Child Protection and Safeguarding Policy

Date Policy Updated:	November 2025
Adapted by:	Gbenga Sonuga, Deputy Headteacher and Michelle Williams, Safeguarding Officer.
To Present to Governors:	November, 2025 to A&P Committee Expiry was December 2025
Date Policy Ratified:	November, 2025
Date for next Review:	November, 2026

Contents

Child Protection and Safeguarding Policy, November, 2025

Believe Strive Succeed

Child Protection and Safeguarding Policy, November, 2025

Our vision is to provide an outstanding, inclusive and aspirational education for local children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness, spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success.

1 Corinthians 12:12 'the body is one and has many members, and all the members of the body, though many, are one body'

Introduction

The staff and governors of the School are committed to ensuring that all pupils achieve the best outcomes in a safe environment. The governing board has sought the expertise of school staff in reviewing the policy.

This policy is based on the Department for Education's statutory guidance Keeping children safe in education 2025 and Working Together to Safeguard Children 2023, and the Maintained Schools Governance guide. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Aims of this Policy

Incidents relating to safeguarding can happen anywhere and all members of the school community should be alerted to possible concerns being raised in school.

To provide clear direction to the entire school staff about procedures and expectations in relation to child protection and safeguarding. To make explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are

handled sensitively, professionally and in ways that support the child's needs.   This policy applies to all pupils, staff, governors, volunteers and visitors to the school.

Four main elements of our child protection policy: -

Prevention
Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

Raising awareness of all staff, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures.

Protection
Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.

Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.

Through the development of effective working relationships with all other agencies, involved in safeguarding children.

Support
Ensuring that key concepts of safeguarding are integrated within the curriculum via PSHCE and pupils are educated about risks associated with internet use, social media and new technology.

Ensuring that children are listened to and their concerns taken seriously and acted upon

Equality Statement
Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs •   Are looked after or previously looked after
- Are missing from education

Child Protection and Safeguarding Policy, November, 2025

- Whose parent/carer has expressed an intention to remove them from school to be home educated

Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The Governing Body will take seriously its statutory responsibility under section 175 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.

Key personnel - Bishop Stopford's School

Gbenga Sonuga	Deputy Headteacher	Designated safeguarding Lead
Tammy Day	Headteacher	Deputy Designated Safeguarding Lead
Michelle Williams	Safeguarding Officer	Deputy Designated Safeguarding Lead
Rev Ian Gallagher	Governor	Nominated Safeguarding governor
Ella Moynihan	Deputy Headteacher	Level 3 trained safeguarding officer
Keith Riley	Assistant Head Teacher	Level 3 trained Safeguarding Officer
Claire Robbins	Assistant Headteacher	Level 3 trained safeguarding officer
Peter Smyth	Assistant Headteacher	Level 3 trained safeguarding officer
Carol Hart	SENCO	Level 3 trained safeguarding officer
Eva Budweg	EAL / LAC	Level 3 trained safeguarding officer
Asha Sampson	Head of Year	Level 3 trained safeguarding officer
Archie Collings	Head of Year	Level 3 trained safeguarding officer
Maria Pavlou	Head of Year	Level 3 trained safeguarding officer
Tracey Ansah	Hear of Year	Level 3 trained safeguarding officer
Mitchell Maryson	ICT network manager	Not a designate
Cheryl Hunter	RE Teacher	Level 3 trained safeguarding officer

Safeguarding also encompasses issues such as pupil health and safety, physical and mental harm; bullying and a range of other issues, e.g. arrangements to meet the medical needs of children with medical conditions, providing first aid, school security, drugs and substance misuse.

Child Protection and Safeguarding Policy, November, 2025

Where there are statutory requirements, the school will have in place policies and procedures that satisfy and comply with any guidance issued by the secretary of state.

The Governing Body is responsible for reviewing this policy on an annual basis and ensuring that practice is line with the policy.

Responsibilities of the Headteacher

The Head teacher will:

Ensure that the safeguarding policies and procedures are fully implemented and followed by all staff.

Ensure that resources are allocated to enable the designated person and other staff to attend strategy discussion, interagency meetings, contribute to assessments etc.

Ensure that appropriate members of staff have received training on the use of the **Enfield Early Help Form** in order to identify children with additional needs to receive appropriate support at an early stage.

Be responsible for receiving allegations against staff and volunteers. The head teacher will consult the Local Authority's Designated Officer, (LADO) to ensure that the matter is dealt with in an objective and transparent manner.

Responsibilities of the Designated Safeguarding Lead (in line with KCSIE, current edition)

Is a member of the Leadership Team and takes a strategic role in promoting safeguarding practice. is trained at least once every two years to DSL standard, in addition to other training.

Makes all staff members aware of systems within Bishop Stopford's school which support safeguarding which are explained during staff induction. This includes:

- the child protection and safeguarding policy
- the staff code of conduct
- the role of the designated safeguarding lead.

Responsibilities of the Deputy Safeguarding Lead

The Deputy Safeguarding leads are trained to the same level as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the on-going safety and protection of students

Copies of policies and of Part one of Keeping Children Safe in Education are provided to staff at induction. All staff are required to provide receipt in the form of an email or signed declaration that they have read Part one of Keeping Children Safe in Education to the head's PA by email.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

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 that may follow a referral, along with the role they might be expected to play in such assessments.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. In exceptional circumstances anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number.

Responsibilities of the Teaching and Non-Teaching Staff in the School

Undertake safeguarding training at least annually.

Confirm that they have read and understand Part 1 of Keeping Children Safe in Education (current edition) and all relevant safeguarding policies and guidance including all relevant updates to Part 1 of Keeping Children Safe in Education.

Be alert to signs of abuse and neglect and report immediately to the DSL.

Comply with the school policies and procedures on behaviour management and the staff code of conduct.

