curriculum

**Training and induction** – how this is provided to staff, including DSLs, and what steps are taken to bring policy and procedures to the attention of temporary staff and volunteers.

* Make sure you include all induction aspects and Part 5 – this can be on a separate induction checklist but safeguarding induction must be in place. ONLINE safety is being missed in many schools and needs to be part of induction.

**School ethos-** Outlines how the school provides opportunities for staff and pupils to talk freely about concerns, in the belief that they will be listened to and appropriate action taken i.e. Whistleblowing policy, trusted adults, worry boxes

**Whistleblowing** – reference to the policy where staff have concerns about the way s/g is carried out in the school

**Data Protection** it may be helpful to include that the Data Protection Act 2018 does not prevent the sharing of information for the purposes of keeping children safe.

Explains how the policy is reviewed, monitored and evaluated- include staff voice in review

**Safer recruitment**

the policyoutlines the school’s approach to safer recruitment (you may also have a separate safer recruitment policy with more detailed information) information e.g. risk assessments for volunteers (if not elsewhere)

* how the school will approach any online search being carried out as part of due diligence on shortlisted candidates (see page 23 of the LDBS safeguarding self-evaluation toolkit)

A statement noting that the policy is available publicly either through the school website or by other means (not statutory to have on website but v helpful)

Schools may also wish to include in the appendix of their policy, a simple flow chart which outlines key contacts e.g. DSLs and LADO and what to do if you have concerns about a child.

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