



Gunnersbury Catholic School

Safeguarding and Child Protection Policy

Created: July 2021
Reviewed: July 2026
Next Review: July 2027

Governing Body Committee: Welfare Committee Chair of
Governors: Andrew Flatt

Sections 1–26	Sections 27–47 and Appendices
1. Terminology	27. Forced Marriage
2. Safeguarding Statement, Key personnel, Related Policies	28. One Chance Rule
3. Policy Principles, Values and Aims	29. Private Fostering Arrangements 30 Serious Violence
4. Our School Ethos	31. Looked After Children
5. Prevention/Protection	
6. Safe School, Safe Staff	32. Contextual Safeguarding
7. Roles and Responsibilities- All staff, Headteacher, DSL, Deputy DSL, Governing body	33. Children with special educational needs and disabilities
8. Multi-Agency Working	34. Safeguarding Children with Medical Conditions
9. Confidentiality & Sharing Information	35. Alternative Provision
10. Child Protection Procedures	36. Children Missing Education
11. Dealing with Disclosures	37. Elective Home Education
12. Allegations Against Adults Working with Children	38. Children Missing out of Education
13. What is Child Abuse?	39. Children with a Social Worker
14. Sexual Violence & Sexual Harassment between children in school	40. Young Carers
15. Harmful Sexual Behaviour	41. Education at Home
16. Anti-Bullying & Cyber Bullying	42. Attendance and Behaviour
17. Online Safety	43. Physical Intervention
18. Racist, Faith Targeted and Derogatory Behaviour	44. Mental Health and Health Conditions
19. Radicalisation and Extremism	45. Children who are questioning their gender
20. Domestic Abuse	46. Whistle-blowing and Complaints procedure
21. Child Sexual Exploitation	47. Out of Hours Providers
22. Child Criminal Exploitation and Gangs	48. Further information and useful websites
23. Children at Risk of, or are Involved in Serious Violent Crime	Appendices a. Student Safeguarding Poster b. Staff safeguarding Poster c. Dealing with concerns or disclosures d. Confidentiality e. Flow Chart of Allegations against an adult f. Outside speaker forms g. Sexual Violence and Sexual Harassment h. Online Safety Poster
24. Youth Produced Sexual Imagery (Sexting)	
25. Honour or Faith Based Abuse	
26. Female Genital Mutilation (FGM)	

1. Terminology

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Early Help means the providing support as soon as additional needs and support emerge at any point in a child's life.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18 and applies to pupils/ students of our school; however the policy will extend to visiting children and students from other establishments.

Parents refers to birth parents and other adults who are in a parenting role, e.g. step-parents, foster carers, adoptive parents and those adults caring for children with a Special Guardianship Order.

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

MASH refers to the Multi Agency Safeguarding Hub



2.Safeguarding Statement 2026 SAFEGUARDING/CHILD

PROTECTION POLICY STATEMENT

Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted. Consequently, the overall aim of this policy is to safeguard and promote the welfare of the children in our care (in situations where child abuse is suspected, our paramount responsibility is to the child). The Governing body takes seriously its responsibilities to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We provide a safe and welcoming environment where students are nurtured, respected and valued. We will be alert to the signs of abuse, maltreatment and/or neglect and will follow the procedures set out in this document to ensure that students receive effective support, protection and justice. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

The procedures contained in this policy apply to all staff, governors and volunteers and are consistent with those of the local Safeguarding Student Board. All school staff must ensure that they are familiar with the contents of this policy. **The terms *Safeguarding* and *Child Protection* shall be used interchangeably in this document.**

We follow the **Hounslow Children's Safeguarding Partnership** procedures and have a number of policies and procedures in place which contribute to our safeguarding commitment, including our Child Protection & Safeguarding Policy. A copy of this policy is available on our website.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

2.1 Key personnel	
Head Teacher is responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.	Mr K S Burke welcome@gunnersbury.hounslow.sch.uk Tel :020 8568 7281
Designated Safeguarding Lead (DSL): a member of the leadership team with appropriate status, authority, skills and experience - responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies. The DSL also takes responsibility for the filtering and monitoring systems in place on the school network.	Lead: Mr Christian Parker christian.parker@gunnersbury.hounslow.sch.uk Deputy DSLs: Ms Tracy Kennerson tracy.kennerson@gunnersbury.hounslow.sch.uk Ms Carolyn Cullen carolyn.cullen@gunnersbury.hounslow.sch.uk Mr Niall Quinn niall.quinn@gunnersbury.hounslow.sch.uk
Special Educational Needs Coordinator (SENDCo): a staff member who provides advice, liaison & support for school staff and other agencies working with pupils with special education needs and their parents or carers. Mental Health and Looked After Children Lead.	Mr Julian Baker julian.baker@gunnersbury.hounslow.sch.uk
Head of Year 7	Mr Aled Watkins aled.watkins@gunnersbury.hounslow.sch.uk
Head of Year 8	Ms Ronke Badu ronke.badu@gunnersbury.hounslow.sch.uk
Head of Year 9	Mr Nathan John nathan.john@gunnersbury.hounslow.sch.uk
Head of Year 10	Mr Ben Boorman ben.boorman@gunnersbury.hounslow.sch.uk
Head of Year 11	Mr Steven Jenkins steven.jenkins@gunnersbury.hounslow.sch.uk

Head of Year 12	Ms Hannah Yates hannah.yates@gunnersbury.hounslow.sch.uk
Head of Year 13	Ms Claire Onono claire.onono@gunnersbury.hounslow.sch.uk

Director of Key Stage 3	Ms Kristian Posavac kristina.posavac@gunnersbury.hounslow.sch.uk
-------------------------	---

Director of Key Stage 4	Mr K Geoghegan kevin.geoghegan@gunnersbury.hounslow.sch.uk
Director of Key Stage 5	Mr C Cisse kevin.geoghegan@gunnersbury.hounslow.sch.uk Mr C Cisse Cherif.cisse@gunnersbury.hounslow.sch.uk
The Safeguarding Children Team also links in with the Safeguarding/Child Protection Governor: ensures there are appropriate safeguarding children policies	Ms Linda George safeguardinggovernor@gunnersbury.hounslow.sch.uk
Chair of Governors: takes the lead in dealing with allegations of abuse made against the Head Teacher /Senior Manager (and other members of staff when the Head Teacher is not available), in liaison with the Local Authority; and on safe recruitment practices with the Head Teacher /Senior Manager.	chairofgovernors@gunnersbury.hounslow.sch.uk

Hounslow Local Area Designated Officer (LADO)	Tel: 0208 583 5730 lado@hounslow.gov.uk
Hounslow Multi Agency Safeguarding Hub (MASH)	020 8583 6600 option 1 020 8583 6600 option 2

2. Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2003, and in line with government publications: 'Working Together to Safeguard Children' 2023, 'What to do if You are Worried a Child is Being Abused' 2015.

The policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2026 (KCSIE), and Hounslow Children's Safeguarding Partnership (MCSP) Procedures.

The Governing Body takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

This policy applies to all members of staff and governors in the school.

2.1 Guidance and documents referred to in this policy

- [Keeping Children Safe in Education 2026 \(KCSIE\)](#)
- [Disqualification under the Childcare Act 2006 \(updated 2018\)](#)
- [Working Together to Safeguard Children 2023](#)
- [FGM Act 2003 Mandatory Reporting Guidance 2016](#)
- ['What to do if you are worried a child is being abused' 2015](#)
- [Teacher Standards 2011 \(updated 2021\)](#)
- [Information Sharing Advice for Practitioners' guidance May 2024](#)
- [The Equality Act 2010](#)
- [National Police Chiefs Council – When to call the police](#)
- <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>
- [Relationships Education, Relationships and Sex Education and Health Education 2026](#)
- [Children's Wellbeing and Schools Act 2026](#)
- [Crime and Policing Act 2026](#)

2.2 Related Policies

Gunnersbury Catholic School fully recognises its responsibilities for child protection and safeguarding. This policy sets out how the School will deliver these responsibilities. This is an overarching policy and forms part of a suite of documents and policies which relate to the child protection and safeguarding responsibilities of the school.

The following policies fall under our safeguarding umbrella and have links with this policy:

- Staff Code of Conduct
- Anti-Bullying
- SEND policy
- Behaviour for Learning
- Whistle-blowing

- E-safety
- Data Protection (GDPR)
- Health and Safety including site security
- Equalities Diversity and Cohesion Policy
- Disability and Equalities Policy
- Students with medical conditions (incorporating Medical Room procedures)

3. Policy Principles & Values

Safeguarding arrangements at this school are underpinned by these key principles:

- Safeguarding is everyone's responsibility: all staff / anyone who has contact with a child or young person including governors and volunteers must play their full part in keeping children safe.
- We will aim to protect children using national, local and school child protection procedures.
- The welfare of the child is paramount.
- All Staff /anyone who has contact with a child or young person including governors and volunteers *should have a clear understanding regarding abuse and neglect in all forms, including how to identify, respond and report. This also includes knowledge of the process for allegations against professionals. Staff, (including governors and volunteers) must feel confident that they can report all matters of safeguarding in the school where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.*
- We operate a child-centered approach: a clear understanding of the needs, wishes, views and voices of children.
- The child's new setting and ensure the school medical records are forwarded as a matter of priority and within 5 days.
- We will encourage the use of strategies to encourage children to share concerns as well as access to support through our email account 'iwanttotalk@gunnersbury.hounslow.sch.uk'. Children know who they can talk to if they don't feel safe.
- Children have a right to feel safe and secure, they cannot learn effectively unless they do so.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
- Whilst the school will work openly with parents as far as possible, it reserves the right to contact Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

3.1 Policy Aims

- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- To enable the school to effectively contribute to Early Help, assessments of need and support for those children.
- To provide robust school systems and procedures that are followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE guidance), and a Single Central Record is kept for audit.

