



# Safeguarding & Child Protection Policy

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**Beavers Community Primary School will, without excuse or compromise, provide the best start to life for all of the pupils in its care.**

The staff and governors envisage this being carried out through:

- Having the child at the centre of everything we do
  - Valuing the development of the whole child
- Outstanding learning delivered through outstanding teaching
- Keeping at the forefront of, as well as leading, educational development and practice
- Constantly challenging all aspects of school life to ensure best practice is always prevalent
  - Engaging parents in their child's education
- A commitment to the safeguarding of all children and stakeholders

## **Our Values**

*Respect*

*Equality*

*Determination*

*Honesty*

*Courage*

*Compassion*



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## Named Staff with Designated Responsibility for Safeguarding

Academic Year	Designated Safeguarding Lead (DSL)	Designated Deputy Safeguarding Lead(s)	Designated Staff Member for Child Protection (DSM)	Nominated Safeguarding Link Governor	Chair of Governors	Local Authority Designated Officer (LADO)
2018 – 2019	Dee Scott	Hannah Hunter	Tracey Bunce Kym Anthony (support)			

## Introduction

Approved by GB	Next Approval by GB (within 1 year of last approval)	Last Review	Next Review (within 1 year of last review)
11 <sup>th</sup> Oct 2018	Autumn 1 2019	Autumn 1 2017	October 2019

This document is a statement of the aims and principles for Safeguarding and Child Protection at Beavers Community Primary School.

Beavers Community Primary School is an equal opportunities school. All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability. Some key points are:

- Equality of opportunity is a cross-curricular issue; opportunities are identified and utilised in each curriculum area or topic.
- The language and learning needs of bilingual pupils are acknowledged in all subject areas.
- The use of assessment contributes to a positive understanding of race, gender, disability, equality, ethnic and cultural diversity.
- Children should work in a variety of different groupings depending on a particular activity. They work individually, in pairs or in groups (e.g. same ability, mixed ability, single sex, friendship, role model etc.).
- We offer activities of a non-stereotypical nature.
- Children have opportunities to share cultural and other experiences in the classroom.



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 or disabilities
- 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

Beavers Community Primary School is a Rights Respecting School and it is the responsibility of all stakeholders covered by this policy to ensure that these rights are inviolate.

The school has three commitments that underpin this policy:

- To learn
- To be safe
- To show mutual respect

Beavers Community Primary School is a school that holds values central to all of its work and this policy must be applied in line with the school's values system.

### *Aims*

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

### *Legislation and Statutory Guidance*

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

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 on a school interview/appointment panel 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 [Childcare \(Disqualification\) Regulations 2009](#) (and [2018 amendment](#)) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

### Definitions

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's 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 part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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.

Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.



Children need support from adults who care for them: vigilance, understanding and action, stability, respect, information and engagement, explanation and support and advocacy to assist them in putting forward their views (London Safeguarding Board).

All staff members must:

- recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth;
- recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm; and
- accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

### Support All Children

Beavers Community Primary School will support all children:

- ensuring all members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse;
- ensuring that as soon as a concern with regard to child protection is raised (through disclosure or observation), staff members must liaise with a designated staff member for child protection as soon as a concern arises, without delay. If a designated member of staff is not available, this is never an excuse for delaying on reporting concerns: **anybody can make a referral at any time**;
- making sure that if a staff member has passed on information to a designated staff member and that staff member feels there is a lack of appropriate action or concerns persist, they must pursue the concern(s) themselves. **No action is never an option; anybody can make a referral at any time**;
- teaching them techniques and practices, including support of professionals to help them to recognise risks in a variety of different situations and how to deal with them e.g. through Forest School, school journeys and visits, theatre productions, Junior Citizens agenda etc;
- developing their skills to cope with emergency situations including strategies taught through visits from the London Fire Brigade, Road Safety teams, Safer Neighbourhood Police teams as well as those taught through Junior Citizens and inter school preparation for pupils transferring to Secondary School;
- encouraging self-esteem and self-assertiveness through the curriculum and general school practices including sharing assemblies and in PSHE, Project Achieve, Values and our UNICEF Children's rights agenda, whilst not condoning aggression or bullying;
- promoting a caring, safe and positive environment within the school with staff acting as role models. This is of particular importance where pupils are known to have negative experiences at home or in the community;
- liaising and working together in partnership with all other support services and those agencies involved in the safeguarding of children. For example, there are weekly SEND meetings aimed at supporting vulnerable pupils and ensuring that their needs are identified and met in school and/or through outside professionals;
- notifying social care as soon as there is a significant concern: **anybody can make a referral at any time**; and
- providing continuing support to a child about whom there have been concerns and who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting. We will continue to check on ex pupils to ensure that they and their records have arrived safely in their new placement including our army pupils whose families may be stationed abroad.