Training and Support

The Governing body will ensure that:

- The Designated Safeguarding Lead is a member of the Senior Leadership Team and has undertaken training to give him/her the knowledge and skills necessary to carry out the role.
- There is a nominated and trained governor for safeguarding.
- A senior member of staff will act in the Designated Safeguarding Lead's absence, who has also received appropriate training.
- Other Designated staff are appropriately trained.
-

All members of staff will receive appropriate training at least annually to develop their:
- Understanding of signs and indicators of abuse, (appendix 1)
- Understanding of how to respond to a pupil who discloses abuse, (appendix 2).
- Understanding of the procedures to be followed in sharing a concern of possible abuse or a disclosure of abuse, (appendix 3).
- Understanding the signs of FGM (Female Genital Mutilation)
- Understanding the signs of relevant safeguarding issues such as peer on peer abuse, serious violence (e.g. CSE and County Lines) and contextual safeguarding
- All staff receive training at least annually
- Designates refresh training every two years in accordance with the London Borough of Enfield's guidelines.

New staff, supply staff and volunteers will be advised of the school's child protection arrangements and contact details of the Designated Safeguarding Lead (DSL), Deputy and other Designates, as part of their induction into the school.   All staff will receive an induction to safer working practice and agree to a code of conduct.

Safer Recruitment

Preventing unsuitable people from working with children and young people is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is a key responsibility of the head teacher and the governing body.

The head teacher and a nominated governor will undertake appropriate training, either on-line training, through the LDBS (diocese) or through the London Borough of Enfield. Other senior members of staff may also undertake training.

The head teacher and governing body must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks through the Disclosure and Barring Service (DBS), barred list checks and prohibition checks, together with references and interview information. The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in this guidance.

For **all** appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:
  * will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
  * will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
  * engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors who would have the opportunity for contact with children and who work under a temporary or occasional contract.

A single central record of checks will be maintained by the school and reviewed regularly by the Governing body. Enhanced. In line with KCSiE, 2025, an online search has been added to the single central record.

DBS checks will be carried out for Volunteers and Governors.

Safer Recruitment Officers at Bishop Stopford's School are as follows:

Lucy Burton	Chair to Governing Body
Elaine Neacy	PA to Headteacher
Claire Robbins	Assistant Headteacher
Peter Smyth	Assistant Headteacher
Gbenga Sonuga	Deputy Headteacher
Michelle Williams	Safeguarding Officer
Carol Hart	SENCo

Records and Monitoring

Our school is clear about the need to record any concern held about a child/ren within our school. Child protection records will be kept separate from the main pupil records and in a locked cabinet. Our School uses 'CPOMS' safeguarding software. If staff have any concern they are to log it on CPOMS. All information is kept securely at all times and only shared on a strictly 'need to know' when in the best interests of the child.

When a student transfers to another school information will be passed on in a timely manner either via recorded delivery (paper) or through secure digital transfer via CPOMS software and school will check that the information has reached its intended source. The DSL will contact a school prior to a child transferring to another school. When a new student arrives at our school we will endeavour to obtain any child protections records in a timely manner.

Extended schools and Lettings –the use of school premises by other organisations

Where services or activities are provided separately by another body using the school premises, the Governing Body will seek written assurance that the body concerned follows safer recruitment procedures and has appropriate policies and procedures in place in regard to safeguarding children.

Working with Students Good Practice

All colleagues need to be very aware of their behaviour, words and body language when working with or having a conversation with a student in a 1:1 environment. It is very important that colleagues do not place themselves in a situation which could make them and/or a student vulnerable and which could lead to misunderstanding or allegations of inappropriate behaviour.

If a colleague is with a student in a 1:1 situation in an office or classroom there should not be a blind or any other item covering the window area fully which prevents visibility.

To 'quality assure' the impact of our Child Protection training we take the opportunity of using INSET days and other staff forums to revisit aspects of Child Protection.

Confidentiality

We recognise that all matters relating to child protection are sensitive.

The Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a needto-know basis only.

All staff must be aware that they cannot promise a child to keep confidential information which might compromise the child's safety or well-being or that of another pupil.

The school will always undertake to share an intention to refer a child to Children's Social Care with parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

It should also be noted that:

- Staff are reminded that timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- Staff are also reminded that the government's underline information sharing advice for safeguarding practitioners underline includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead Gbenga Sonuga

Supporting Staff
We recognise that staff working in the school who have become involved with a child who has suffered or is likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support. This could be provided for all staff by, for example, the Head teacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.

Allegations against Staff
All school permanent staff and supply staff should take care not to place themselves in a vulnerable position with a child.

All staff should be made aware of the school's behaviour/discipline policy and the staff code of conduct, with reference to professional boundaries.

We understand that a pupil may make an allegation against a member of staff. Below are the two different levels of allegations/concerns: -
1. Allegations that may meet the harm threshold.
2. Allegations/concerns that do not meet the harm threshold – referred to for the purposes of this guidance as 'low-level concerns'.

What is low level concern?
The term 'low-level' concern does not mean that it is 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 and

- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

What is high level of concern?
- The term 'low-level' concern includes one or more of the following:
- 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 may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Safeguarding concerns about adults in the school should be made directly to the Headteacher who will inform the Designated Safeguarding Lead. If such an allegation is made, the member of staff receiving the allegation will immediately inform the head teacher or the most senior teacher if the head teacher is not present.

The Designated Safeguarding Lead will discuss the content of the allegation with the Local Authority designated officer (LADO) before the matter is discussed with the member of staff concerned.

If an allegation made concerns the behaviour of the Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the head teacher. Contact can be made directly with the local authority officer if the chair of governors is unavailable.

Allegations against other children
Child protection concerns involving a student against another student should be reported following the same procedures as for all other child protection issues. School policy and practice relating to bullying may apply, however, there could be a situation where a student's behaviour requires a response under child protection, rather than antibullying procedures.

The management of children and young people with sexually harmful behaviour is complex and the Designated Safeguarding Lead will work with other relevant agencies to maintain the safety of all students.

Students who display such behaviour may be victims of abuse themselves and child protection procedure will be followed for both victim and perpetrator.

Physical Intervention/Positive Handling
The School has adopted the Local Authority's Policy, "Use of Reasonable Force and Physical Restraint" as part of our Behaviour Policy. It complies with DfE.