4. Our ethos

Gunnersbury Catholic School is committed to safeguarding and promoting the welfare of all its pupils. The school will always take a considered and sensitive approach in order that we can support all our students and recognise that each students' welfare is of paramount importance. Our school will establish and maintain an ethos where:

- a) *safeguarding is threaded through everything we do in our school ('the golden thread') including the curriculum;*
- b) pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something, be it with regard to adults or their peers. We will include regular consultation with children e.g. through safety questionnaires and participation in anti-bullying activities;
- c) Students are taught via RSE how to keep safe in an age appropriate way and are encouraged to seek out staff if they wish to talk via the "iwanttotalk" email and anonymous help boxes around the school.
- d) we recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are encouraged to maintain an attitude of '**it could happen here**' where safeguarding is concerned;
- e) through robust training and induction, all staff and regular visitors will know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information;
- f) every pupil will know what the adult will have to do with any information the child/young person has disclosed; and
- g) at all times we will work in partnership and endeavor to establish effective working relationships with parents, carers and colleagues from other agencies in line with '*Working Together to Safeguard Children*' (2026).

We recognise that some children may be especially vulnerable to abuse and there is a potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

We will reassure all children who are victims of abuse that they will be taken seriously and will be supported. They should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence, or sexual harassment.

We will ensure that following any safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

5. Prevention / Protection

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

With reference to our values and ethos, Gunnersbury Catholic School will:

- a) include regular consultation with children e.g. through safety questionnaires and participation in anti-bullying activities;
- b) ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- c) include the teaching of safeguarding across the curriculum, including PSHE opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include online safety, anti-bullying work, transition support; prevention of radicalisation etc;
- d) ensure all staff members are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

6. Safe School, Safe Staff

We will ensure that:

The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children. All staff have a responsibility to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school. A DBS check is carried out for all new employees as well as carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online, staff have a responsibility to inform the Headteacher if their circumstances change whilst employed at the school. This statement is in the Staff Behaviour Policy, which all staff have signed and agreed to adhere to. We also require an enhanced DBS (included barred list information) from volunteer staff.

The Crime and Policing Act 2026 made changes to regulated activity, meaning that any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight is now in regulated activity.

Existing volunteers who newly fall into regulated activity from 1 September 2026 must be checked (enhanced DBS + barred list, or in defined circumstances a standalone barred-list check). The 3-day/30-day threshold counts cumulatively across settings — if a volunteer helps at more than one school or college, the schools should work together to decide who obtains the check.

Volunteers who are not in regulated activity should still have a written risk assessment on file, considering the nature of the role, what the school knows about the volunteer, and whether a lower level of check (an enhanced DBS without barred list, or a basic DBS) is appropriate.

All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, Staff Behaviour Policy (code of conduct), Child Protection and Safeguarding Policy, the role and names of the Designated Safeguarding Lead and their deputy(s), and [Keeping Children Safe in Education 2026 part 1 and annex B](#). Part 2 of this guidance relates to "The Management of Safeguarding" and will be issued to all Governors.

All staff receive safeguarding training at induction in line with advice from Hounslow's Children's Safeguarding Partnership which is regularly updated and receive safeguarding updates (for example, via email, and staff meetings), as required, but at least annually. In addition, we deliver termly safeguarding update sessions for all staff. This includes training relating to online safety and the expectations and roles of staff.

All members of staff are trained in and receive regular updates in online safety and receive safeguarding and child protection training at induction in line with advice from Hounslow Children's Safeguarding Partnership which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually. In addition, we provide staff with weekly information on either TED talks on hot topic safeguarding update sessions for all staff and weekly questions and answers on Safeguarding.

All members of staff are trained in and receive regular updates in online safety and reporting concerns

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy on the school's website and hard copies being available at the school office and reference to it in the school's handbook.

We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to Early Help arrangements and inter-agency working and plans.

We will seek to ensure the suitability of adults working with children on school sites at any time and this includes any persons or organisations using our buildings or outside spaces in a letting or hiring agreement.

Community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures.

The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(s), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected harm and abuse. See Appendix A and B.

7. Roles and Responsibilities

7.1 All School Staff:

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and understand that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop them from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL)
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.

- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Know how to respond to a pupil who discloses harm or abuse following training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused' (2015).
- Report their concerns to the DSL immediately and on that day if they are worried a child is being abused and record their concerns on an CPOMS. If the DSL is not contactable immediately, a Deputy DSL should be informed. See Appendix C. **When the DSL is not available/on site one of the Deputy DSL's will assume the role to ensure continuity.**
- Be prepared to refer directly to the MASH and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures and inform the Headteacher if the disclosure is an allegation against a member of staff, trainee teacher, supply staff or volunteer or is a low-level concern.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Have an understanding of Early Help and be prepared to identify and support children who may benefit.
- Liaise with other agencies that support pupils and provide early help.
- Know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the role of the DSL, part 1 and annex B of Keeping Children Safe in Education 2026, the schools Child Protection & Safeguarding Policy, Staff Behaviour Policy (Code of Conduct), School Behaviour Policy, and procedures relating to the safeguarding response for children who go missing from education.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. See below for guidance:

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the

Designated Safeguarding Lead (or a deputy) and Children's Social Care.

- All staff will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.
- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (Child In Need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Governing Body and Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

7.2 The Headteacher

In addition to the role and responsibilities of all staff the Headteacher will ensure that:

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2023 guidance.
- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- All staff are aware of the role of the Designated Safeguarding Lead (DSL), including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Provide opportunities for a coordinated offer of Early Help when additional needs of children are identified
- Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- With the Designated Safeguarding Lead ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.
- Where there is a safeguarding concern that the child's wishes, and feelings are considered when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are

handled sensitively and in accordance with the whistle-blowing procedures.

- That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Ensure that allegations or concerns against staff, supply staff, trainee teacher or volunteers are dealt with in accordance with guidance from Department for Education (DfE) and Hounslow Children's Safeguarding Partnership.
- Ensure that statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

7.3 The Designated Safeguarding Lead:

In addition to the role and responsibilities of all staff the DSL will:

- Hold the lead responsibility for safeguarding and child protection (including online safety) in the school and this responsibility is not able to be delegated.
- Liaise with the Local Authority, the three safeguarding partners (Clinical Commission Group, Local Authority and Police,) and work in partnership with other agencies in line with Working Together to Safeguard Children.
- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent Referral Process. If the matter is urgent, the Police must be contacted.
- The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- Encourage a culture of listening to children and taking account of their wishes and feelings, along all staff, and in any measures the school or college may put in place to protect them.
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the "case manager" and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Follow DfE and KCSIE guidance on 'Child-on-child Abuse' when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.

- Follow DfE and KCSIE guidance 'Child-on-child Abuse' and the school's Child protection and safeguarding Policy when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training must be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Have a secure working knowledge of Hounslow Children's Safeguarding Partnership procedures and understand the assessment process for providing Early Help and statutory intervention.
- Have a clear understanding of access and referral to the local Early Help offer and will support and advise members of staff where intervention is appropriate.
- Understand and support the school delivery with regards to the requirements of the Prevent Duty and provide advice and guidance to staff on protecting children from radicalisation.
- Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENDCo) on matters of safety and safeguarding.
- Be alert to the specific needs of a Child In Need, those with SEND and Young Carers.
- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Keep detailed, accurate records (either written or using appropriate secure online software), that includes all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken.
- Ensure that when a pupil transfers school, their Child Protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received.
- Ensure that where a pupil transfers school and is on a Child Protection Plan or is a Looked After Child, their information is passed to the new school immediately, using the Child protection file, CPOMs if available at the transition school, and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- Ensure that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be securely destroyed.
- Work with the DSL team, local authority and social workers to make informed decisions in the best interests of the child, for instance the child's safety, educational outcomes and welfare. This should be a matter of routine. Furthermore, the social worker and the DSL need to work together to respond to unauthorized absences etc., and promote welfare.

