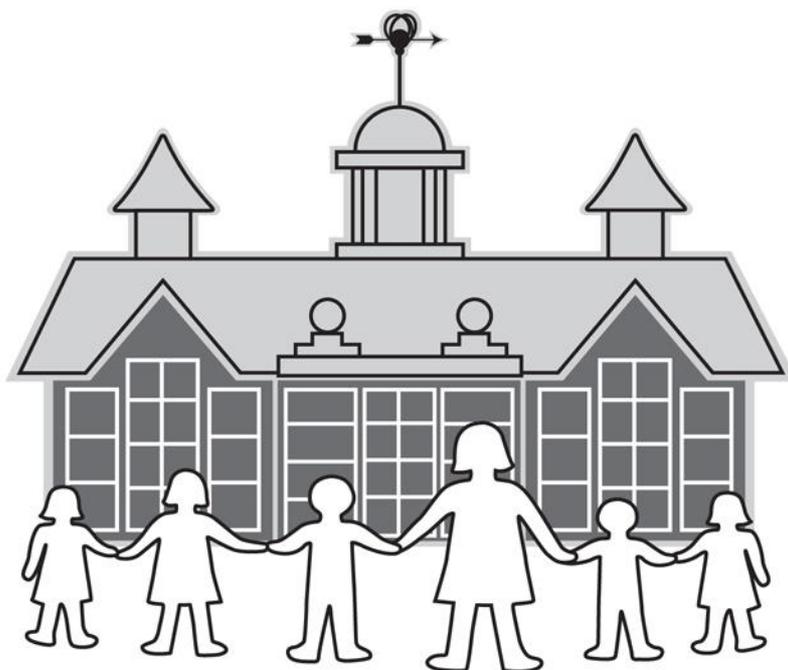# North Ealing Primary School



# Child Protection Policy (2022)

| | |
|---|---|
| Committee with oversight for this policy - Curriculum & Standards | |
| Policy to be approved by the Headteacher | |
| Policy last reviewed by the Curriculum & Standards Committee | 16/03/2022 |
| Policy last ratified and adopted by the Headteacher | 16/03/2022 |
| Policy / Document due for review | March 2022 |

# Contents

## Important contacts

| ROLE/ORGANISATION | NAME | CONTACT DETAILS |
|---|---|---|
| Designated safeguarding lead (DSL) | Michael Belsito | 020 8997 2653 |
| Deputy DSL | Sally Flowers<br>Marcia Bruley | 020 8997 2653 |
| Local authority designated officer (LADO) | Ricella Browne | 020 8825 8930 |
| Chair of governors | Debbie Keenan | 020 8997 2653 |
| Channel helpline | Paul Smith<br>DfE | 020 8825 7590<br>020 7340 7264 |

# 1. 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 training in recognising and reporting safeguarding issues

# 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook. 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 Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") 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

# 3. Definitions

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

> Protecting children from maltreatment

> Preventing impairment of children's mental and physical health or development

> Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

> 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.

**Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

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

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

> The local authority (LA)

> A clinical commissioning group for an area within the LA

> The chief officer of police for a police area in the LA area

# 4. 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 (see section 10)

> 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 (see section 12)

> Are missing from education

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

# 5. 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.

## 5.1 All staff

All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will sign a digital declaration on MyConcern at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

> Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education

> The early help process (sometimes known as the common assessment framework) 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 peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

> The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

## 5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Michael Belsito. The DSL takes lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL can also be contacted out of school hours if necessary via the online portal MyConcern, email or school mobile phone for staff.

When the DSL is absent, the deputies – Mrs Flowers Headteacher and Mrs Bruley Deputy Headteacher– will act as cover.

Outside lettings during out-of-term times will have their own safeguarding procedures - see Appendix 3

The DSL will be given the time, funding, training, resources and support to:

> Provide advice and support to other staff on child welfare and child protection matters

> Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

> Contribute to the assessment of children

> Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

## 5.3 The governing board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

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).

All governors will read Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how governors are supported to fulfil their role.

## 5.4 The headteacher

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

- Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers 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 updating the content of the training 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

# 6. Confidentiality

Pupils and their families are entitled to confidentiality but school staff have a duty, in line with GDPR guidelines, to share confidential information with other professionals if a pupil is at risk, particularly investigating agencies. A child's welfare will always take precedence in information sharing. It is important to note that The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

This includes allowing practitioners to share information without consent. (Keeping Children Safe in Education 2021 paragraphs 60, 105-11)

If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer for the child's own sake. Within that context, the child should, however be reassured that the matter will be disclosed only to the people who need to know about it.

Personal information about all pupils' and their families is regarded by those who work in this school as confidential. Staff who receive the information about children and families in the course of their work should have the information only within their professional context.