Such events should be recorded and signed by a witness. Physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Searching and Confiscating

On rare occasions it may be necessary to search a student's belongings or outer clothing, for example. when it is suspected that the student may have in their possession dangerous or illicit items that may cause harm to themselves or to others. On these occasions we will adhere to the Department for Education advice document; Searching, Screening and Confiscation (January 2018) and comply with our obligations under the European Convention on Human Rights. Please see appendix 7 for guidance on the school procedure when dealing with such incidents.

Bullying /Cyber Bullying

Our procedures on the prevention and management of bullying are set out in a separate policy. Our anti-bullying policy also deals with bullying through the use of communication technology. This document should be read in conjunction with the School's Online Safety Policy. Please see appendix 8 for guidance on the school procedure when dealing with such incidents.

Racist Incidents

Our procedure on dealing with racist incidents are set out in the School's "Equality Scheme" which acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Sexual Exploitation/Substance Misuse

Pupils who are identified to be at risk will be referred to Children's Social Care within LSCB child protection procedures.

Pupils with medical needs

Procedures for dealing with pupils' medical needs is set out in a separate policy and has regard to 'Supporting Pupils with Medical Needs', DfE December 2015 and the School's Health and Safety Policy.

Looked After Children

The head teacher will ensure that a member of staff is appointed as a Designated Teacher for LAC.

The education staff will contribute to the 'in care reviews' and/or case conferences of children who are subject of a child protection plan and to the Personal Education Plan. The designated person for looked after children in the school is Gbenga Sonuga Deputy Headteacher.

Children Looked After can be additionally vulnerable in terms of child protection and their welfare. Our school Inclusion Manager and Achievement Leaders place the needs of these students highly and ensure an ongoing awareness and approach to communication and support within school and with related external agencies.

Whistleblowing

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Headteacher or the chair of governors. Our Procedure for whistleblowing is set out in a separate policy which follows Local Authority guidelines.

Female Genital Mutilation

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the Designated Safeguarding Lead and follow local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM or discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow local safeguarding procedures.

The school keeps itself up to date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Staff are supported to recognise warning signs and indicators in relation to specific issues, including such issues in an age-appropriate way in their curriculum. The school works with and engages our families and communities to talk about such issues. Staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our policy through the school's values, ethos and behaviour policies provides the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

Our policy through the school's values, ethos and behaviour policies provides the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

Children requiring mental health support

We have an important role to play in supporting the mental health and wellbeing of our pupils. 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.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or 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 their mental health, behaviour, and education.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Self-Harming & Suicidal Behaviour

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm and should always be taken seriously. They may also be indicative of psychological or emotional disturbance triggered by physical, sexual and / or emotional abuse or chronic neglect which may also constitute significant harm.

Sexual violence/harm/and sexual harassment

Sexual violence/harm, sexual harm and sexual harassment can occur between two children of any age and gender and between children of the opposite or the same gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Staff are aware of sexual violence/harm and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence/harm and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable.

Children who are victims of sexual violence/harm and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. While it is important that all victims are taken seriously and offered appropriate support, staff are trained to be aware that it is more likely that girls, children with SEND and LGBT children are at greater risk of sexual violence/harm and sexual harassment and more likely it will be perpetrated by boys.

When referring to sexual violence/harm, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

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

- A child under the age of 13 can never consent to any sexual activity
- A child under 18 cannot consent to any sexual activity with a person in a position of trust
- The age of consent is 16.
- Sexual intercourse without consent is rape.

Sexual harassment is '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. Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence/harm.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence/harm. Bishop Stopford's therefore recognises the importance of identifying and challenging sexual violence/harm and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies; and through the curriculum. All staff recognise the importance of:

- making clear that sexual violence/harm and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence/harm or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras, lifting skirts and up skirting.
- Dismissing or tolerating such behaviours risks normalising them.

The school will respond to reports in accordance with Part 5 of Keeping Children Safe in Education 2025. All responses to reports of sexual violence/harm will be subject to an immediate risk and needs assessment undertaken by the DSL (or a deputy), using their professional judgement, and supported by other agencies, such as children's social care and the Police. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis.

Risk assessment

- The risk and needs assessment will consider: o the victim, especially their protection and support.
  - o the alleged perpetrator/s (if she/he/they attend the same school/college); and o all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- The DSL or DDSL should ensure they are engaging with children's social care and specialist services as required.
- Police are notified when a crime may have occurred.
- Where there has been a report of sexual violence/harm, it is likely that professional risk assessments by social workers and or sexual violence/harm specialists will be required.

Action following a report of sexual violence, harm and/ or sexual harassment - what to consider

The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead the school/college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence/harm and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school/college not to tell anyone about the sexual violence/harm or sexual harassment, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g. to protect the victim and other young people from harm and to promote the welfare of children;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.
- the ages of the children involved.
- the developmental stages of the children involved.

Child Protection and Safeguarding Policy, November, 2025

- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature, or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse.
- whether there are ongoing risks to the victim, other children, adult students, or school/college staff.
- informing parents/carers unless this would put the victim at greater risk);
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, vocational staff may be asked to monitor the victim's welfare without needing to know that they are a victim of sexual violence/harm or harassment.

Children sharing a classroom - initial considerations following a report of sexual violence/harm/harassment

Any report of sexual violence/harm or harassment is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult regarding the victim and proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school/college establishes the facts of the case and starts the process of liaising with Children's Social Care and the Police, the alleged perpetrator will usually be removed from any classes they share with the victim. Consideration will also be given to how best to keep the victim and alleged perpetrator a reasonable distance apart on school/college premises and on transport to and from the school/college, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence/harm and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and transport, will be considered immediately. In all cases, the wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

Child-on-Child Abuse

Within Bishop Stopford's School, we have a zero-tolerance approach to child-on-child abuse and all staff are trained to be vigilant and to tackle any signs of child-on-child abuse.

Child-on-child abuse may present itself in different forms including:
- bullying (including cyber-bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

The School will endeavour to minimise the likelihood of child on child abuse through the ethos and curriculum opportunities afforded to pupils to enable them to feel safe and adopt safe practices including online, through teaching and learning opportunities as part of a broad and balanced curriculum and within Relationships and Sex Education.