### Prevention

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. Beavers staff at all times are required to act as good role models and to encourage pupils talk about how safe they feel at school. The school community will therefore:

- Continue to work to maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes



- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include 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 anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in phase groups to prepare for moving up a phase and Year 6 to prepare for transition to Secondary school and more personal safety/independent travel. Year 6 also attend Junior Citizen training from a variety of safeguarding and protection agencies
- 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.

### Supporting Staff

At Beavers Community Primary School we recognise that our school is situated in an area classified as having a high percentage of deprivation and staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with designated staff members and to seek further support/counselling as appropriate.

## 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 Hounslow Safeguarding Children's Board (HSCB). Our policy and procedures also apply to extended school and off-site activities.

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the staff behaviour policy/code of conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM, radicalisation and peer on peer abuse.

### Designated Safeguarding Lead (DSL)

- Ensure that all staff are aware of the Sept 2018 DfE requirements and Hounslow Local Safeguarding Children's Board Guidelines and that a single central record is kept in school of all staff, volunteers and others who are regularly working at Beavers Community Primary School.
- Ensure that all staff know and are alert to signs of possible abuse and know the correct procedures to follow if there are concerns or suspicions.
- Ensure all stakeholders feel able to raise concerns.
- Liaise with, monitor the work of and manage the designated staff member for child protection and hold them to account for maintaining systems that have been put in place.
- Ensure robust systems are in place so that written records of concerns are kept about a child even if there



is no need to make an immediate referral.

- Ensure that necessary staff members are briefed in Hounslow telephone procedures. Procedures can be found in the Staff Zone and a paper copy can be found in the admin office.
- Ensure the writing, development and review of the Safeguarding and Child Protection policies.
- Ensure records of case conferences and other sensitive information in a secure, confidential file located in the main office.
- Disseminate information on a need to know basis, bearing in mind the importance of confidentiality.
- Ensure systems are in place to pass on records when a child on the Child Protection register leaves the school.
- Raise staff awareness of and confidence on Child Protection procedures and ensure that all new employees receive training and that training refresher courses are attended.
- Ensure that staff members understand how to talk to children in a variety of situations, such as not to ask leading questions or promise that information will be kept secret.
- Attend relevant training at least every 2 years.
- Ensure that all employees know that any information revealed is confidential.
- Encourage staff to consider how the curriculum and extra-curricular activities might empower children, showing the power of the children's voice in all aspects of our extended school day and beyond.
- Continue our close liaison with outside agencies and develop new contacts as appropriate.
- Ensure systems are in place to support staff members, who have handled disclosures, give evidence in court or attend case conferences.
- Ensure governors and employees are kept up-to-date with current legislation, procedures and processes with regard to safeguarding children.

### Designated Staff Member for Child Protection (DSM)

- Seek advice from and work to the DSL and deputy DSLs.
- Keeping a list of up-dated contacts related to child protection and safeguarding and make this available to necessary staff.
- Record all concerns on CPOMS system, in line with school systems, even if there is no need to make an immediate referral. All such records are to be kept confidentially and securely and are separate from pupil records and are copied on to the child's next school or college.
- If there are concerns about possible abuse, ensure referrals to Early Help in Hounslow are complete, and followed up, and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using an CFAN (Early Help in Hounslow) form.
- Communicate with DSL and deputy DSL regarding referrals, even if it's after the referral has occurred. Where possible communicate with the DSL or deputy DSL prior to referral so all necessary parties are aware and can make most informed decision for wellbeing of the child(ren).
- Monitor children on the child protection register (or those causing concern) in school, e.g. attendance & achievement etc., through liaising with appropriate stakeholders. If any child is absent for 3 days without a reason, a safeguarding absent form must be completed.
- Ensure that all responsibilities regarding Children Missing from Education\* are followed
- Ensure school holds more than one contact number for each child, where possible
- Liaise with named social workers for children.
- Ensure that Hounslow telephone procedures are followed. Procedures can be found in the Staff Zone and a paper copy can be found in the admin office.
- Facilitate and support the development of the safeguarding and child protection policies.
- Maintain records of case conferences and other sensitive information in a secure, confidential file located in the main office.
- Maintain school systems for reporting on child protection issues and present this in weekly meetings.
- Disseminate information on a need to know basis, acting on instruction or advice from the designated safeguarding (deputy) lead where necessary, bearing in mind the importance of confidentiality.
- Pass on records when a child on the child protection register leaves the school and track child to new setting.
- Ensure that information held by a transferring pupil is sent quickly and Children's services are informed.