All records relating to child protection incidents will be maintained by the Designated Safeguarding Lead and deputy, stored securely and only shared as is consistent with the protection of children.

The government's [information sharing advice for safeguarding practitioners](#) 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 (or deputy)

# 7. Recognising abuse and taking action

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

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

## 7.1 If a child makes a disclosure to you

**PROCEDURES FOR DEALING WITH DISCLOSURES**

It is vital that our actions do not abuse the child further or prejudice further enquiries.
If a member of staff receives a disclosure from a child they should:-

**Listen** - take what the child says seriously
      - accept what the child says

1. Stay calm and in control.

2. Reassure and make the child feel safe.

3. Use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"

4. Do not ask leading or probing questions - it is not our role to investigate

5. Make notes about what was said - noting position of any physical injuries/marks if appropriate, on a body map.

6. Don't promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the Designated Safeguarding Lead) and why.

7. Inform the designated teacher as soon as possible (see reporting procedures) and give them the notes made.

**USE TED** –
**T**ell me what happened, **E**xplain how this happened, **D**escribe how this happened

**REPORTING PROCEDURES**

●     Urgent concerns which require an immediate response, should be given verbally to the DSL if possible but must be followed up by a written report using the MyConcern online reporting system (or for SMSAs and external visitors, the pink CP concerns form). This should happen as soon as possible and within the same session, i.e. morning or afternoon on the same day.

MyConcern online reporting system:

- Go to [www.myconcern.education](http://www.myconcern.education)
- Log in with allocated username and password
- Press the red Report a Concern on the top right of the page
- Complete the relevant sections of the online form and submit

- Upon submission a reference number will be allocated to that specific concern.

School pink concern form:

- Reports can be in note form but should be as full and accurate as possible and must include:
- Full name of child
- Reporting adult
- Class
- Location
- Time of incident/disclosure by child
- A factual description
- Child's account if given
- Details of the person alleged to have caused the incident/injury (if appropriate)
- Name of any witnesses and what they reported

It is important to verbally notify the DSL of concerns as well as completing online reports

Pink slips should never be left for the DSL without also informing him, or the Deputy Lead, verbally.


## 7.2 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 in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

In most cases, you would tell the DSL first and discuss the next steps:

**URGENT ROUTE - Summary**

Follow this route if you have an urgent suspicion or evidence or a disclosure of:-

- Physical abuse - particularly any unexplained injuries or marks on the body

- Sexual abuse

- Emotional abuse

- Neglect

As a matter of urgency, refer to the DSL verbally, or the deputy DSL if not available, and follow up with a written record on MyConcern or, where appropriate, the pink CP concerns slip. Do not leave the class unsupervised but report no later than the end of the teaching session following the disclosure and on the same day and while the child is in school.

The DSL will collect information from staff

The DSL will decide if a referral should be made to Social Care (Ealing Children's Integrated Response Service (ECIRS) call centre on 020 8825 8000).

The parents may be asked for information in any case which is not about sexual abuse.

Advice might be sought from the Social Care Child Protection Advisory and Consultation Service

If Social Care have become involved the verbal referral will be backed up by a written referral on the standard Social Care referral form, which will then be faxed or securely emailed via Switch Egress to the appropriate department.

The DSL will give feedback on any action plan, to the staff involved

Written referrals and subsequent reports of the event will be filed in the locked filing cabinet in the office of the DSL and scanned and uploaded to the child's profile on MyConcern.

Support for the child will be planned and delivered

The class teacher and other involved staff will continue to monitor the child and refer back to the DSL if applicable.

## URGENT ROUTE - Detailed Procedures

If a teaching or support member of staff suspects, or has evidence of, or hears a disclosure of abuse, then within the same day, whilst the child is still at school, the following steps should be taken.

The staff member with the concerns tells the school's DSL

Staff should go to the deputy DSL or the most senior member of staff on the day if the DSL is absent.

The DSL will consult all staff that may have knowledge of the child's welfare, i.e. previous class teacher, classroom support assistants, other staff who work with the class.

The DSL, or deputy may see the child and the child may want to share their concerns. School staff should not question a child about sexual abuse concerns as this requires specialised training and should be left to the police child protection team or social care.

It may be appropriate to discuss the matter with the parent at this stage - it would never be appropriate to discuss issues of sexual abuse with the parent. Where appropriate, these meetings regarding safeguarding concerns will be followed up with a communication in writing detailing the main action points so that all parties are aware of next steps. This communication will be dependent on the nature of each case and agreed at the meeting.

The DSL must then decide if a referral to the Social Care call centre is required. Where a concern is shared by several agencies, i.e. by the school, the school nurse, the school medical officer, each agency must report it independently to Social Care.