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and SLT to ensure that relevant members of staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Report to the headteacher any significant issues for example use of the MCSP multi-agency escalation procedures enquiries under section 47 of the Children's Act 1989 and police investigations.
- Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.
- Ensure that all staff, within 3 months of employment at Gunnersbury Catholic School and updated once a year thereafter, sign to say they have read, understood and agree to work within the school's Child Protection Policy, Staff Behaviour Policy (code of conduct), School behaviour Policy and Keeping Children Safe in Education 2026 (KCSIE) Part 1 and annex B and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training, following the training guidance published by the London Borough of Hounslow Safeguarding in Schools Officer, and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences. This is to include all governors.
- Ensure that in collaboration with the school leadership and governors, the Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.
- Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2026. (See Appendix B)

7.4 The Deputy Designated Safeguarding Lead(s):

In addition to the role and responsibilities of all staff each Deputy DSL will:

- Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- Provide support and capacity to the DSL in carrying out delegated activities of the DSL.

- In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

7.5 The Safeguarding Team

The Safeguarding team meet regularly to review students who are on the CP/CIN/LAC/Mental health concerns or at risk. Additionally, there is a strategic team that look at the strategy for safeguarding on a Monthly basis and discuss the role of the pastoral support and review and evaluate the impact we are having as a team and the involvement of multiagency work.

7.6 The Governing Body

All members of The Governing Body understand and fulfil their responsibilities to ensure that:

- They facilitate a whole school or college approach to safeguarding.
- Where there is a safeguarding concern, children's wishes and feelings should be taken into account when determining what action to take and what services to provide. Systems should be well promoted, understood and easily accessible for children to confidently report abuse, knowing that their concerns will be treated seriously.
- The school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Code of Conduct, a Behaviour Policy and a safeguarding response to children who go missing from education. Ensure policies are consistent with Hounslow Children's Safeguarding Partnership and statutory requirements, are reviewed annually and that the Child Protection Policy is available on the school website.
- That the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- That at least one member of the governing body has completed safer recruitment training to be repeated every five years.
- Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2026) part 1 and Annex B and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- That all staff including temporary staff and volunteers are provided with the school's Child Protection Policy and Staff Behaviour Policy.
- That the school has procedures for dealing with allegations of abuse against staff (including supply staff, trainee teachers and the Headteacher), volunteers and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- That a Designated Governor for Safeguarding is identified.
- That a member of the Senior Leadership Team has been appointed by the Governing Body as

the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.

- That on appointment, the DSL and deputies undertake DSL New to Role and then 'Update' training every two years as well as attending DSL network events and meetings.
- That children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through relationship and sex education (RSE).
- There are effective procedures for dealing with allegations of Child-on-child abuse.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through relationships and sex education (RSE). We recognise that there cannot be "one size fits all" style and there needs to be a personalised and contextualised approach for more vulnerable children, victims of abuse and those with Special Education Needs and Disabilities (SEND).
- That the school will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.
- That appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks are in place for all Governors. As well as All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge

8. 7 Multi-Agency Working

School has a pivotal role to play in multi-agency safeguarding arrangements. The Governing Body, SLT and DSLs need to ensure that the school contributes to the multi-agency working in line with statutory guidance Working Together to Safeguard Children 2023. Agencies will work together to safeguard and promote the welfare of children, including identifying and responding to their needs.

Gunnersbury works closely with the Hounslow Safeguarding Children Partnership and is aware of its protocols and thresholds:

<https://www.hscb.org.uk/professionals/protocols-guidance-and-procedures/>

We will ensure that we will fully contribute to all social care assessments concerning students/pupils at this school.

9. Confidentiality and Sharing Information

All matters relating to child protection will be treated as confidential and only shared as per the ['Information Sharing Advice for Practitioners' \(DfE 2018\) guidance](#).

Information will be shared with staff within the school who 'need to know'. See appendix D

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must also be aware of the provisions in the school's current Data Protection and Subject Access Request Policy.

10. Child Protection Procedures

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children and those with disabilities, Special Educational Needs and with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, self-harming or suicidal thoughts, spots any signs or indicators of these, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern using CPOMs
2. Report it to the DSL immediately.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
Dates and times of their observations
Dates and times of any discussions in which they were involved. Any injuries identified on a body map
Explanations given by the child / adult Rationale for decision making and action taken Any actual words or phrases used by the child
5. Any paper records must be signed and dated by the author. The record needs to be completed by the adult who received the information.
6. In the absence of the DSL or the deputies, staff must be prepared to refer directly to the MASH, and the police if appropriate, if there is the potential for immediate significant harm.

10.1 Report of Concerns

Following a report of concerns the DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the MASH and the police if it is appropriate.

2. Try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the MASH. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. Contact the MASH If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify MASH of the occurrence and what action has been taken
4. Contact the MASH If the DSL feels unsure about whether a referral is necessary to discuss concerns.
5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider Early Help.
6. Arrange to take the child to the Accident and Emergency Unit of the local hospital when a pupil is in need of urgent medical attention, and if there is suspicion of abuse the DSL or their Deputy must inform the MASH. The DSL should seek advice about what action the MASH will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

11.Dealing with disclosures - All staff

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff must know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the MASH or Police directly and must do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- Listen and reassure
- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- tell the child that you must pass this information on
- explain what will happen next
- make a careful record of what was said in the child's words

- sign, date and record the time on records

You should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping ‘secrets’
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- delay or fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a ‘statement’.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

11. 1 What happens next?

It is important that concerns are followed up and it is everyone’s responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. Ensure the incident is recorded. If they have concerns that the disclosure has not been acted upon appropriately, they must inform the Headteacher or Safeguarding Governor of the school and/or may contact the MASH.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

11.2 Record Keeping and Monitoring

- Gunnersbury Catholic School staff will make timely and accurate recording of safeguarding concerns raised about a child in the school. Our staff will be supported to understand the importance of timely, comprehensive and accurate recording in line with messages from serious case reviews on issues of recording and sharing information.
- We will follow the Local Authority’s current guidance on the Record Keeping Guidance of Child Protection Records for schools (including guidance on transfer and storage - July 2018) and await any instruction with regard to the National Inquiry into Child Sexual

Abuse. We will therefore not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to the school.

- A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on a chronology kept within the confidential file for that child on CPOMS. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern. Recordings of safeguarding concerns will be kept on CPOMS. Written records of concern will be made on CPOMS even where there is no immediate need to refer to Children's Social Care. The concern file will be securely stored away from the main pupil file. The main pupil file will be marked with a **red sticker** in the top right-hand corner to denote a separate file exists. A 'concern' file will be started in the event of a child welfare concern being submitted on CPOMS to the DSL.
- Records will be kept up to date and reviewed regularly by the Safeguarding Team to evidence and support actions taken by staff in discharging the school's safeguarding arrangements. Original notes will be retained as they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.
- Staff members recording concerns about a child may not keep copies of electronic recordings made. All recordings must be sent via CPOMS to the DSL who will store them securely in the child's 'concern' file.
- The concern file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan and this level of activity can be recorded on CPOMS as a start and end date. If future concerns then arise it can be re-activated and indicated as such on CPOMS and on the chronology as new information arises.
- If the child moves to another school, the concern file will be securely sent or taken, as part of the admission/transition arrangements, to the DSL at the new establishment/school. There will be a timely liaison between each school DSL for Safeguarding to ensure a smooth and safe transition for the child.
- We will follow the Local Authority's current guidance and system for the secure transfer of school files between primary and secondary school. This ensures that child protection files are transferred to the new school as soon as possible, using a secure method and that confirmation of receipt is obtained. When receiving files, the school ensures that key staff such as the DSL and SENCO are aware as required. Where a child transfers to another education setting at any other time, the same principles are followed.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

12. Allegations against adults who work with children

This includes supply teachers, trainee teachers, volunteers and contractors

Allegations meeting the Harm Threshold

Keeping Children Safe in Education 2026 part 4 is in 2 sections.

Section 1 deals with allegations against staff which meets the threshold of being investigated by the Local Authority Designated Officer.

This procedure must be used in all cases in which it is alleged a member of staff, supply staff, trainee teacher or volunteer in a school, or another adult who works with children has:

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

In dealing with allegations or concerns against an adult, staff must report any concerns about the conduct of any member of staff, supply staff or volunteer to the Headteacher immediately.

If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. (Please email welcome@gunnersbury.hounslow.sch.uk F.A.O. Chair of Governors). Urgent contact details can be sought from Ms. K Smith (Business Manager). If the Chair of Governors is not available, then the LADO should be contacted directly. See Appendix E. The contact details are below:

lado@hounslow.gov.uk

Designated Officers: Sarah Paltenghi (0208 583 3423 / 07970198380) and Grace Murphy (0208 583 4933)

Out of Hours Emergency: 0208 583 2222

There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO immediately and before taking any action or investigation. Confidentiality will be ensured and a member of staff will only be suspended after a risk assessment has been carried out. Other actions such as timetable changes may be considered. The member of staff will also be given the details of our employee assistance programme.

Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care via the MASH and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from Local Authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2026) and the Hounslow Children's Safeguarding Partnership procedures.

When using an agency for supply staff, the school will inform the agency of its process for managing allegations. The school shares safeguarding responsibilities with the employment agency or business. The school remains responsible for gathering the facts and managing the safeguarding process, while working closely with the employment agency or business, which will usually lead on any disciplinary action.

In no circumstances should a school decide to cease using a supply teacher over a safeguarding concern without first finding out the facts and liaising with the LADO to determine a suitable outcome.