Sexting

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately. You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is 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 educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Child Protection and Safeguarding Policy, November, 2025

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.
The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm. If it is necessary to refer an incident to the police, this will be done via the safer School's Officer.

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded in conjunction with advice from the Safer School's Officer.

Serious Violence
All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and County Lines.

Child Criminal Exploitation (CCE)
CCE 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 and/or criminal activity:
- in exchange for something the victim needs or wants, and/or
- for the financial advantage or increased status of the perpetrator or facilitator.
- through violence or the threat of violence

The victim may have been criminally exploited even if child does not view themselves as a victim. CCE does not always involve physical contact; they can also occur using technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (see section below on County Lines), forced to shoplift or pickpocket or to threaten other young people. Victims of CCE can be of any gender. Children and young people are often unwittingly drawn into criminal exploitation through the offer of friendship, relationships and care, gifts, drugs, alcohol, money and accommodation. Some of the following can be indicators of CCE.
- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late • children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE 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:

- in exchange for something the victim needs or wants, and/or
- 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. CSE does not always involve physical contact; they can also occur using technology. Victims of CSE can be of any gender, under the age of 18, including 16 and 17 years old who can legally consent to have sex. It can include both contact and non-contact sexually activity and may occur without the child or young person's immediate knowledge. Some of the indicators of CCE can also be indicators of CSE, as can:

- children who have older boyfriends/girlfriends
- children who suffer from sexually transmitted infections or become pregnant

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to other criminal activity including trafficking and illegal drugs. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

County Lines

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". 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 (including sexual violence/harm) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes, and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

All concerns about children suspected to be at risk of or involved in county lines will be reported to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Young Carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (a parent, grandparent, and sibling).

Many young carers may experience:
- Social isolation
- A low level of school attendance
- Some educational difficulties
- Impaired development of their identity and potential
- Low self-esteem
- Emotional and physical neglect
- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child's needs will be considered, using the Common Assessment Framework.

Supporting Vulnerable Pupils

Pupils affected by Domestic Abuse

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. We will try to ensure that this school provides a stable and secure place for all pupils through the development of policies and procedures that encourage self-esteem and self-motivation, good behaviour.

Students with SEND

Staff are aware that there are sometimes additional barriers that exist when recognising the abuse of pupils with SEND. Staff work closely with the SENCO to minimise this vulnerability.

Guidance on Pupils Missing from Education

Where pupils are missing from school parents or carers are immediately contacted (morning of the first day of absence). If no satisfactory response is forthcoming, the absence is reported to the school's Safer Schools Officer and Targeted Youth Worker. This is also the case where pupils are missing during the school day.

All schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:
- the full name of the parent with whom the pupil will live,
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:
- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The Designated Teacher and/or Deputy Designated Teacher is also informed of these types of absence so that effective monitoring and action may be put in place.

All staff should also note that in exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care for the relevant borough.

Preventing, identifying and supporting students at risk of extremism and radicalisation
All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The 'Prevent Duty' document (Dfe) and the 'Channel Duty Guidance' should be read in conjunction with this policy.

Protecting children from the risk of radicalisation is part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The school will ensure that:
- It builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views through PSHE and the wider curriculum
- It provides a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- It assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The school will demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation. **If a member of staff believes that a child is at risk of radicalisation it should be reported to the Lead Designated Safeguarding Lead for action.**

Parental Involvement
It is important that parents/carers understand the school responsibility to:

It is important that parents/carers understand the school's responsibility to safeguard and promote the welfare of children. Share information and work in partnership with other agencies when there are concerns about a child's welfare.

In general staff will seek to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making referral to children's social care. However, this should only be done where it will not place a child at increased risk of significant harm.

Online Safety and the use of Mobile Technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, Bishop Stopford's aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Please see appendix 8 and 10 for guidance on the school procedure when dealing with such incidents.

Enfield Early Help Form and Referral Portal (MASH – Multi-Agency Safeguarding Hub)

Where there are low level concerns about a child's welfare the Enfield Early Help process aims to help the early identification of children's additional needs and promote co-ordinated service provision to meet them. This form is part of the Enfield online portal which has replaced the single point of entry for all referrals of safeguarding concerns. Referrals should be made via the Designated Child Safeguarding Lead or relevant Safeguarding Officers.

The school will ensure that specific staff are trained to use the tool in order to identify these children and help them before things reach crisis point.

Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

If a child is suffering or likely to suffer harm, or in immediate danger, make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly via the Enfield Early Help Portal and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

If you discover that FGM has taken place or a pupil is at risk of FGM as detailed previously in this policy.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger) where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly via the Enfield Early Help Portal if appropriate and share any action taken with the DSL as soon as possible.

If you have concerns about extremism alert the DSL who will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group

- See or hear something that may be terrorist-related

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the advised steps in relation to a safeguarding concern. If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action. You can also refer to the Department for Education guidance on mental health and behaviour in schools for more information

Appendix 1 – Types of abuse and their symptoms

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 fabricates the symptoms of, or deliberately induces, illness in a child.

Physical Abuse – Indicators

Physical Abuse – Indicators	
Physical Indicators	**Behavioural Indicators**
- Unexplained injuries – bruises/abrasions/lacerations. - The account of the accident may be vague or may vary from one telling to another. - Unexplained burns. • Regular occurrence of unexplained injuries. Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.	- Withdrawn or aggressive behavioural extremes. - Uncomfortable with physical contact. - Seems afraid to go home. - Complains of soreness or moves uncomfortably. - Wears clothing inappropriate for the weather, in order to cover body. • The interaction between the child and its carer.

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 involve a parent failing to:

- Provide adequate food, clothing and shelter
- 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. Neglect – Indicators

Neglect - Indicators	
Physical Indicators	**Behavioural Indicators**
- Unattended medical need. - Underweight or obesity. - Recurrent infection. - Unkempt dirty appearance. - Smelly. - Inadequate/unwashed clothes. - Consistent lack of supervision. - Consistent hunger. - Inappropriately dressed.	- Poor social relationships. - Indiscriminate friendliness. - Poor concentration. - Lower self-esteem. - Regularly displays fatigue or lethargic. - Frequently falls asleep in class. - Frequent unexplained absences.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill treatment of another;
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- Exploiting and corrupting children.