Whatever the decision, the reasons for it and details, dates and times of what was said and/or seen by teachers, pupil and parents should be recorded on the MyConcern online system (or pink CP slips for SMSAs

and external visitors) and stored in the pupil's file in the DSL's office. Explanations of injuries given by parents and the child should be accurately detailed. Any opinion about the explanation should be noted as well but should not obscure the actual words used by the teller.

If there is uncertainty about whether to refer, then the DSL or the deputy should consult one or all of the following:

1) The pages in these procedures which give details of signs, symptoms and indicators of abuse;

2) The ECIRS consultation line on 020 8825 5236

4) The LBE's designated officer for child protection

5) The London Child Protection Procedures

● Referrals should be made by phone to Ealing Children's Integrated Response Service (ECIRS) call centre on 020 8825 8000. They will then pass the referral to the appropriate department for the child's home address. The cause for concern, the facts of the case, information about siblings, past worries, contact with parents, any explanations offered, and any opinion, hearsay and judgement on the facts should be filled in on the standard CHILD AND FAMILY ENQUIRY/ REFERRAL FORM –electronic copies of the form are in Google Drive, Central Resources – Staff Shared/ECIRS/ECIRS referral form.pdf. ECIRS should be asked to keep the school informed of developments.

● The referral, and the details for it, should then be confirmed in writing and emailed via EGRESS or faxed to the relevant office.

● When talking to ECIRS, it should be agreed who will tell the parents about the referral, and when this will happen. These decisions depend on the circumstances of individual cases.

● In cases of sexual abuse the concerns must not be discussed with parents. Social Care will do this only after an inter-agency strategy meeting. School staff will be invited to this meeting. Advance warning may allow an abuser to bribe or intimidate a child. The same may apply in cases of physical abuse. Advising parents of the referral should happen after a discussion with Social Services.

● Depending on the case and its outcome, then at the appropriate time, senior school staff will need to advise parents of the school's actions and duty in the area of child protection. This can involve reference to the latest Government procedures that school must follow in such cases as well as acknowledgement of parents' anger, distress or anxiety.

● A member of staff should be allocated to talk to the child to acknowledge the referral and the concerns. How this will actually be done will depend on the age of the child. The child should be told who knows about the incident and they should be encouraged to approach staff at any time if they wish to discuss any worries. The child must be reassured that:

○ They were not to blame for any abuse;

○ They did the right thing in letting others know about it;

○ Adults will try to protect them.

● Child abuse referral is a difficult and emotional task and allows for differing judgements. During or after a referral or investigation staff may wish to discuss what action should be taken as well as their own feelings about the case. The LADO will, if contacted, organise appropriate support for staff.

- If staff feel that the response from Social Care is not correct, the DSL must challenge it. This is accepted and expected practice by Social Care and all agencies involved in child protection in Ealing. Initially the complaint should go to the Social Care Team Leader, then to the Social Care Area Office Manager. The matter should also be raised with the LADO.

## SCHOOL BASED PROCEDURES WHEN A CHILD IS ON THE CHILD PROTECTION REGISTER

- When the school receives information and / or notification from Social Care about a child on the child protection register the information will go into the child's online and hard-copy file which will be kept separate from other school records and stored in the locked filing cabinet, in the office of the DSL. Access will be controlled. Hard copies of documents for pupils subject to CIN or Child Protection plans will also be kept in the locked filing cabinet.
- The information will be shared on a 'need to know' basis with the senior staff and other staff who work directly with the child.
- The DSL or deputy will generally represent the school at child protection meetings. If they are unable to attend then another member of the SLT will be asked to attend.
- Academic progress, attendance, social development, information from the pastoral file and any other relevant information will be included in the schools report to the conference, which will be filled in on the standard social services form.
- Concerns noted by the school once the child is registered will be referred to the DSL.
- The child's progress will be monitored by the class teacher who will report any concerns to the appropriate DHT/ DSL. If the child has been registered for special educational needs the SENDCO will also discuss the child with the class teacher as appropriate.
- The DSL will advise social care when a pupil leaves the school.

## CONFIDENTIALITY

Always be aware of your legal responsibilities which are:-

- Never promise a child that their disclosures will remain a secret or confidential - staff have a responsibility to pass information on to the relevant people
- To share relevant information about the protection of children with other professionals, particularly investigative agencies
- To respect the privacy of parents by not leaving paperwork where it can be seen by people who are not entitled to read it
- Not to divulge information to people other than on a need to know basis

Always follow school policy and procedures.

Never make promises to a child that cannot be kept - always tell the truth.

If in doubt discuss matters with the DSL or deputies.

Child protection paper records should always be kept in the locked filing cabinet in the DSL's office. Access will be limited to people who have a 'need to know'.