- Support staff in accurately recording information when a disclosure has been made.
- Support staff when talking to children in a variety of situations.
- Attend relevant training at least every 2 years.
- Ensure that all staff members know that any information revealed is confidential.
- Continue our close liaison with outside agencies and develop new contacts as appropriate.
- Support staff members, who have handled disclosures, give evidence in court or attend case conferences.
- Provide a termly report for the governing body.
- Operation Encompass is a Police and Education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse.
  - Operation Encompass is the reporting to schools before the start of the next school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening.
  - The information is given in strict confidence to a school's Key Adult to enable support to be given dependent on the needs and wishes of the child.

### The Governing Board

- The Governing Board understands its role in safeguarding the children of the school.
- The Governing Board has formally adopted this policy and will review its contents annually or sooner if any legislative or regulator changes are notified to it by the designated governor (named above in this policy) or the head teacher.
- A member of Beavers Community School Governing Board (named above in this policy) is nominated to liaise with the LA on child protection issues and in the event of an allegation of abuse made against the Headteacher.
- The Governing Board considers how children may be taught about safeguarding. This is part of a broad and balanced curriculum covering relevant issues through PSHE and through SRE. It is also incorporated in our Behaviour Management strategies, in our Values and UNICEF Children's Rights agenda.
- The nominated governor will meet on a regular basis with the Designated Safeguarding Lead to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

### The Headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

### Safety in the School

- No internal doors to classrooms will be locked whilst pupils are present in these areas.
- Entry to School premises will be controlled by doors that are secured physically or by constant staff supervision.



- Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges.
- Unidentified visitors will be challenged by staff or reported to the Headteacher or school office. Carelessness in closing any controlled entrance will be challenged.
- The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stops these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to LA's Schools Safeguarding Coordinator with a view to alerting other local schools in liaison with the police and through appropriate systems.
- Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

### Training

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. Volunteers will receive appropriate training, if applicable.

The DSL, Deputy DSL and Children Protection Officer will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

## Confidentiality

We recognise that all matters relating to child protection are confidential. At Beavers, children's records are kept confidentially in the school office. They are available on request but should not be removed from the office. Sensitive information is kept in the Child Protection folder in the office.

Designated staff members (named above in this policy) will disclose any information about a child to other members of staff on a need to know basis only.

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



All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We 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. If in doubt, we will consult with EHH on this point

### Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

### Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

All staff have read and signed the acceptable use policy to ensure children are safeguarded in relation to mobile phones and internet usage.

### Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

The school uses the CPOMS system with secure access available to DSL, Deputy DSL and the Children protection officer only. This is an electronic record keeping system that ensures records are held securely and confidentially. Records can be printed and shared on a need to know basis and in line with Hounslow Safeguarding Children's Board.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## *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 in immediate danger**