Emotional Abuse - Indicators	
Physical Indicators	**Behavioural Indicators**
- Poor attachment relationship. • Unresponsive/negative behaviour towards the child's emotional needs. - Persistent negative comments about the child. - Inappropriate or inconsistent expectations. - Self-harm.	- Low self-esteem. - Unhappiness, anxiety • Withdrawn, insecure. - Attention seeking. - Passive or aggressive behavioural extremes.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual Abuse – Indicators.

Sexual Abuse - Indicators	
Physical Indicators	**Behavioural Indicators**
- Sign of blood/discharge on the child's underclothing. - Awkwardness in walking/sitting. - Pain or itching – genital area. - Bruising, scratching, bites on the inner thighs/external genitalia. - Self-harm. - Eating disorders. - Enuresis/encopresis. - Sudden weight loss or gain.	- Sexually proactive behaviour or knowledge that is incompatible with the child's age and understanding. - Drawings and or written work that is sexually explicit. - Self-harm/suicide attempts. - Running away. - Substance abuse. - Significant devaluing of self. • Loss of concentration.

Child Protection and Safeguarding Policy, November, 2025

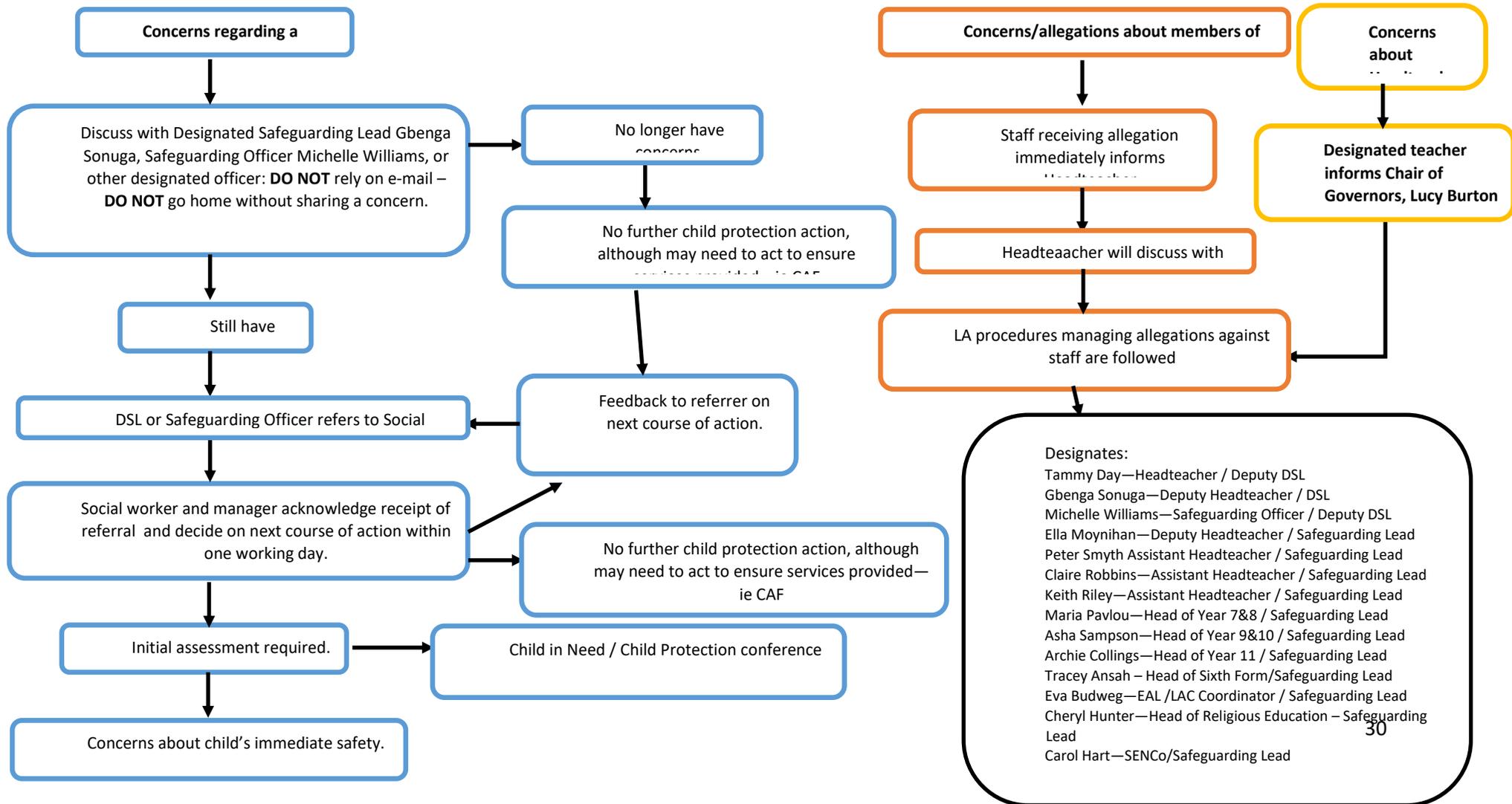# Appendix 2 – Handling Disclosures of Abuse Reminder of shared objectives

All staff share the objective of keeping children and young people safe:

- by seeking to provide a safe environment that is conducive to learning; and
- by identifying children and young people who are suffering or likely to suffer significant harm; and take appropriate action to make sure that they are safe both at home and at school.
  Make it clear from the start that you are unable to maintain confidentiality about the things the child tells you and that you have no choice but to pass on any information that causes concern
- Find a quiet place to talk where you will not be interrupted
- Listen but do not pressurise
- Ascertain the facts – who? what? where? when? how? Do not ask leading questions. Such questions may invalidate your evidence (and the child's) in any later prosecution in court. Instead ask open questions like "Anything else to tell me?" or "and"
- Be objective in your recording; state facts, write down exactly what was said to you and anything you may have observed. Distinguish clearly between fact and opinion and refrain from using your own interpretation and assumptions
- Draw a diagram to indicate the position of any marks/bruising if applicable
- Let the child know you are pleased to have been told
- Tell the child you believe them
- Tell the child you will have to involve others to ensure the child's safety in the future. Tell the child who needs to be involved and why
- Offer on-going support and that you will do your best to protect the child
- Follow the school's internal policy regarding communication in relation to Child Protection and promptly complete and pass on the school's CP concern form to the appropriate officer
- Having dealt with suspected Child Protection concerns which can be distressing, it is often helpful to talk to a colleague such as a Child Protection designated teacher about your feelings.