Statements should be written with the assumption that they are going to be SEEN by parents. The statements should clearly state whether it is OPINION or FACTUAL information being reported.

If appropriate other members of staff will be made aware of a child experiencing difficulties, without any of the background details.

Everybody involved will be kept up to date with any changes.

The school cannot prevent a parent from collecting their child without a court order.

If a court order is in place the name of the child will be underlined on the 'Authority To Collect' class list

## 7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

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 of this policy.

**Any teacher** who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

**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.

The duty for teachers mentioned 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 member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

At North Ealing we recognise that we are in an "FGM Hotspot" nationally and that the girls most at risk are of primary school age (between 6 and 8 years old). North Ealing is aware of its duties and has robust procedures designed to safeguard our girls:

- A robust attendance policy that does not authorise holidays, extended or otherwise
- FGM training for the Designated Child Protection Officer
- Appropriate briefings for staff, particularly at key points in the year
- Clear systems for reporting concerns

• Close liaison between the school office and the Designated Child Protection Officer over absences or concerns and discussions with relevant parents/social services as necessary

Staff are aware of the following key indicators:

*Child at risk*

• Talk of a "special procedure"
• Talk of vaccinations or talk of absence from school
• Long holidays, especially summer holidays
• A mother or older sibling has already undergone FGM

Child may have undergone FGM

• Prolonged absence from school, with a notable change in behaviour upon return
• Finding it difficult to sit still and appears to be experiencing discomfort or pain
• Spending a long time away from class for toilet breaks
• Asking to be excused from PE or swimming

## 7.4 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)

### Supporting All Children

The school will endeavour to support pupils to develop the confidence, skills and knowledge necessary to stay safe and to recognise and report concerns.

The content of the curriculum, in particular the personal, social, health and economic (PSHE) curriculum aims for children to develop an understanding of their rights (Unicef Rights Respecting School) and develop the skills they need to recognise and stay safe from abuse. During IT lessons children will be taught about the dangers of the internet, at an age appropriate level. Sex and Relationships education is also taught including raising awareness to different family structures to the conventional nuclear family. The curriculum overviews will outline subject content.

The Place2Be counselling service is offered in the school for certain days of the week. The service provides opportunities for children to come forward and talk through emotions and issues during the Place2Talk lunchtime sessions, through targeted 1:1 counselling sessions or through group work. The service also provides support for parents and teachers with regards to dealing with children with emotional and psychological issues. Four volunteer councillors are led by a Project Manager who liaises regularly with the DSL. Any safeguarding issues which arise are reported to the DSL through the normal school reporting procedures.

The school ethos which underpins all school functioning promotes a positive, supportive and secure environment aimed at giving pupils a sense of being valued.

School procedures for managing behaviour, bullying incidents and online-safety support pupils in understanding what acceptable behaviour is and in learning to recognise that some behaviour is unacceptable.

The designated leads will offer guidance and support to staff who are working with pupils living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence. The school will liaise with other agencies that support pupils such as Social Care, Child and Adolescent Mental Health Service (CAMHS), education welfare service and educational psychology service. Support plans, working in partnerships with outside agencies, will be put in place for pupils who have been subject to abuse.

**Where concerns still remain around a child**

Figure 1 below, illustrates the procedure to follow if you have any concerns about a child's welfare.

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, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

**Early help**

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

**Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

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 follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

See Section 7.2 above for further details on how to refer.

# 7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or 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 seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

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, 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

## 7.6 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.  These may include:

- Emotional state (fearful, withdrawn, low self-esteem)

- Behaviour (aggressive or oppositional; habitual body rocking)

- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).
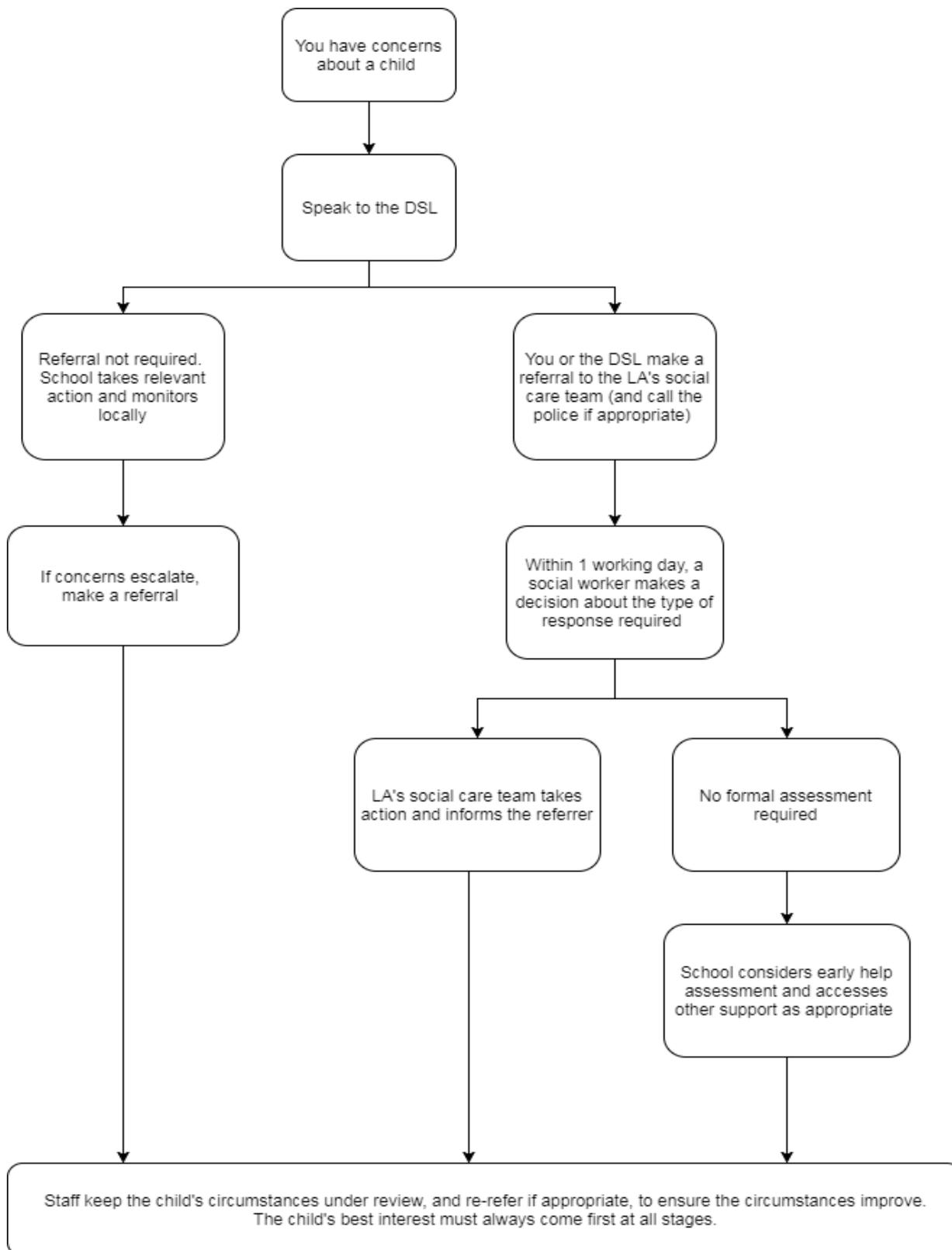
(Mental Health and Behaviour in Schools, DfE 2018)


If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

**Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)

```
                        ┌─────────────────────┐
                        │  You have concerns  │
                        │   about a child     │
                        └──────────┬──────────┘
                                   │
                        ┌──────────▼──────────┐
                        │   Speak to the DSL  │
                        └──────────┬──────────┘
              ┌────────────────────┴────────────────────┐
   ┌──────────▼──────────┐                   ┌──────────▼──────────┐
   │ Referral not required.                  │ You or the DSL make a│
   │ School takes relevant                   │ referral to the LA's │
   │ action and monitors  │                  │ social care team (and│
   │     locally          │                  │ call the police if   │
   └──────────┬──────────┘                   │    appropriate)      │
              │                              └──────────┬──────────┘
   ┌──────────▼──────────┐                   ┌──────────▼──────────┐
   │ If concerns escalate,│                  │ Within 1 working day,│
   │   make a referral    │                  │ a social worker makes│
   └──────────┬──────────┘                   │ a decision about the │
              │                              │ type of response     │
              │                              │    required          │
              │                              └──────────┬──────────┘
              │                    ┌────────────────────┴──────────┐
              │         ┌──────────▼──────────┐        ┌──────────▼──────────┐
              │         │ LA's social care    │        │ No formal assessment│
              │         │ team takes action   │        │     required        │
              │         │ and informs the     │        └──────────┬──────────┘
              │         │    referrer         │                   │
              │         └──────────┬──────────┘        ┌──────────▼──────────┐
              │                    │                   │ School considers    │
              │                    │                   │ early help          │
              │                    │                   │ assessment and      │
              │                    │                   │ accesses other      │
              │                    │                   │ support as          │
              │                    │                   │ appropriate         │
              │                    │                   └──────────┬──────────┘
   ┌──────────▼────────────────────▼──────────────────────────────▼──────────┐
   │ Staff keep the child's circumstances under review, and re-refer if       │
   │ appropriate, to ensure the circumstances improve.                        │
   │ The child's best interest must always come first at all stages.          │
   └──────────────────────────────────────────────────────────────────────────┘
```

## 7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3).

## 7.8 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", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

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, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 4 for more information about peer-on-peer abuse.