Where an allegation is made against a member of supply staff, the Headteacher will immediately contact the LADO. The school will ensure that any allegations are dealt with appropriately and liaise with relevant parties. The school will continue to support any investigation that is required.

Low Level Concern (Allegations that do not meet the Harm Threshold)

Section 2 of part 4 of Keeping Children Safe in education 2026 deals with low level concerns. These will not be treated as insignificant. A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. A good low-level concerns culture helps identify any weaknesses in the safeguarding system

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or,
- using inappropriate humiliating, intimidating or offensive language.

The purpose of this policy is to create and embed a culture of openness, trust and transparency in which the school's or college's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

Low-level concerns about a member of staff should be reported to the Headteacher. Where a low-level concern is raised about the Headteacher, it should be shared with the Chair of Governors.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action against the individual who made it as per our behaviour policy.

13.What is child abuse?

Children can be at risk of abuse from outside of 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (**teenage relationship abuse** - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

The following definitions are taken from Working Together to Safeguard Children (2023). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, subjected to Honour and Faith Based Abuse, Forced Marriage or Female Genital Mutilation.

13.1 What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by

those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

13.2 Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Any mark or noticeable bruise on the body of a child must be noted on a Body Map.

13.3 Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault You should be concerned if a child:
- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

13.4 Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and

limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

13. 5 Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

13. 6 Sexual Abuse

Involves forcing, causing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

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

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

13. 7 Indicators of sexual abuse

Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

13. 8 Neglect

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

13. 9 Indicators of abuse

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff must be discussed with the DSL.

13.10 Child-to-parent abuse

Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

14. Sexual violence and sexual harassment between children in schools

14.1 Child-on-child Abuse (Including harassment and violence)

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some

allegations may be of such a serious nature that they may raise safeguarding concerns. Gunnersbury Catholic School recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. This type of abuse is a safeguarding concern for both the victim and the perpetrator. See Appendix G

The forms of Child-on-child abuse are outlined below:

- Bullying (including cyberbullying, prejudice-based, homophobic and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Serious physical assault, or the threat of harm with a weapon.
- Sexual Violence and Sexual Harassment.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 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
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress, or alarm.
- Emotional abuse which includes any verbal abuse.
- Initiation/hazing type violence rituals.
- Abuse in intimate relationships between peers
- Discriminatory behaviour, racist and faith-targeted abuse and prejudice-based abuse.

There are also different gender issues that can be prevalent when dealing with Child-on-child abuse (i.e. girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence). 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.

The term Child-on-child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with Child-on-Child abuse (i.e. girls or boys being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school.

It will not be passed off as 'banter', 'boys being boys' or 'part of growing up', and staff will challenge inappropriate behaviour between children. Any downplaying of certain conduct can lead to a culture of unacceptable behaviour which will lead to children not reporting or normalising abuse causing an unsafe environment. We are clear that there will be a zero- tolerance approach to any form of abuse including child-on-child abuse.

The school understands that even if there are no reports of Child-on-Child abuse, this does not mean it is not happening.

We will minimise the risk of Child-on-Child abuse by: -

- Taking a whole school approach to safeguarding & child protection through our safeguarding curriculum.
- All staff being trained and highly vigilant and aware of specific characteristics which may indicate Child-on-child abuse, for example, vulnerability and controlling behaviour.
- Providing a values-based curriculum, underpinned by the school's behaviour policy and pastoral support, and by a planned programme of evidence-based content delivered through the curriculum.
- Working in partnership with parents and carers.
- Engaging with specialist support and interventions.

14. 2 Responding to reports of sexual violence and sexual harassment

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the DSL or a Deputy DSL immediately.
- Staff taking a report will never promise confidentiality.
- Parents or carers should usually be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to the MASH.
- See Appendix F For Schools Reporting and recording

14. 3 Risk Assessment:

Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis. A log of all incidents will be kept by the DSL and reporting to SLT, SG strategic meeting and governors.

The risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.
- The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

14. 4 Action: The DSL will consider: -

- The wishes of the victim. It is important to remember that the children who witness domestic abuse are also victims
- The nature of the incident including whether a crime has been committed and the harm caused.

- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

14. 5 Options:

- Manage internally
- Early Help intervention
- Refer to MASH
- Report to the police (generally in parallel with a referral to MASH)

14. 6 Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Hounslow Children's Services.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the Headteacher should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other affected children & adults will receive appropriate support and safeguards on a case-by-case basis.

The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.

The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

14. 7 Physical Abuse

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

References:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

15. Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in Keeping Children Safe in Education 2026. HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

Sexual behaviour between children will be considered harmful if one of the children is much older if there is more than 2 years difference in age or one child is in puberty and the other is not. A younger child can abuse an older child, particularly if one has power over the other, for example with a disability or Special Education Needs.

16. Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. The school is also aware of the additional barriers faced by children who are lesbian, gay, bi or trans (LGBT).

We keep a record of known bullying incidents which is shared with, and analysed by the governing body. All staff are aware that children with SEND and/or differences/ perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will also consider child protection procedures.

PHSE education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

17. Online Safety

- The school has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents. We follow the 'Teaching online safety in school; Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects ([Teaching Online Safety in Schools, June 2023](#)) to guide practice.
- Children increasingly use electronic equipment, including at home, on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, Snapchat and Voodoo and for online gaming. The increased use of AI generating software has also increased the online risks to students. KCSIE 2025 added disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).
- The school AI Policy outlines the acceptable use of AI.

- Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings.
- Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders
- Pupils are taught about online safety throughout the curriculum and all staff including parents receive online safety training which is regularly updated. See appendix H
- The governing body ensure that appropriate filters and monitoring systems are in place. This is to ensure that children have access to 'safe' information and that 'over blocking' does not restrict access to their learning. Government supported online safety websites provide information to support governing bodies to keep children safe online (including when children are at home). Please see below list of links on the section entitled **"Further advice on safeguarding and child protection is available"** for guidance and information. We have a named Online Safety Leader and a system to log any Online Safety incidents.
- We ensure that monitoring and filtering systems are in place using the Impero and LGfL software which is checked daily by the network team and any concerns reports/alerts are reported to the DSL. The DSL then takes appropriate actions depending on the seriousness of the concern. All devices on the school network are monitored.
- Reports and logs are kept of alerts and actions and the monitoring and filtering arrangements are reviewed annually.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy. The school follows DfE ['Searching, screening and confiscation at school'](#) guidance.

Gunnersbury students in Years 7-11 are not allowed to bring mobile phones to school. Students in the Sixth Form may bring mobile phones to school but may only use them to listen to music when on site.

18. Racist, Faith Targeted and other Derogatory Behaviour

Gunnersbury Catholic School's a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. The school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. This is underpinned by the 36 Teachers' Standards and the

school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with special educational needs and/or disabilities (SEND) and other vulnerabilities). Staff recognise that prejudice based harm and faith targeted abuse is a safeguarding concern and can affect a child's wellbeing and their willingness to seek help. This programme covers, at an age-appropriate stage, issues such as:

- supporting children to develop the skills that form the building blocks of all positive relationships, healthy and respectful relationships,
- boundaries, consent and kindness in relationships,
- stereotyping, prejudice and equality,
- body confidence and self-esteem,
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour,
- the concepts of, and laws relating to all forms of sexual harassment, and abuse, and how to access support,
- what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it, and
- understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help. 159.

19. Radicalisation and Extremism

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead, who has received training about the Prevent Duty and is able to support staff with any concerns.

Prevent referrals are first assessed by police and may be passed to a multi-agency Channel panel.

Early indicators of radicalisation or extremism may include: showing sympathy for extremist causes; glorifying violence; possessing illegal or extremist literature; out-of-character changes in dress, behaviour and peer relationships; secretive behaviour; online searches or sharing extremist material; intolerance of difference; and verbalising anti-Western or anti-British views.

[The Prevent Duty for England and Wales \(2023\)](#) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as '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. [\(Revised Prevent Duty Guidance for England and Wales 10 April 2023\).](#)

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the [DfE advice Promoting Fundamental British Values as part of SMSC \(spiritual, moral, social and cultural education\) in Schools \(2014\)](#).

The school governors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance.

They should then follow the safeguarding procedures and refer cases by e-mail to the MASH. If the matter is urgent then Police must be contacted by dialing 999. In cases where further advice from the Police is sought dial 101 or contact the Anti-terrorism hotline on 0800 789 321.

The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

19.1 Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

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.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and

low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice or a feeling of failure,
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs and Disability – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

Extremist activity can also be reported via the **Anti-Terrorist Hotline on 0800 789 321**. The line is confidential, anonymous and intended for the reporting of non-life threatening activity.

20. Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships, including impacting upon their own personal, intimate relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse. It is important to note that Children who witness domestic abuse are also victims, witnessing domestic abuse can have a lasting impact on children.

The school is enrolled onto the Operation Encompass scheme, a joint project between the Metropolitan Police Service and Hounslow Schools; where our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a child at this school (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse.

Operation Encompass also provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8am to 1pm, Monday to Friday, on 0204 513 9990 (charged at local rate).