Appendix 3 – FLOW CHART for Referral

Following a number of cases where senior leaders in schools had failed to act upon concerns raised by staff. Keeping Children Safe in Education (current edition) emphasises that 'All staff may raise concerns directly with Children's Social Care Services'. This is a statement which reinforces that we all have a collective responsibility for the welfare of students and one which we should not ignore.

We have a clearly Designated Safeguarding Team and guidance for all staff in this policy and other related documents which we believe provides a systematic whole school approach to Child Protection Practice with communication and a joined-up approach which supports our students.

Concerns regarding a

Discuss with Designated Safeguarding Lead Gbenga Sonuga, Safeguarding Officer Michelle Williams, or other designated officer: **DO NOT** rely on e-mail – **DO NOT** go home without sharing a concern.

No longer have concerns

No further child protection action, although may need to act to ensure services provided—ie CAF

Still have

DSL or Safeguarding Officer refers to Social

Feedback to referrer on next course of action.

Social worker and manager acknowledge receipt of referral and decide on next course of action within one working day.

No further child protection action, although may need to act to ensure services provided—ie CAF

Initial assessment required.

Child in Need / Child Protection conference

Concerns about child's immediate safety.

Concerns/allegations about members of

Staff receiving allegation immediately informs Headteacher

Headteaacher will discuss with

LA procedures managing allegations against staff are followed

Concerns about Headteacher

Designated teacher informs Chair of Governors, Lucy Burton

Designates:
Tammy Day—Headteacher / Deputy DSL
Gbenga Sonuga—Deputy Headteacher / DSL
Michelle Williams—Safeguarding Officer / Deputy DSL
Ella Moynihan—Deputy Headteacher / Safeguarding Lead
Peter Smyth Assistant Headteacher / Safeguarding Lead
Claire Robbins—Assistant Headteacher / Safeguarding Lead
Keith Riley—Assistant Headteacher / Safeguarding Lead
Maria Pavlou—Head of Year 7&8 / Safeguarding Lead
Asha Sampson—Head of Year 9&10 / Safeguarding Lead
Archie Collings—Head of Year 11 / Safeguarding Lead
Tracey Ansah – Head of Sixth Form/Safeguarding Lead
Eva Budweg—EAL /LAC Coordinator / Safeguarding Lead
Cheryl Hunter—Head of Religious Education – Safeguarding Lead
Carol Hart—SENCo/Safeguarding Lead

30

Appendix 4 Assessment of Risk (Sexually active children)

In order to determine whether a relationship presents a risk of harm to a child, the following indicators should be considered:

- Whether the child is competent to understand, and consent to, the sexual activity they are involved in (children under 13 are not legally capable of consenting to sexual activity);

- What the child/ren in the relationship's living circumstances are, whether they are attending school, whether they or their siblings are receiving services from LA children's social care or another social care agency etc;

- The nature of the relationship between those involved, particularly if there are age or power imbalances;

- Whether overt aggression, coercion or bribery was or is involved, including misuse of alcohol or other substances as a disinhibitor;

- Whether the child's own behaviour (e.g. through misuse of alcohol or other substances) places them in a position where they are unable to make an informed choice about the activity;

- Any attempts to secure secrecy by the sexual partner beyond what would be considered usual in a teenage relationship;

- Whether methods used to secure a child's compliance, trust and / or secrecy by the sexual partner are consistent with grooming for sexual exploitation. Grooming is likely to involve efforts by a sexual predator (usually older than the child) to befriend a child by indulging or coercing them with gifts / treats (i.e. money or drugs), developing a trusting relationship with the child's family, developing a relationship with the child through the internet etc in order to abuse the child;

- Whether the child denies, minimises or accepts the concerns held by professionals.

- Refer to the school policy 'Guidance for managing sexual incidents in school' Appendix 9.

Appendix 5 The Enfield Early Help Form

The Enfield Early Help Form can only be completed with the consent and involvement of the parent/carer (or child /young person where appropriate) unless you believe that this may jeopardise the welfare of the young person.

This form is now completed online via the Enfield Local Authority Portal.

It provides a standard method of assessment used across all children's services. It facilitates **early identification of needs**, leading to co-ordinated provision of services, involving a lead professional where appropriate, and sharing information to avoid the duplication of assessments.

NB. Child protection concerns should be referred without delay to Children's Social Care duty team using the locally agreed child protection procedures.

If an Early Help Form has previously been completed it will be helpful to pass on the information already gathered, but do not wait to complete an Early Help Form.

The Early Help Form is designed for when:

- There are concerns about how well a child is progressing in terms of their health, welfare, behaviour, progress in learning or any other aspect of their well-being;

- There is signed consent from a parent/carer;

- The child's needs are unclear or broader than a single service can address.

An Early Help Form should be completed when a professional in any agency (all health, childcare, early years settings, schools, education, Connexions, adult social care, crime reduction and the voluntary sector) has concerns that a child will not progress towards the five *Every Child Matters* priority outcomes (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being), without additional services. Completing an Early Help Form should:

- Enable the professional to identify the child's needs;

- Provide a structure for systematic gathering and recording of information;

- Record evidence of concerns and a base-line for measuring progress in addressing them;

- Provide an evidence base for a decision to refer to another agency if necessary, or to children's social care for an initial or core assessment or to another service for a specialist assessment.