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

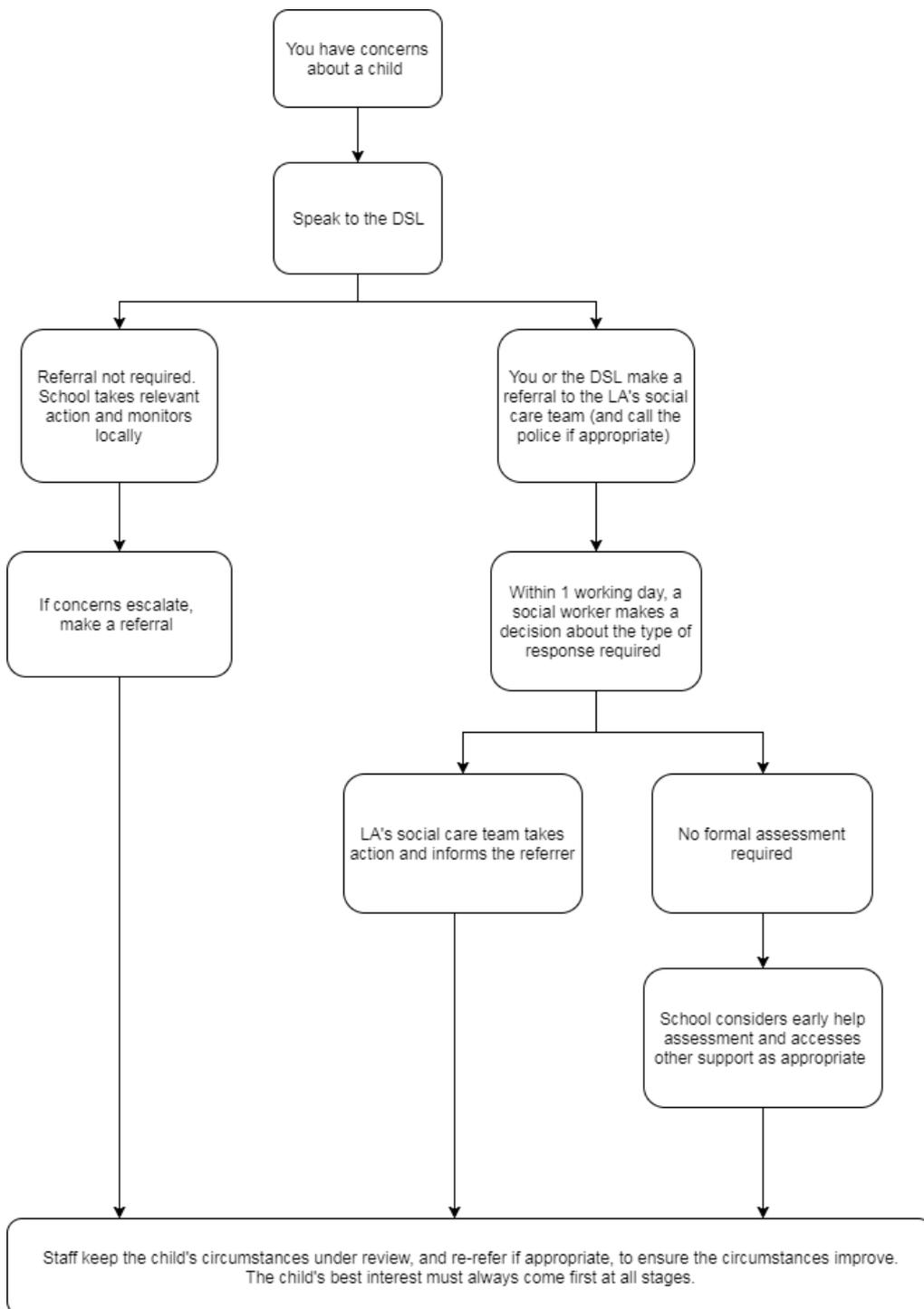


## Making a Referral

- If it is believed that urgent action is needed to protect a child, the police should be contacted on 999.
- Other safeguarding referrals should be made to Early Help in Hounslow (EHH) via a CFAN form.
- Prior to any written referral to social care, there should be a verbal consultation with the duty social worker or manager, by calling the duty desk on **020 8583 3456 (020 8583 2222, after 5pm weekdays and on weekends)**, to ensure that making a referral is an appropriate action.
- The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, honour based violence, fabricated or induced illness or a designated member of staff has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.
- In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance.
- **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested.**
- Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.
- All parents applying for places at this school will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.
- Beavers Community Primary School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks.
- All members of staff, volunteers, and governors must know how to respond to a pupil who discloses abuse.
- As soon as a concern with regard to child protection is raised (through disclosure or observation), staff members must liaise with a designated staff member for child protection as soon as a concern arises, without delay. If a designated member of staff is not available, this is never an excuse for delaying on reporting concerns: **anybody can make a referral at any time;**
- If a staff member has passed on information to a designated staff member and that staff member feels there is a lack of appropriate action or concerns persist, they must pursue the concern(s) themselves. **No action is never an option; anybody can make a referral at any time;**
- [https://www.hounslow.gov.uk/info/20075/child\\_protection/1275/what\\_to\\_do\\_if\\_you\\_are\\_worried\\_about\\_a\\_child](https://www.hounslow.gov.uk/info/20075/child_protection/1275/what_to_do_if_you_are_worried_about_a_child)
- The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.



**Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)**



***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, and tell the DSL as soon as possible that you have done so

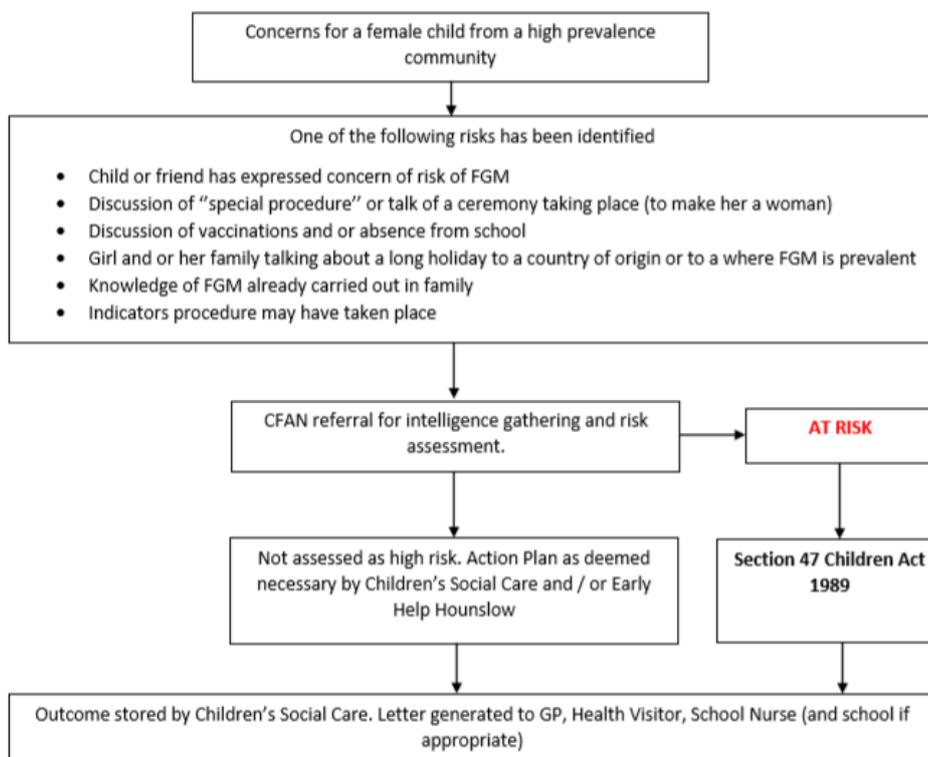
### Female Genital Mutilation (FGM)

- The Department for Education's 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'.
- Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.
- **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 DSL and follow our local safeguarding procedures.
- **Any member of staff** who suspects a pupil is *at risk* of FGM, must speak to the DSL and follow the Hounslow Safeguarding Procedures as detailed below.



Hounslow Safeguarding Children Board

## Hounslow FGM Pathway Childs Context



In the case of a child at risk of immediate significant harm or removal from the country to allow that significant harm to take place; contact must be made immediately with the Police – by calling 999

### Radicalisation/Extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above). Where there is a concern, the DSL 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, that 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](mailto: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



## Concerns about a staff member or volunteer

- If you have concerns about a member of staff or volunteer, speak to the headteacher.
- If you have concerns about the headteacher, speak to the chair of governors.
- You can also discuss any concerns about any staff member or volunteer with the DSL.
- The headteacher/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.
  
- Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

## Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, sexual harassment or sexually inappropriate pictures or videos (including sexting)

### *If a pupil makes an allegation of abuse against another pupil:*

- Do not promise confidentiality. Be clear about who you’ll need to tell and why
- Reassure the child that they're being taken seriously and will be supported and kept safe
- Listen carefully, remain non-judgemental, and avoid leading questions
- Do not view any photos or videos of a sexual nature
- You must tell the DSL and record the allegation, but do not investigate it

## Role of DSL

- The response to reports of peer-on-peer abuse including sexual violence and sexual harassment will be decided on a case-by-case basis with the designated safeguarding lead (DSL) taking a lead role, supported by other agencies as required.
- Investigate the incident and the wider context and assess and mitigate the risk posed by the perpetrator(s) to the victim(s) and to other children;
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate



- A member of the safeguarding team should engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it's likely that professional risk assessments by social workers or sexual violence specialists will be required. The DSL (or deputy) should use these assessments to inform your school's approach and update your own risk assessment.
- Consider that the abuse may indicate wider safeguarding concerns for any of the children involved
- Treat all children (whether perpetrator or victim) as being at risk - while the perpetrator may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves;
- Take into account the complexity of peer on peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited, they are not consenting
- Take appropriate action in respect of the perpetrator – any action should address the abuse, the causes of it, attitudes underlying it and the support that may be needed if the perpetrator is at risk. Factors to consider include: the risk the perpetrator(s) poses and will continue to pose to other children, their own unmet needs, the severity of the abuse and the causes of it. Disciplinary action may be appropriate, including (a) to ensure that the perpetrator takes responsibility for and realises the seriousness of his or her behaviour; (b) to demonstrate to the perpetrator and others that abuse can never be tolerated; and (c) to ensure the safety and wellbeing of the victim and other children in the school. Permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the victim(s) and other children in the school

### ***We will minimise the risk of peer-on-peer abuse by:***

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **Youth produced sexual imagery (Sexting)**

Whilst many professionals refer to the issue as 'sexting', there is no clear definition of 'sexting'. According to research, many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.' Yet, recent NSPCC research has revealed that when children are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know.'<sup>1</sup> Similarly, a recent ChildLine survey has revealed that many parents think of sexting as flirty or sexual text messages, rather than images. This policy only covers the sharing of sexual imagery by children. Possessing, creating, sharing and distributing sexual photos and videos of under-18s is illegal, and therefore causes the greatest complexity for schools (amongst other agencies) when responding. It also presents a range of risks which need careful management. On this basis, this policy introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting'.

#### ***What is youth produced sexual imagery?***

'Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes children sharing images that they, or another child, have created of themselves.



- 'Sexual' is clearer than 'indecent'. A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy).

### *Types of incidents are covered by this policy are:*

- A child creates and shares sexual imagery of themselves with a peer (also under the age of 18)
- A child shares sexual imagery created by another child with a peer (also under the age of 18) or an adult
- A child is in possession of sexual imagery created by another child No:
- The sharing of sexual imagery of children by adults as this constitutes child sexual abuse and schools should always inform the police
- Children sharing adult pornography or exchanging sexual texts which do not contain imagery<sup>3</sup>
- Sexual imagery downloaded from the internet by a child<sup>4</sup>
- Sexual imagery downloaded from the internet by a child and shared with a peer (also under the age of 18) or an adult.

### *Disclosures*

All members of staff (including non-teaching staff) should be aware of how to recognise and refer any disclosure of incidents involving youth produced sexual imagery. This will be covered within staff training.

Disclosure about youth produced sexual imagery can happen in a variety of ways. The child affected may inform a class teacher, the DSL in school, or any member of the school staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or colleague, or inform the police directly. Any direct disclosure by a child should be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

All incidents involving youth produced sexual imagery should be responded to in line with this policy.

### *Responding to incident of youth produced sexual imagery:*

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff

The DSL will follow the procedures and guidance set out in 'Sexting in schools and colleges: responding to incidents and safeguarding young people'

- There should be interviews with the children involved (if appropriate)
- Parents of each child should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at greater risk of harm and jeopardise any police/social care investigation
- At any point in the process, if there is a concern a child has been harmed or is at risk of harm, a referral should be made to Children's Social Care and/or the police immediately



## Good Practice

- All school staff members should take care not to place themselves in a vulnerable position with a child.
- It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All staff members should be aware of and be applying the Behaviour Policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and reminders included in staff meetings, ICT training etc.