20.1 What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns, call the MASH or talk to your local outreach service.

21. Child Sexual Exploitation (CSE)

Child sexual exploitation 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. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

Indicators of child sexual exploitation may include: acquisition of money, clothes, mobile phones etc. without plausible explanation; gang-association and/or isolation from peers/social networks; exclusion or unexplained absences from school; going missing or returning late; excessive receipt of texts/calls; returning home under the influence of drugs/alcohol; inappropriate sexualised behaviour for age; evidence or suspicion of physical or sexual assault; relationships with controlling or significantly older individuals; multiple unknown callers; frequenting areas known for sex work; concerning internet/social media use; increasing secretiveness; and self-harm or significant changes in emotional wellbeing.

CCE occurs 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. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. This may constitute modern slavery and a relevant child protection and modern slavery referral will be completed where a potential victim of CCE or CSE is identified.

Children who are criminally exploited will have their vulnerabilities recognised and will be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked

Indicators of CCE can include: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; changes in emotional wellbeing; misuse of drugs and alcohol; going missing for periods of time or regularly returning home late; and regularly missing school or education.

All staff are aware of the link between online safety and vulnerability to exploitation.

Any concerns that a child is being or is at risk of being exploited should be passed immediately to the DSL.

The School is aware there is a clear link between regular non-attendance at school and CSE and CCE. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

The school is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to

potential indicators of risk.

The school includes the risks of sexual exploitation in the RSE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

22. Child Criminal Exploitation and Gangs

CCE occurs 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. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. This may constitute modern slavery and a relevant child protection and modern slavery referral will be completed where a potential victim of CCE or CSE is identified.

Children who are criminally exploited will have their vulnerabilities recognised and will be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked.

Indicators of CCE can include: children who appear with unexplained gifts or new possessions;

children who associate with other young people involved in exploitation; changes in emotional wellbeing; misuse of drugs and alcohol; going missing for periods of time or regularly returning home late; and regularly missing school or education.

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer significant harm through physical, sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as a victim, a gang member or both – in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. The vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Indicators of CCE can include: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; changes in emotional wellbeing; misuse of drugs and alcohol; going missing for periods of time or regularly returning home late; and regularly missing school or education.

Criminal exploitation of children is a typical feature of county lines criminal activity with children being exploited to move and store drugs and money. "County lines" is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". Children might be involved in violence, be pressured into doing things like stealing, carrying drugs or weapons or be abused, exploited and put into dangerous situations. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

Exploitation is an integral part of the county lines offending model, with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence towards victims (and their families) if they attempt to leave. A child affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A referral to the MASH will be made when any concern of harm to a child because of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the MASH. If there is concern about a child's immediate safety, the Police will be contacted on 999.

23. Children at Risk of/or Involved in Serious Violent Crime

Serious violent youth crime' is defined by the Home Office Assessment of Policing and Community Safety (APACS) as 'any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19'

Indicators:

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries Additional risk factors include:
- being male,
- having been frequently absent or permanently excluded from school,
- having experienced child maltreatment and having
- been involved in offending, such as theft or robbery.

24. Sharing Nudes and semi-nudes

The practice of children sharing nudes and semi nudes (formerly known as sexting or Youth produced Sexual Imagery) and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Nudes and semi nudes refer to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
- Voyeurism Act 2019 – Upskirting is now a criminal act in the UK. The response to this in schools need to be the same as peer on peer sexual abuse and may include contacting the police. The [Criminal Prosecution Service \(CPS\)](#) defines 'upskirting' 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. "

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance [Sharing nudes and semi-nudes](#)

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without referral to the MASH or the Police.

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced imagery before.
- Voyeurism occurred.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the MASH or the Police.

The DSL will record all incidents of sharing nudes and semi-nudes, including the actions taken, rationale for actions and the outcome.

25. Honour or Faith Based Abuse

Honour or faith-based abuse (HBA) encompasses incidents or 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 HBA 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 HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

26. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. [A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s](#), which are identified in the course of their professional work, to the police.

The duty applies to all persons in school who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made immediately.

Risk factors for FGM include: low level of integration into UK society; a mother or sister who has undergone FGM; girls withdrawn from PSHE; a 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.

Concerns about FGM outside of the mandatory reporting duty should be reported using the school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and practicing community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

- Belief that: FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition

- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

This procedure is also known as cutting, sunna, gudnin (Somali) and Tahur (Sudanese)

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM: Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infection
- Disclosure

27. Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The

families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

It is an offence, under the Marriage and Civil Partnership (Minimum Age) Act, to cause a child under 18 to enter a marriage in any circumstances, without the need to prove that coercion was used.

This includes non-legally binding 'traditional' ceremonies which would still be viewed as marriages by the parties and their families. Any concerns that students may be getting married should be referred to the DSL.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the MAP and/or the Forced Marriage Unit 2007.

28. One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life.

The school are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

29. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

The school recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the Local Authority.

30. Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation.

Where an incoming student has carried, threatened with, or used a knife or weapon the school will assess risk and put in place a safety and support plan.

Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The DSL should then assess risk and, where relevant, put in place a 'safety and support' plan.

31. Looked After Children (LAC)

The most common reason for children becoming looked after is as a result of abuse and neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The Designated Teacher and governor for Looked After Children will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

The designated teacher for Looked After Children and the DSL have details of the child's social worker and the name and contact details of the Hounslow Council's Head of Virtual School.

The Designated Teacher for Looked After Children and Previously Looked After Children will work in partnership with the Virtual School Headteacher to discuss how Pupil Premium Plus funding can be best used to support the progress of children in the school and meet the needs of the child's

within their personal education plan.

32. Contextual Safeguarding

Within our community we are aware of particular contextual safeguarding risks posed to our students. Our contextual safeguarding concerns of 2024-25 remain very valid.

- Domestic Violence- The Office for National Statistics Crime Survey for England and Wales reports that in the year ending march 2024 an estimated 4.8% of people aged 16 years and over experienced domestic abuse last year.
- Online safety and peer or peer abuse online – the NSPCC estimates that 19% of children, aged 10-15-years-old, exchanged messages with someone online who they never met offline in the last year
- Exploitation by criminal gangs and organised crime groups such as county lines
 - Sexual exploitation - The Crime Survey for England and Wales (CSEW) estimated that 7.5% of adults aged 18 to 74 years experienced sexual abuse before the age of 16 years
- Extremism leading to radicalisation

Staff are trained on contextual influences and follow the school procedures for reporting concerns. Any concerns regarding supply staff should be referred immediately to the Headteacher.

33. Children with Special Educational Needs and Disabilities

The school recognises that children with Special Educational Needs (SEN) and Disabilities can face additional safeguarding challenges. Additional barriers that can exist when recognising abuse and neglect in this group of children include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
 - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
 - communication barriers and difficulties in overcoming these barriers – students may not understand that what is happening to them is abuse;
 - the need for intimate care or that these children are isolated from others;
 - that these children are more likely to be dependent on adults for care;
 - issues over cognitive understanding — being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school, or the consequences of doing so.

At Gunnersbury we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

34. Safeguarding Children with Medical Conditions

The fact that there has been an incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to a school or where they are repeatedly sent without essential medication, thereby putting the individual at risk.

35. Alternative Provision

Alternative Provision is education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education. Education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour

Gunnersbury Catholic School will ensure that for every child attending Alternative Provision, we will check that all safeguarding policies and procedures are in place, that all staff have been recruited according to 'Safer recruitment' procedures and have undergone safeguarding training. We will visit the setting to ensure all the above are in place.

Gunnersbury Catholic School will:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

36.Children Missing Education

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

The school recognises that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Parents should ensure the school holds at least two emergency contact numbers for their child.

The school will ensure that there is a record of joiners and leavers as defined in The Education (Pupil Registration) (England) 2006.

The school will ensure that there is a record of joiners and leavers as defined in [The Education \(Pupil Registration\) \(England\) 2006](#).

When removing a child's name, the school will notify the Local Authority of:

- (a) the full name of the child,
- (b) the full name and address of any parent with whom the child normally resides,
- (c) at least one telephone number of the parent,
- (d) the child's future address and destination school, if applicable, and
- (e) the ground in regulation 8 under which the child's name is to be removed from the school register.

The school will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority, before deleting the child's name from the school register if the deletion is under regulation 8(1), sub- paragraphs (f) (iii) and (h) (iii) of [The Education \(Pupil Registration\) \(England\) 2006](#).

The school will:

- ☐ Enter pupils on the admissions register on the first day on which the school has agreed, or has been notified, that the pupil will attend the school.
- ☐ Notify the Local Authority within five days of adding a child's name to the admission register. The notification must include all the details contained in the admission register for the new pupil.

- Monitor each child's attendance through their daily register and follow the Hounslow Local Authority procedure in cases of unauthorised absence.
- Remove a child's name from the admissions register on the date that the child leaves the school.
- notify the Local Authority when they are about to remove a child's name from the school register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed. Where parents notify the school, in writing, of their intention to electively home educate the school will forward a copy of the parent's written communication to the Elective Home Education Team / Education Welfare. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the school will not remove the child from roll and will notify Education Welfare at the earliest opportunity.