**Procedures for dealing with allegations of peer-on-peer abuse**

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

> You must record the allegation and tell the DSL, but do not investigate it

> 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 (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

> The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

**Creating a supportive environment in school and minimising the risk of peer-on-peer abuse**

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

> Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

- Be 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
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
    - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
    - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
    - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
        - Children can show signs or act in ways they hope adults will notice and react to
        - A friend may make a report
        - A member of staff may overhear a conversation
        - A child's behaviour might indicate that something is wrong
    - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
    - 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
    - The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
    - That they should speak to the DSL if they have any concerns

## 7.9 Sharing of nudes and semi-nudes ('sexting')

**Your responsibilities when responding to an incident**

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.

**Initial review meeting**

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.

**Further review by the DSL**

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.

**Informing parents/carers**

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.

**Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialling 101 and liaising with the local neighbourhood police

**Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

## 7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

> Put systems in place for pupils to confidently report abuse

> Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

> Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Children are regularly reminded through whole school and key stage assemblies as well as through class sessions about who they can talk to if they are upset or feel unsafe. The Place2Be appointment boxes are set up to allow children to speak with the SPM and children are aware of the Safeguarding Group through posters and regular reminders.

# 8. 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, our school 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

**To meet our aims and address the risks above we will:**

> Educate pupils about online safety as part of our curriculum. For example:

    o The safe use of social media, the internet and technology

    o Keeping personal information private

    o How to recognise unacceptable behaviour online

    o How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

- Train staff regularly on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members receive CPD online via the National Online Safety portal, set by the Online Safety Lead.

- Educate parents/carers about online safety via our website, the National Online Safety portal, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - 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 will not take pictures or recordings of pupils on their personal phones or cameras

- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to agree to the acceptable use of the internet in school, use of the school's ICT systems

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website.

# 9. Notifying parents or carers

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

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

If we believe that notifying the parents or carers 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 or carers of all the children involved.

# 10. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils

- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in managing or reporting these challenges

- Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);

> Children with SEN and Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.

> A SEN or disabled child's understanding of abuse.

> Lack of choice/participation

> Isolation

The Designated Safeguarding Lead will liaise closely with the SENCo and appropriate adults to ensure the safety of these children.

## 11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

> Responding to unauthorised absence or missing education where there are known safeguarding risks

> The provision of pastoral and/or academic support

## 12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

> Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

> The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Mr. Belsito, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

> ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

> Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

> Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) The school notes its duty to inform the Local Authority when aware of such arrangements.

# 13. Complaints and concerns about school safeguarding policies

### 13.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with the Local Authority's procedures for dealing with allegations of abuse made against staff - a copy of this is available in the Staff Handbook.

All school staff should take care not to place themselves in a vulnerable position with a child. Staff should always conduct interviews or work with individual children or parents with or in view of other adults. All staff must understand that they are employed in a 'Position of Trust'.

Staff must report to the head teacher any concerns which they have about the safeguarding practice of colleagues and volunteers. The head teacher will discuss the content of the allegation with the LA Designated Officer (LADO) for Child Protection in accordance with the local authority procedures for dealing with allegations against staff.

If the complaint is against the Headteacher this must be made to the chair of governors. The Chair will consult with the LA's Lead Officer for Child Protection (LADO).

### 13.2 Other complaints

We take account of requirements related to complaints set out in the safeguarding and welfare section of the statutory framework for the Early Years Foundation Stage (paragraph 3.74 and 3.75). Early years procedures are in line with those for the rest of the school.

### 13.3 Whistle-blowing

The school has a separate whistle-blowing policy that covers concerns regarding the way the school safeguards pupils – including poor or unsafe practice, or potential failures.

# 14. 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.

Records will include:

> A clear and comprehensive summary of the concern

> Details of how the concern was followed up and resolved

> A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child; these are electronic and stored securely on the MyConcern online system. Any paper-based files are kept securely locked in the DSL's office.

Any non-confidential records will be readily 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.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will

speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

> Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks

> Appendix 3 references our policy on record-keeping with respect to allegations of abuse made against staff

# 15. Training

## 15.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, 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 integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning

> Be in line with advice from the 3 safeguarding partners

> Have regard to the Teachers' Standards to support the expectation that all teachers:

  o Manage behaviour effectively to ensure a good and safe environment

  o Have a clear understanding of the needs of all pupils

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, including on online safety, as required but at least annually (for example, through emails, e-bulletins, National Online Safety portal and staff meetings).

Volunteers will receive appropriate training, if applicable.

## 15.2 The DSL and deputies

The DSL and deputies 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.