## Allegations

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, **MUST** act:

- Inform the head teacher immediately. In the head teacher's absence, inform the next most senior member of staff (as long as they are not subject to the allegation)
- The head teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- The school will follow the set procedures for managing allegations against staff.
- Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the head teacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation **MUST** act:

- Immediately inform the Chair of Governors who will consult as above, without notifying the Headteacher first.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice from LADO

All child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

## Whistleblowing

Children will raise concerns where the environment is conducive and staff members take these concerns seriously.

All staff members should be aware of their duty to raise concerns, where they exist, about the attitude actions of colleagues and to raise concerns about poor or unsafe practice in the school's safeguarding regime.

The school follow the Hounslow Local Authority whistle blowing policy.

Where a member of staff feels unable to raise their concern or feels that their concerns have not been properly addressed, they can contact the NSPCC Whistleblowing Helpline 0800 028 0285. Details of which are also on the safeguarding page on the school website

## Physical Contact

Safeguarding pupils requires both pupils and staff to be clear about safe and acceptable physical contact. However, it is just as important for all staff and volunteers to feel comfortable in contributing to providing a safe and caring environment for all pupils, especially for very young children. Staff and volunteers need to feel comfortable in



responding to pupils' practical and emotional needs.

Reasonable force is sometimes appropriate and a 'no contact' policy can leave staff unable to fully support and protect their pupils. The decision to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances

It is important to avoid making assumptions about whether or not a pupil wants physical contact, even with very young children, or to assume that one response fits all circumstances. Members of staff should use their professional judgement in specific situations, taking into account the pupil's needs at the time, their age, stage of development, gender, ethnicity and background.

If a member of staff believes that an incident could be misinterpreted, they should inform the designated safeguarding lead immediately.

For further information, refer to the school's Behaviour Policy.

### *Safer Recruitment*

The school follows safer recruitment procedure in-line with Keeping Children Safe in Education, September 2018. The school has a separate procedure for safer recruitment but some of the key principles are:

- All applicants must complete an application form; gaps in career/education are investigated as part of the recruitment process;
- Two references are required before interview and MUST be received before offer of appointment;
- Interview panels include at least one member with recognised Safer Recruitment training;
- Recruitment panels are involved in the whole process, from shortlisting to offer;
- Pre-employment checks are rigorously completed before commencement of work, including enhanced DBS;
- The single central record for the school is kept as a live document and is always up-to-date;
- Personnel files are kept up-to-date and in line with data protection procedures; and
- Induction is provided for all new staff, with a priority placed on safeguarding and child protection.

### *Links With Other Policies and Practices*

#### **Anti-Bullying**

Beavers Community Primary School's policy on anti-bullying is in our Behaviour Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying.

#### **Racist Incidents**

Our procedures on racist incidents are set out separately, and acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of any racist incidents and these are sent to the borough.

#### **Health and Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and links for example to safe internet use, and when away from the school and when undertaking school trips and visits.

#### **Policies/Procedures with Direct Links to this Policy**

- Behaviour
- Staff Code of Conduct
- Whistleblowing
- Anti-bullying



## Safeguarding & Child Protection Policy

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- Health & Safety
- Allegations against staff
- Parental concerns
- Attendance
- Curriculum
- PSHE
- Teaching and Learning (and associate policies)
- Administration of medicines
- Drug Education
- Sex and Relationships Education
- Looked after Children
- Physical intervention
- E-safety, including staff use of mobile phones
- Risk Assessment
- Recruitment and Selection (Safer Recruitment)

### Monitoring arrangements

This policy will be reviewed **annually** by Designated Safeguarding Lead. At every review, it will be approved by the full governing board.



These appendices are based on the Department for Education's statutory guidance, **Keeping Children Safe in Education**.

### *Appendix 1: Types of Abuse*

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing 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
- 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 via the internet)

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

**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.



## Appendix 2: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

### Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

### Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

### Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary).



Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
- If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.
- Where the police are involved, wherever possible the local authority will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point

### Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days



## Specific actions

### Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

### Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

### Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer. The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### References



When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual



### Appendix 3: Specific safeguarding issues

#### Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

#### Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late



- Regularly missing school or education, or not taking part in education

### **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

This policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school



- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### **Preventing radicalisation**

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

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use



- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

### **Non-collection of children**

If a child is not collected at the end of the session/day, we will:

- Telephone all contacts on pupil record.
- If the pupil remains uncollected and no contact has been made with emergency contacts a referral to children's services will be made.