37. Elective Home Education

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will work together with key professionals to coordinate a meeting with parents/carers where possible.

Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

38. Pupils Missing Out of Education

The vast majority of children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full-time education provision. It is recognised that children accessing alternative provision or a reduced or modified timetable may have additional vulnerabilities. Ofsted refer to these as Pupils Missing Out On Education, because they are not accessing their education in school in the 'usual way'.

Where children are educated offsite or in dual placements safeguarding risk assessments are completed.

The school will gain consent (if required in statute) from parents to put in place alternative provision and/or a reduced or modified timetable.

Gunnersbury will ensure that and parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed.

The school will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the pupil is benefitting from it.

The school will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child.

Gunnersbury will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.

The school leadership will report to governors of any formal direction of a pupil to alternative provision to improve behaviour.

The school leadership will report to governor's information regarding the use and effectiveness of the use of alternative provision and modified timetables.

39. Children who need the support of a Social Worker

At Gunnersbury Catholic School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and mental health. We take these needs into account when making plans to support pupils who have a social worker. This may involve providing support such as mentoring.

The local authority should inform the school if a child has a social worker, and the DSL should hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:

Responding to unauthorized absence or missing education where there are known safeguarding risks
The provision of pastoral and/or academic support

See <https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need>

40. Young Carers

Gunnersbury recognises that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services. The DSL will support young carers and work in conjunction with external agencies.

41. Education at Home

Where children are being asked to learn online at home the advice from the government will be followed. using the latest version of [Safeguarding and Remote Education](https://www.gov.uk/guidance/safeguarding-and-remote-education)
<https://www.gov.uk/guidance/safeguarding-and-remote-education>

42. School Attendance and Behaviour

Additional policies and procedures are in place regarding school attendance and behaviour.

The school recognises that absence from school and exclusion/suspension from school may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

The school will work in partnership with Hounslow Police and other partners for reporting children that go missing from the school site during the school day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

43. Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is or at immediate risk of harming him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded following the school's Physical Contact Policy.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures and are familiar with the

school's Physical Contact Policy.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

44. Mental Health and Health Conditions

School has an important role to play in supporting and promoting the mental health and wellbeing of our pupils. 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. Mr Julian Baker (SENDCO) is the Mental Health Lead. Although it is only appropriately trained professionals who can diagnose mental health problems, staff observe children day-to-day and identify those whose behaviour suggests that they may be experiencing mental health problems or be at risk of developing one.

Staff will support the fulfilment of 4 key roles:

- promoting good mental wellbeing and preventing the onset of mental illness,
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one,
- ensuring early targeted support is provided, and
- liaison with/referral to specialist services where needed.

Where children have suffered abuse and neglect and other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking with one of the school's DSLs. School has access to a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies. School has access to the Mental Health and Behaviour in Schools Guidance (<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>)

Any child with a significant health condition requiring regular medication or treatment will require an Individual Health Care Plan which will be completed with the parent and welfare Officer. It is vital that parents inform us if their child has a health condition of this nature to enable us to ensure that their child's health needs are managed appropriately whilst they are at school. Information from this plan will be shared with key staff members to ensure that they are alert to the child's individual needs.

45. Children who are questioning their gender(Guidance from KCSIE 26)

In recent years, we have seen a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society. It is not for schools and colleges to initiate any action in this area; this guidance is focused on circumstances where a child or their parent has raised a request relating to social transition to which a school or college is responding. Schools and colleges should keep in mind that it is common for children to engage in activities that are less typically associated with their sex. For example, at primary school age, girls may play with trucks, or boys may dress in clothes that are perceived as feminine. Sometimes young children also go through a period of questioning their gender but for the majority this will not continue into adulthood, while a small proportion may continue to question their gender and this feeling may intensify into puberty. Schools and colleges should take time to understand the thoughts and

feelings of children who are questioning their gender and should be appropriately professionally curious about the full range of the child's experiences. Schools and colleges should remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying. Schools and colleges should consider adopting policies across school and college life that maintain flexibility and avoid rigid rules based on gender stereotypes.

46. Whistle-blowing and Complaints

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO in accordance with the Whistleblowing Policy.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy. A whistleblowing disclosure must be about something that affects the general public — for example, that a criminal offence has been, is being, or is likely to be committed; a legal obligation has been breached; there has been a miscarriage of justice; health or safety has been endangered; the environment has been damaged; or information about any of the above has been concealed.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and 9am-6pm Saturday and Sunday. Email: help@nspcc.org.uk.

Safeguarding concerns relating to members of staff must be raised with the Headteacher. Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body, whose contact details are readily available to staff by contacting the Clerk to the Governors or see contact details on page 6.

Complaints procedure

Our complaints procedure will be followed where a parent raises a concern about the handling of the process of dealing with safeguarding. The school's complaints policy is on the school's website. Examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Headteacher and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

47. Out of Hours Providers

Whilst the provider is responsible for their own safeguarding and child protection policies and procedures, the school may refer any concerns they have about the provider to the local authority.

The school's safeguarding and child protection procedures if there are concerns about the out-of-school provider. This may include contacting the local authority designated officer in the case of concerns about adults.

48. Further advice and useful websites

Further advice on safeguarding and child protection is available from:

Contextual Safeguarding Network <https://www.contextualsafeguarding.org.uk/>

UK Councils support sites

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Statutory Guidance to Relationships and sex education and health education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

UK Council for Internet safety (UKCIS) guidance:

<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>

Additional Advice

Abuse

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice

Bullying

- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- [Preventing and Tackling Bullying](#) - DfE advice
- [Cyber bullying: advice for headteachers and school staff](#) - DfE advice

Children missing from education, home or care

- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

Children with family members in prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance

Drugs

- [Drugs: advice for schools](#) – DfE and ACPO advice
<https://www.gov.uk/government/publications/drugs-advice-for-schools>
- [Drug strategy 2017](#) - Home Office strategy <https://www.gov.uk/government/publications/drug-strategy-2017>
- [Information and advice on drugs](#) - Talk to Frank website

Honour Based or Faith Based Abuse

- [Female genital mutilation: information and resources](#)- Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance

Health and Well-being

- [Fabricated or induced illness: safeguarding children](#) - NHS
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Medical conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

Homelessness

- [Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

Online

- [Sexting: responding to incidents and safeguarding children](#) - UK Council for

Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

- [Prevent duty guidance](#)- Home Office guidance <https://www.gov.uk/government/publications/prevent-duty-guidance>
- [Prevent duty: additional advice for schools](#) and childcare providers - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)

Upskirting

- [Upskirting know your rights](#) – UK Government

Violence

- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
- [Sexual violence and sexual harassment between children in schools and colleges](#) - DfE advice
- [Serious violence strategy](#) - Home Office Strategy

Advice for governing bodies/proprietors and senior leaders

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educate against hate](#) provides practical advice and support on protecting children from extremism and radicalisation

- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on [sexting-in-schools-andcolleges](#) and [using-external-visitors- to-support-online-safety-education](#)

Remote education, virtual lessons and live streaming

- [Case studies](#) on remote education practice are available for schools to learn from each other
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [National cyber security centre](#) guidance on how to set up and use video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

Support for children

- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre](#) to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse

Parental support

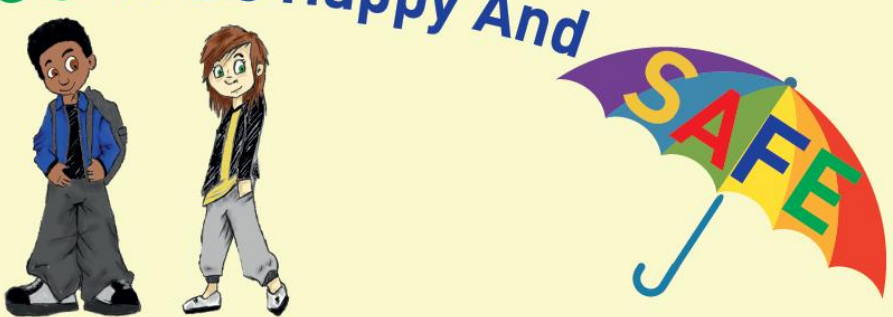
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Let'sTalk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

- [Lucy Faithfull Foundation StopItNow](#) resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

Appendix A

Fear
 Anxious
 Sexual Abuse
 Violence at home
 Psychological Abuse
 Neglect
 Intimidation
 Bullying
 Violence
 Fear
 Neglect
 Bullying
 Abuse
 Sexual Abuse
 Relationship Violence
 Financial Abuse
 Upset
 Anger
 Sadness
 Hunger
 Loneliness

We Want **YOU** To Be Happy And



If you are upset or worried **please speak to any member of staff - they will help you!**
 You can also obtain help by:
 emailing iwanttotalk@gunnersbury.hounslow.sch.uk
 or
 placing your name into one of the **help boxes** at Reception, Welfare, Sixth Form, Mr Boothe's Office and Chaplaincy Room