Appendix 6 Useful Contacts in Enfield

Multi-Agency Safeguarding Hub (MASH) Single point of referral for Early Help, Child Protection and Adults' Safeguarding in Enfield	Phone: 020 8379 5555 Mon-Thurs, 9am-5pm and Fri, 9am-4.45pm Out of Hours: 020 8379 1000 Email: ChildrenMASH@enfield.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a same-day phone response during normal business hours
Local Authority Designated Officer (LADO) Cathy Phelan Allegations against staff and volunteers who Work with Children	Phone: 020 8379 4392 Email: safegaurdingservice@enfield.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a same-day phone response during normal business hours
Early Help	Phone: 0208 379 2002 Enfield Early Help Hub
SEND Services	Phone: 020 8379 3203/5619/3441 Email: sen@enfield.gov.uk
Child Death Overview Panel (CDOP) notifications	Phone: 0208 7025600 Email: beh-tr.enfieldhealthsafeguarding@nhs.net
Female Genital Mutilation (FGM)	Refer via MASH. Phone: 020 8379 5555 Mon-Thurs, 9am-5pm and Fri, 9am-4.45pm Out of Hours: 020 8379 1000 Email: ChildrenMASH@enfield.gov.uk
Prevent Maddie Street	Refer via MASH. Phone: 020 8132 139
Gangs Community Safety	Refer via MASH. Phone: 020 8379 5555 Mon-Thurs, 9am-5pm and Fri, 9am-4.45pm Out of Hours: 020 8379 1000 Email: ChildrenMASH@enfield.gov.uk

Adolescent Safeguarding Lead Children's Social Care	Refer via MASH. Phone: 020 8379 5555 Mon-Thurs, 9am-5pm and Fri, 9am-4.45pm Out of Hours: 020 8379 1000 Email: ChildrenMASH@enfield.gov.uk
Harmful Sexual Behaviour Lead **Children's** Social Care	Refer via MASH. Phone: 020 8379 5555 Mon-Thurs, 9am-5pm and Fri, 9am-4.45pm
	Out of Hours: 020 8379 1000 Email: ChildrenMASH@enfield.gov.uk
Private Fostering	Refer via MASH. Phone: 020 8379 5555 Mon-Thurs, 9am-5pm and Fri, 9am-4.45pm Out of Hours: 020 8379 1000 Email: ChildrenMASH@enfield.gov.uk
Violence against women and girls (VAWG) & Domestic Abuse one-stopshop	Refer via MASH. Phone: 020 8379 5555 Mon-Thurs, 9am-5pm and Fri, 9am-4.45pm Out of Hours: 020 8379 1000 Email: ChildrenMASH@enfield.gov.uk

Appendix 7– Prohibited items in school procedure

Bishop Stopford's School
Prohibited items in School

Prohibited or banned items in school include:

- Weapons
- Alcohol
- Illegal drugs
- Stolen goods
- Tobacco products
- Pornographic images
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence
- Anything banned in the school's behaviour policy

Procedure to take if you suspect that a student has a prohibited or banned item in school

If you suspect that a student has a prohibited or banned item, you should notify a member of SLT or Safeguarding Team who can lead on the following steps and the investigation.

The lead member of staff should notify the Designated Safeguarding Lead and or the Safeguarding Officer, and update them when possible.

Searches should always be carried out by someone of the same sex of the student.

1. Collect the student and ensure that they are with a staff member at all times.
2. Contact parents and inform them of your concerns, informing them that you will need to conduct a search (following the school policy on searches). In the case of vulnerable students please ensure that the SENCo and or Social Worker is also notified.
3. Contact the MASH of the borough that the student resides in to get advice.
4. Check on the student's well-being (this step is if you suspect a student has consumed illegal drugs). If a first aider has been called to assist, please make sure that this has been logged following school procedures.
5. Call 101 in the first instance, not the Safer Schools Officer.
6. Collect statements from the student involved and any witnesses.
7. Make a referral to MASH of the borough that the student resides in following on from their advice.
8. Once information and investigation has been completed, a discussion is to be had regarding appropriate sanctions.
9. Put clear and precise steps that were taken when dealing with the incident on CPOMS along with a copy of the 'recording of a search proforma'.

When you send a search request from the schools network to the outside web – the network will then go through the following order which will determine if you will be able to see your request

LGFL Firewall - WebScreen filtering

LGFL have pre-set categories to filter out unwanted sites and data. We can also allow/disallow ourselves (**Social media, Adult content, instant messaging, and education to name a few**). Monitored and maintained by IT

What is a Firewall?

Imagine a bouncer at the door of a club. This bouncer checks everyone coming in and out to make sure they're allowed to enter and aren't causing trouble. A firewall is like this bouncer, but for your computer or network.

Checks Traffic > Blocks Bad Stuff > Allows Good Stuff

Smoothwall Firewall filtering

Smoothwall is our 2nd firewall layer which is more customizable it also has pre-set categories (**Social media, Adult content, instant messaging, and education to name a few**) to block content. We can also allow/block manually. Monitored and maintained by IT

Both are frequently updated for the latest content as and when needed e.g. new threat or phase going around

Filtering reports will be sent to a shared mailbox where IT will check daily and log on CPOMS if necessary – both LGFL and Smoothwall apply

Senso
This is an unmonitored system that flags concerns based on a students activity and is used to create CPOMs concerns where needed

Impero
All staff can use to monitor student pcs and Chromebooks. Alerts also appear. **Guide shared with all staff**

Meraki – Wi-Fi management software used to authenticate wireless access – The same block/allow policies from LGFL and Smoothwall apply here. IT verify users who sign up to use the network on request e.g. Front office call us and tell us of the person wanting to use the Wi-Fi so we can verify their account.

CPOMS
All staff use to report any safeguarding issues

Impero is monitored by IT staff when alerts are flagged up. Teachers also have access to monitor their own class. If a safeguarding concern it is logged on CPOMS

Safeguarding team can now follow up with evidence

Appendix 9– Guidance for Dealing with Harmful Sexual Behaviour (HSB) Incidents

Bishop Stopford's School
Guidance for dealing with Harmful Sexual Behaviour (HSB) Incidents

ENFIELD

Resolving Harmful Sexual Behaviour (HSB) Incidents

General points:

Bishop Stopford's School provide its students with comprehensive RSE curriculum: Teach age-appropriate lessons on healthy relationships, consent, and personal boundaries as part of the regular curriculum.

Bishop Stopford's School has a positive school culture and foster an environment where students feel safe to report concerns and where respectful behaviour is actively promoted.