## 15.3 Governors

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

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

## 15.4 Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Where appropriate, the school will carry out Section 128 checks on all new governors. Records of these checks will be kept in accordance with Part 3 of 'Keeping Children Safe in Education' DfE 2018.

Where another body provides services or activities separately, using the school premises, the Business Manager will ensure that the body concerned has appropriate policies and procedures in place in regard to safer recruitment and safeguarding children.

See appendix 2 of this policy for more information about our safer recruitment procedures.

### 15.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## 16. Monitoring arrangements

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

## 17. Links with other policies

This policy should be read in conjunction with other safeguarding policies and in particular the following:-

- Anti bullying
- Acceptable Use of Technology
- Diversity & Equality Opportunities
- Behaviour for Learning
- Health and safety and risk assessments
- Health care plans
- ICT and Online Safety
- Whistle blowing
- Complaints against staff
- Race Equality
- Safeguarding Statement
- Safer Recruitment
- SEN

**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 cyber-bullying), 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.

# CHARACTERISTICS OF DIFFERENT TYPES OF ABUSE

| Physical Abuse | Emotional Abuse |
|---|---|
| Bruising - position of marks | Passive - crying tearful |
| Changes in behaviour or attitude to work | Self harm - cry for help |
| Flinching | Excuse abuser |
| Aggressive behaviour | Fear of new situations |
| Appearing withdrawn | Possessive |
| Reluctance to change clothes | Aggressive frustration - taking it out on others |
| Fear of adults - mistrust | Masturbation |
| Eating/over/under (obsessive behaviour *any) | Easy target for bullying |
| Reluctance to make physical contact | Fear |
| Reluctance to go home | Lack confidence |
| Relationships with peers/adults | Attention seeking |
| Emotions - inappropriate responses | Avoidance of eye contact |
| Children always have an unlikely reason for their injuries | Learning problems |
| Refusal to talk about injury - different accounts of injury | Self mutilation |
| | Upset easily |
| Tell you they've been hit/other source | Collecting things - obsessive behaviour |
| Frequent absences | Behaviour problems |
| Protection of abuser | Tiredness |
| Show no pain - appear 'hard' | Having older peers as friends |
| Untreated injuries | Secretive/Withdrawn - aloof/catatonic |
| | Few friends - not joining in |

| Sexual Abuse | Neglect |
| --- | --- |
| **Physical signs /marks on body** | Behaviour problems |
| Pressure marks for being restrained, scratches, bruising, burns, bite marks | Hungry and food content in pack lunch inappropriate |
| Repeated infections - urinary | Soak up attention |
| Imitating sexual acts | Unexplained injuries - conflicting reasons given |
| Masturbating | Clothing in poor condition or dirty |
| Touching themselves/others | Loners - lack friends (withdrawn - medication) |
| Pulling trousers down | Medical problems/attention |
| Age inappropriate sexual knowledge | Stealing |
| **Emotional signs** | State/quality of person collecting or responsible for child (parent or carer) |
| Withdrawn Low concentration | Personal hygiene and appearance, skin colour, physique |
| Erratic mood changes - aggressiveness, tears, etc. | Thumb sucking (hunger) rocking |
| Inappropriate sexual awareness - role play etc. and language used | Tired/lack of concentration |
| Refusing to stay or go with certain people | Inadequate supervision |
| Low concentration - change of work produced | Crying easily |
| Seek physical contact with adult | Absence/lateness |
| Inappropriate touching of adults by children/adults and children or fear of "physical contact" with others (flinching) | Excuses/lying |
| Signs of discharges on clothing | Aggression (retaliating) |
| Blood on underwear | Depression - low self-esteem |
| Some not wanting to go to the toilet | Difficulty contacting parent |
| Always doing something other than work | Relationships problems |
| Eating problems - over/under eating | Lots of siblings - eldest to look after others |

## Appendix 2: safer recruitment and DBS checks – policy and procedures

Most members of the Core team including the school business manager have received safer recruitment training. Appropriate pre-appointment checks will be made for all staff and volunteers undertaking regulated activity as per the guidance in Keeping Children Safe in Education, DfE (2018). Each staff selection panel will contain at least one member trained in Safer Recruitment. Safe staff checks will be undertaken on all adults working in the school to establish the suitability of a person to work with children in line with Ealing's Safe Recruitment procedures.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Where appropriate, the school will carry out Section 128 checks on all new governors. Records of these checks will be kept in accordance with Part 3 of 'Keeping Children Safe in Education' DfE 2018

Where another body provides services or activities separately, using the school premises, the Business Manager will ensure that the body concerned has appropriate policies and procedures in place in regard to safer recruitment and safeguarding children.

Please see the School's Recruitment Policy for further details.