**GUNNERSBURY
CATHOLIC SCHOOL**
Safeguarding Team

 Mr C Parker Office: Main Building Assistant Headteacher Designated Safeguarding Lead	 Ms C Cullen Office: Business Block Deputy Headteacher Designated Safeguarding Lead	 Mr N Quinn Office: Science Block Deputy Headteacher Designated Safeguarding Lead	 Ms T Kennerson Office: Reception Building Office Manager Designated Safeguarding Lead	 Mr C Cisse Office: 6th Form Associate Deputy Headteacher Designated Safeguarding Lead	 Mr K Geoghegan Office: Music Block Assistant Headteacher Designated Safeguarding Lead	 Ms K Posevac Office: Main Building Assistant Headteacher Designated Safeguarding Lead
--	---	--	---	---	---	---

Appendix B

YOU Can Keep Our Students

EVERY ADULT IS RESPONSIBLE FOR STUDENTS' SAFETY

HOW TO RESPOND TO A STUDENT WISHING TO SHARE THEIR CONCERNS:

Listen – let the student talk **Believe** – take all disclosures seriously

Record – in student's own words **Support & Reassure** – let them know they have done the right thing to seek help

Remember... Don't promise to keep 'it' secret; Don't ask leading questions; Don't investigate

ASAP speak to one of the Safeguarding team **AND** log your concerns on CPOMS

If you consider the student to be in immediate danger KEEP THEM WITH YOU UNTIL YOU HAVE MADE CONTACT WITH THE SAFEGUARDING TEAM





GUNNERSBURY CATHOLIC SCHOOL

Safeguarding Team

 Mr C Parker Office: Main Building Assistant Headteacher Designated Safeguarding Lead	 Ms C Cullen Office: Business Block Deputy Headteacher Deputy Designated Safeguarding Lead	 Mr N Quinn Office: Science Block Deputy Headteacher Deputy Designated Safeguarding Lead	 Ms T Kennerson Office: Ragnyke Building Office Manager Deputy Designated Safeguarding Lead	 Mr C Cisse Office: 6th Form Assistant Deputy Headteacher Deputy Designated Safeguarding Lead	 Mr K Geoghegan Office: Music Block Assistant Headteacher Deputy Designated Safeguarding Lead	 Ms K Posevac Office: Main Building Assistant Headteacher Deputy Designated Safeguarding Lead
---	---	--	---	---	---	---

Appendix C

Dealing with concerns or disclosures regarding a child or young person

1. If you are concerned a pupil has been subjected to Female Genital Mutilation (FGM) you must report this directly and immediately to the police. Also inform your DSL.

You have a concern about a child / young person's wellbeing, based on:

- a) Something the child / young person / parent has told you
- b) Something you have noticed about the child's behaviour, health, or appearance
- c) Something another professional said or did

Even if you think your concern is minor, the Designated Safeguarding Lead (DSL) may have more information that, together with what you know, represents a more serious worry about a child. - **It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.**

2. **Decide whether you need to find out more** by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions: beginning with words like: how, why, where, when, who?
3. **Let the child / young person / parent know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret. You may say for example, *"I am worried about your bruise and I need to tell Miss Jones so that she can help us think about how to keep you safe"*
4. **Inform the DSL immediately and report via CPOMS.** If the DSL is not available, inform one of their Deputies. If neither is available, speak to the Headteacher or other member of the Senior Leadership Team. **If there is no other member of staff available, you must make the referral yourself. Anyone can make a referral, but where you make a referral without reference to the Designated Safeguarding Lead first, they must be informed as soon as possible.**
5. **Make a written record** as soon as possible after the event on CPOMS, noting:
 - a) Name of child
 - b) Date, time and place
 - c) Who else was present
 - d) What was said / What happened / What you noticed speech, behaviour, mood, drawings, games or appearance
 - e) If child or parent spoke, record their words rather than your interpretation
 - f) Analysis of what you observed and why it is a cause for concern

6. **The DSL may take advice** from the Children's Front Door (02085836600) who will then direct the call to either Multi-Agency safeguarding Hub (MASH) or other Children Social Care Team supporting schools safeguarding, such as Vulnerable Children Team.
7. **The DSL makes the referral** to the SAAM service. The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family. It is not the role of the DSL or other staff in school to investigate or attempt to resolve a safeguarding/child protection concern.
8. **The DSL shares information** with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared
9. **The DSL informs parent that they have made a CP referral**, if the parent does not already know, and if there is no reason not to let them know. There are a number of scenarios where the SAAM team may suggest a delay in informing the parent where informing the parent might put the child at further risk or in order to prevent the child being harmed or intimidated (and retracting their disclosure). Such scenarios may be in cases of suspected sexual abuse or cases of suspected Fabricated or Induced Illness by proxy.
10. **The DSL remains in close communication** with other professionals around the child / young person and with the family, in order to share any updates about the child / young person
11. **If a child protection investigation is pursued**, the DSL and other key school staff will:
 - a) Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
 - b) Attend a child protection conference when invited and provide updated information about the child
 - c) Attend any subsequent child protection review conferences
 - d) Attend core group meetings and take an active role in the implementation of the protection plan

Appendix D

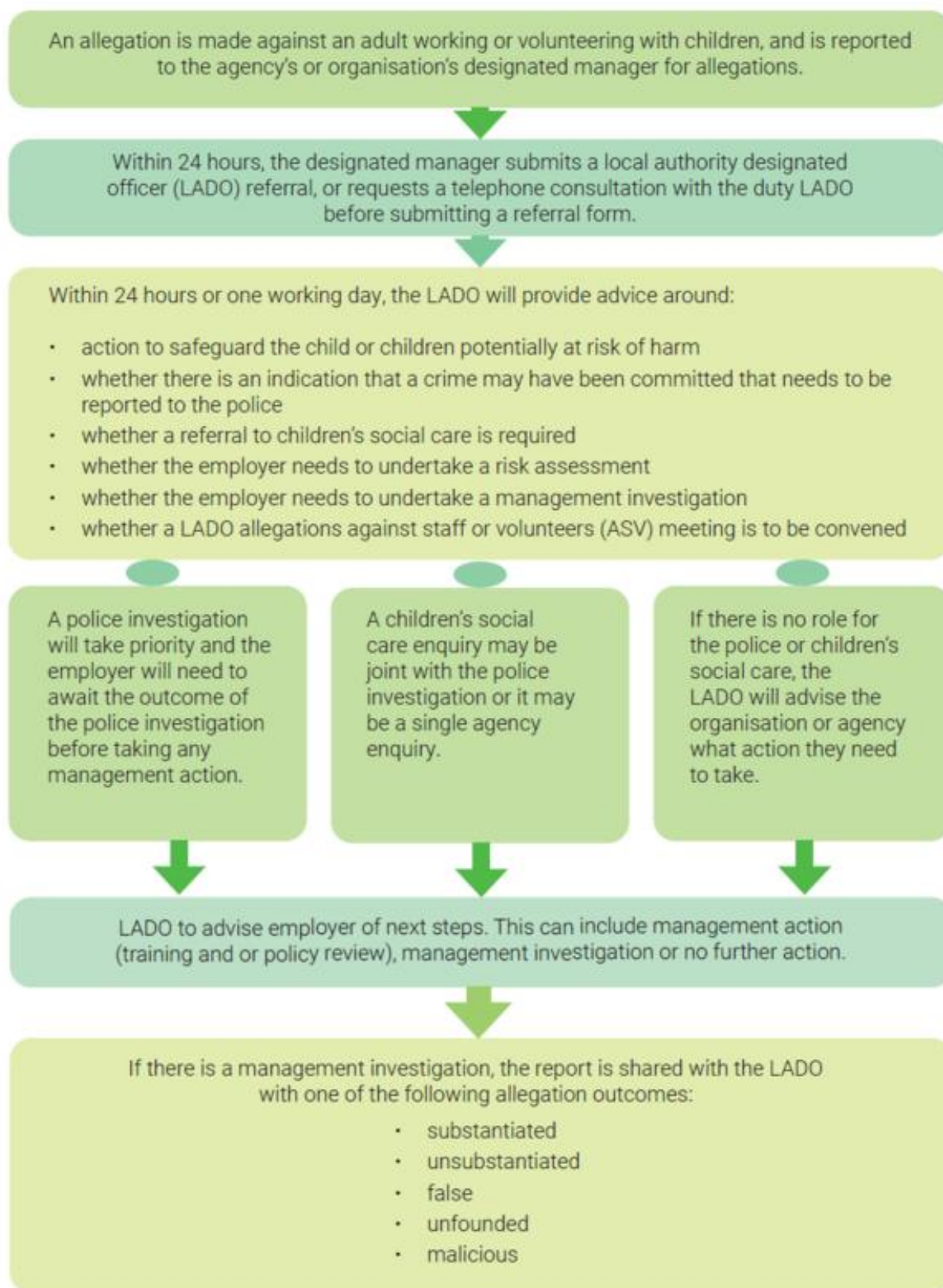
Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to a pupil. Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to Children's Social Care.

The head teacher or Designated Senior Person will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Appendix E – Allegations Against an Adult Procedure (illustrative Flow Chart)



Appendix F



External Speakers Policy Form

This form should be completed by any member of staff or student wishing to bring an external speaker into school. It is not to stop such a person coming to speak. It is instead to ensure that the correct arrangements can be put in place to allow such an event to take place safely.