Bishop Stopford's School Empowers students to recognize and safely intervene when they see concerning behaviours in school.

Preventative Measures: At Bishop Stopford's school we will:

1. **Education:**
   - Implement regular PSHE lessons on consent, healthy relationships, and digital safety.
   - Provide staff training to recognize and respond to HSB.

2. **Awareness Campaigns:**
   - Display posters and provide resources about respecting boundaries.
   - Hold assemblies and workshops on sexual harassment and consent.

3. **Open Communication Channels:**
   - Encourage students to report incidents through anonymous reporting tools or by speaking to trusted staff.

4. **Monitoring and Evaluation:**
   - Regularly review policies and incidents to improve responses and prevention strategies.

1. Purpose and Scope

This document outlines the procedures and guidelines for addressing harmful sexual behaviour (HSB) at Bishop Stopford's School. It aims to:

1. Create a safe and respectful environment for all students and staff.

2. Establish clear procedures for addressing incidents of harmful sexual behaviour (HSB).

3. Promote education and prevention strategies to reduce HSB.

4. Ensure a fair, consistent, and proportionate response to incidents.

5. Support affected parties, including those who experience or perpetrate HSB.

2. Definition of Harmful Sexual Behaviour (HSB)

HSB is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive. *(Hackett, S. (2014) Children and young people with harmful sexual behaviours. London: Research in Practice)*. It can include but is not limited to:

- Inappropriate touching
- Sexual comments or gestures
- Sharing explicit images without consent (e.g., sexting)
- Coercion or manipulation in a sexual context

3. Guiding Principles

1. **Safeguarding First:** The safety and well-being of students take precedence.

2. **Confidentiality:** Handle all incidents with discretion while complying with legal obligations to report certain behaviours.

3. **Education:** Use restorative and educational approaches alongside disciplinary measures to address behaviour.

4. **Proportionality:** Responses will consider the age, intent, and understanding of those involved.

5. **Collaboration:** Work with parents, carers, and relevant external agencies as needed.

4. Procedure for Resolving Harmful Sexual Behaviour Incidents

1. **Immediate Response:**
   - Ensure the safety of all students involved.
   - Separate the individuals involved, if necessary, to de-escalate the situation.
   - Provide immediate support to the affected student(s) through pastoral care or safeguarding leads.

2. **Reporting:**
   - All incidents must be reported to the school's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSLs) immediately.
   - Serious incidents must be reported to external agencies (e.g., local safeguarding board, police) where required by law.

3. **Investigation:**

   - Conduct a thorough investigation led by the DSL or DDSLs.

   - Collect statements from all involved parties and witnesses.

   - Maintain clear and impartial records of the incident to CPOMS.

4. **Decision-Making:**

   - Assess the severity of the behaviour using a risk assessment framework.

   - Consider the developmental stage, intent, and history of the student(s) involved.

5. **Parental Involvement:**

   - Inform parents or carers of all parties involved, unless doing so would put a student at risk of harm.

6. **Sanctions and Support Plans:**

   - Apply sanctions proportionate to the severity of the behaviour.

   - Develop a behaviour support plan or refer the student to counselling or external agencies where appropriate.

7. **Monitoring and Review:**

   - Monitor the situation to ensure resolution and prevent recurrence.

   - Review the incident and response to identify lessons for future prevention.

5. Sanctions for HSB Incidents

1. Minor First-Time Incidents (Green Behaviours: Developmental Typical and Healthy)

Examples: Inappropriate jokes, mild sexualised comments, accidental boundary crossing.

Sanctions:

   - Verbal warning and explanation of unacceptable behaviour.

   - Reflection session with the Pastoral Team.

   - Written apology to the affected party (if appropriate).

   - Pastoral intervention (e.g., lesson on respect consent and boundaries).

   - Parents informed of behaviour and sanctions.

2. Repeated and more concerning Incidents (Amber Behaviours: Inappropriate and Problematic)

Examples: Repeated inappropriate touching, sending or requesting explicit images, persistent sexualised language.

Sanctions:

- External internal exclusion (e.g., 1-5 days) with a reintegration meeting.
- Referral to Inclusion Panel.
- Behaviour contract outlining future expectations and consequences.
- Referral to counselling or external support services.
- Parental meeting to discuss ongoing concerns and sanctions.

3. Severe Incidents (Red Behaviours: Abusive and Violent)

Examples: Coercion, sexual harassment, sharing explicit images without consent, or assault.

Sanctions:

- Long-term exclusion or permanent expulsion (depending on severity).
- Immediate referral to police or social services.
- Comprehensive risk assessment and safeguarding plan.
- Mandatory counselling or intervention programs.

Support for Students

- **Affected Students:**
  - Immediate access to pastoral care, or external support services.
  - Development of a safety plan if needed.
- **Students Displaying HSB:**
  - Access to behaviour modification programs.
  - Regular check-ins with a designated staff member.
  - Educational programs to develop empathy and respect for others.

Appendix 10– Staff Guidance on Managing Inappropriate Use of School Technology

Bishop Stopford's School

Staff Guidance on Managing Inappropriate Use of School Technology

This guidance provides clear procedures for staff to follow when a student uses school technology inappropriately (e.g., accessing unsuitable websites, entering offensive search terms, misusing devices or accounts). The goal is to ensure consistent responses, reinforce responsible use, and safeguard the learning environment.

Expectations for Students

- School devices and internet access are for educational purposes only.
- Students are expected to follow the Pupil Acceptable Use Policy at all times.
- Inappropriate use includes, but is not limited to:
    - Accessing age-inappropriate or restricted websites
    - Searching for offensive or harmful material
    - Bypassing school filters or restrictions
    - Using technology to bully, harass, or disrupt learning

Procedure for Incidents

First Incident – Reminder of Expectations

- Speak to the student directly, explain why the behaviour is inappropriate, and remind them of the Pupil Acceptable Use Policy.
- Incident is to be recorded onto CPOMS
- Contact parent / carers and notify them of the incident and that a letter will be sent home. (**First Letter** template)
- No sanctions applied at this stage unless the behaviour is extreme (e.g., offensive/harmful content).

September 2025