All forms must be submitted by email to: christian.parker@gunnersbury.hounslow.sch.uk 14 days prior to the planned date of the event, and one form must be submitted for each speaker wishing to attend.

Name of Activity/ Group:	
Name of Organiser:	
Contact Email:	Contact Tel No:

Event details – please see attached Policy Notes

Name of Speaker:	Date of Event:
Title of Event:	Planned Event Venue:

Speaker details:

Please give as much detail as possible. Please include information about the speaker's position and organisations they're affiliated with, the subject they will be speaking about and any other information you think we need to be aware of.

--

The organiser should ensure that the School’s guidance notes, attached to this booking form, are passed to the speaker and that they fully understand the implications contained therein.

<i>Office Use Only</i>	
Authorised By:	
Signed:	Date:



Visiting Speakers Agreement

Thank you for agreeing to come visit our school, we appreciate the contribution you make.

At Gunnorsbury Catholic School we understand the importance of visitors and external agencies to enrich the experiences of our students.

In order to safeguard our children we expect all visiting speakers to read and adhere to the statements below (please tick). Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

	Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
	Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
	Activities are matched to the needs of students.
	Activities are matched to the needs of students.
	Visitors will also be accompanied by a member of staff at all times.
	Any messages communicated to students support British Values and our school values.

Please share points of concern (if any) shared by visitor:

--

Signed: _____ Date: _____



Gunnersbury Catholic School Risk Assessment for Visiting Speaker/Event

Name of the Event and Speaker
Date of the Event
Nature of Event (talk, demonstration to the children, interactive learning etc.)
Outline of the Content of the Event
Point of Contact (member of staff organising the event)
Sign and date to confirm that research has been carried out on the Speaker and the organisation they are affiliated to

Sign and date to confirm that the Speaker has signed the Visiting Speakers Agreement
Sign and date to confirm that the Office has been informed of the Speaker in order that they can be added to the School diary
Sign and date to confirm that you agree to ensure that the Speaker is accompanied at all times, whilst on the premises
Agreed by the Headteacher
Date
Post Event Evaluation

Appendix G

Sexual Violence and Sexual Harassment between children in school and colleges Guidance Summary

Sexual violence or sexual harassment can occur between 2 children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The guidance defines the following terms:

Sexual violence includes:

- rape
- assault by penetration
- sexual assault - intentionally touching another person in a way that is sexual.

Sexual Harassment:

The guidance defines sexual harassment as 'unwanted conduct of a sexual nature' that can occur online and offline.

Sexual harassment is likely to:

- violate a child's dignity, and/or
- make them feel intimidated, degraded or humiliated and/or
- create a hostile, offensive or sexualised environment.

Harmful Sexual Behaviors:

- The guidance describes harmful sexual behaviours as problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. Sexual behaviour between children can be considered harmful if 1 of the children is much older, particularly if there is more than 2 years' difference in age or if one of the children is pre-pubescent and the other is not. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

Children who experience sexual violence and sexual harassment will likely find it stressful and distressing. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

School's legal responsibility:

Schools have a statutory duty to safeguard and promote the welfare of the students at their school. As part of this duty, schools are required to have regard to guidance issued by the Secretary of State.

The guidance states that schools should:

- consider the makeup of their own student body, including the gender and age range of its pupils, and whether additional support for students with protected characteristics - who are potentially at greater risk - is appropriate
- consider what they can do to foster healthy and respectful relationships between boys and girls including through relationship and sex education (RSE) and personal, social, health and economic education (PSHE)
- ensure that their response to boy on boy and girl on girl sexual violence and sexual harassment is equally robust as it is for sexual violence and sexual harassment between students of the opposite sex.

A whole school approach safeguarding and child protection

A whole school approach to preventing child-on-child sexual violence and sexual harassment means involving everyone in the school, including the governing body, all the staff, all the students and their parents or carers.

The school's approach to sexual violence and sexual harassment should reflect and be part of the broader approach to safeguarding. Safeguarding procedures with regard to sexual violence and sexual harassment should be transparent, clear and easy to understand for staff, pupils, parents and carers.

Schools can play an important role in preventative education. Through PSHE and SRE - which may tackle such issues as:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong
- addressing cultures of sexual harassment.

Managing the disclosure

The school's initial response to a disclosure from a child is important. It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe.

The guidance outlines effective safeguarding practice including:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the disclosure will be progressed
- only recording the facts as the child presents them
- informing the DSL, as soon as practically possible.

Risk Assessment

When there has been a report of sexual violence, the DSL should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider the:

- victim
- alleged perpetrator
- both other students and, if appropriate, staff at the school.

Actions:

The DSL is likely to have a complete safeguarding picture and be the most appropriate person to decide on the school's initial response. In all cases, schools should follow general safeguarding principles outlined in [Keeping children safe in education](#).

The guidance includes advice on students sharing a classroom following a report of sexual violence, sexual harassment and during a criminal investigation.



GUNNERSBURY CATHOLIC SCHOOL



mile and stay safe

Staying safe means keeping your personal details private such as: full name, phone number, home address, photos or school. Never reply to ASL (age, sex, location)

Meeting up with someone you have met online can be dangerous. Only meet up if you have first told your parent or carer and they can be with you

Information online can be untrue, biased or just inaccurate. Someone online may not be telling the truth about who they are - they may not be a 'friend'

Let a parent, carer, teacher or trusted adult know if you ever feel worried, uncomfortable or frightened about something online or someone you have met or who has contacted you online

Emails, downloads, messages, photos and anything from someone you do not know or trust may contain a virus or unpleasant message. So do not open or reply

SAFETY ONLINE

Appendix I – Staff Handout KCSIE 2026 (Andrew Hall)

Keeping Children Safe in Education 2026

What All Staff Need to Know

1. The law has changed

- Child criminal exploitation is now a standalone criminal offence — it no longer has to be proved through other offences
- Statutory multi-agency child protection teams now bring police, health and children's social care together

2. Abuse — what's been added to the definitions

- Modern slavery is now named in the list of issues staff should remain alert to
- Financial exploitation sits alongside physical, sexual and emotional abuse
- Emotional abuse explicitly includes verbal abuse: persistent criticism, belittling, name-calling
- Child-to-parent and carer abuse — children can cause harm to family members, not only be harmed by them
- Teenage relationship abuse now explicitly includes stalking, alongside physical, sexual and emotional abuse; criminal exploitation — including financial exploitation — is named as a separate harm

3. Groups to be alert to

- Young carers — a dedicated section in the guidance for the first time
- Children with medical conditions and SEND — do not assume behaviour, mood or injury relates to the condition
- New risk indicators that a child may need support before statutory intervention: repeated removal from the classroom, multiple exclusions

4. Exploitation

- Exploitation can be organised — by networks or gangs — and the child may identify as part of the group
- County lines is now defined in the guidance
- A child cannot consent to their own exploitation, and may be criminalised for things done under coercion — treat them as a victim
- Children who may be victims of exploitation or modern slavery can be referred to the National Referral Mechanism: the referral is the DSL's job, recognising it is yours

5. Child-on-child abuse

- Renamed “child-on-child abuse (including harassment and violence)”

- Harmful sexual behaviour now leads the section, on a continuum running through to sexual violence
- Misogyny is named for the first time as having an escalatory nature
- Every incident involving nude or semi-nude images now requires a safeguarding response — consensual or not, no exceptions
- Dismissing behaviour as “just banter” or “boys being boys” normalises it and stops children reporting

6. Online

- Generative AI is now covered in the guidance as safeguarding territory
- “Images” now explicitly includes AI-generated material, not just photographs
- Content risk now includes misinformation, disinformation and conspiracy theories
- AI widens all four risk categories, including extreme sexual or physical violence
- Cybercrime is described as one of the most significant and rapidly evolving threats in the UK

7. Mental health

- Warning signs staff are well placed to notice, including significant behaviour change, ongoing sleep difficulties and withdrawal from social situations
- Three concerns now spelled out: self-harm, signs of an eating disorder, suicidal ideation or suicide
- Staff have four clear roles — and diagnosing is not one of them

8. Reporting, sharing and routes

- “Family Help” is the new name for targeted support (targeted early help and s.17); community-based Early Help remains — same legal routes, and staff should know the referral route
- Operation Encompass is now a statutory duty on the police, so the school will be notified about domestic abuse incidents
- Data protection is not a barrier to sharing safeguarding information — early sharing is vital
- Know who covers when the DSL is unavailable

9. Concerns about adults

- Trainee teachers are now explicitly included alongside supply staff, volunteers and contractors
- For agency staff, the school and the agency now share safeguarding responsibility — the school still gathers the facts

10. Gender-questioning children — the essentials

- Being lesbian, gay or bisexual is not in itself a risk factor for harm
- Schools do not initiate action; if a child raises a request, it goes to the DSL

- Do not promise confidentiality — and relevant staff are legally required to know and record a child's biological sex accurately

If you are unsure about anything in this handout, or about a child, speak to the DSL. Never assume someone else has already reported it.