## Appendix 3: allegations of abuse made against staff

### Section 1: allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

> Behaved in a way that has harmed a child, or may have harmed a child, and/or

> Possibly committed a criminal offence against or related to a child, and/or

> Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or

> Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

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

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

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

Complaints against staff will be handled in accordance with the Local Authority's procedures for dealing with allegations of abuse made against staff - a copy of this is available in the Staff Handbook and on the LA website..

## Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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

> Are at risk of forced marriage or FGM

> 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 suffering or likely to suffer from harm, or in immediate danger.

## Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

> Appearing with unexplained gifts or new possessions

> Associating with other young people involved in exploitation

> Suffering from changes in emotional wellbeing

> Misusing drugs and alcohol

> Going missing for periods of time or regularly coming home late

> Regularly missing school or education

> Not taking part in education

If a member of staff suspects CCE, 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.

## Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. 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.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also 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. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

> Having an older boyfriend or girlfriend

> Suffering from sexually transmitted infections or becoming pregnant

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.

## Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

The school is part of Operation Encompass. As such, if police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### 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.

Section 7.3 of 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/carers 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 fmu@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 extremist ideologies associated with terrorist groups

> **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. This also includes calling for the death of members of the armed forces

> **Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;

- Causes serious damage to property; or

- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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 partners 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.

In this school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others. Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

We aim to ensure that:

● Pupils are encouraged to adopt and live out our Learning Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
● Pupils are helped to understand the importance of democracy and freedom of speech, through the curriculum (e.g. PSHE/SMSC), assemblies and through the election of School and Sport Council members.
● All pupils are aware of their rights as defined by the UNCRC and to this effect, NES is an accredited UNICEF Rights Respecting School.
● Pupils are taught how to keep themselves safe, in school and when using the internet.
● Pupils are always aware that they have a voice through, for example, the Safeguarding Group, the School and Sport Council, Place2Talk, and Pupil Voice.
● Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
● Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
● Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
● Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

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 section 7.5 of this policy, including discussing their concerns with the DSL.

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

The school thus exercises its duties under the Counter-Terrorism and Security Act 2015 and ensures that all staff attend 'Prevent' training in respect of radicalisation and extremist behaviour. The school maintains vigilance and close liaison with the Local Authority over current concerns and issues, both local and national.

## Peer-on-peer abuse

Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

## Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

> Between 2 children of any age and sex

> Through a group of children sexually assaulting or sexually harassing a single child or group of children

> Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

> Challenging inappropriate behaviours

> Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

> Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

## Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

> Increased absence from school

> Change in friendships or relationships with older individuals or groups

> Significant decline in performance

> Signs of self-harm or a significant change in wellbeing

> Signs of assault or unexplained injuries

> Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

> Being male

> Having been frequently absent or permanently excluded from school

> Having experienced child maltreatment

> Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

## Checking the identity and suitability of visitors

All visitors to the school are required to use the digital sign-in upon arrival and wear photographic ID during their stay. The School requires that all visitors comply with its policy and procedures as outlined in the Safeguarding Advice for Visitors and Volunteers. Failure so to do may result in the visitor's escorted departure from the school site and/or being refused permission to access the school site, either temporarily or permanently, in the future. The procedures are designed to safeguard all children and staff under this school's responsibility both during school hours and out of school hour's activities which are arranged by the school. The ultimate aim is to ensure that students at North Ealing can learn and enjoy extra-curricular experiences, in an environment where they are safe from harm.

The procedures outline a clear protocol for the admittance of external visitors to the school which is understood by all staff, governors, visitors and parents. It conforms to child protection and safeguarding guidelines. It applies to all non-staff persons accessing the school site and applies during normal school hours, during after-school activities and on school organised (and supervised) off-site activities.

All other visitors, 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.

### Activities out of school hours

This child protection policy applies equally to activities out of school hours. Arrangements for the management of lettings are outlined in our Lettings Policy. Individuals and organisations using the school premises to deliver activities for children (whether on roll at North Ealing or otherwise) are required to provide confirmation of satisfactory safeguarding procedures. Documentation includes, but is not limited to, confirmation that they adhere to safer recruitment procedures, suitable arrangements in the event of non-collection of a child and confirmation that there will be a suitably qualified first-aider on-site during their activity. Site security remains of paramount importance and organisers/club leaders are responsible for the security of the premises and for controlling access thereto.

If a child brings a concern to a member of NES staff whilst they are in the care of another club (e.g. After School Club), the member of staff must raise this immediately with the responsible adult for the club who will then take responsibility for the concern in line with their safeguarding procedures. The NES member of staff will also follow up with a notification to the school DSL.

## Non-collection of children

Please refer to the school's Attendance Policy

## Appendix 5: Child Protection Concern Form

### CHILD PROTECTION CONCERN

Name of child:_____ Date: _____

Person(s) present:_____ Time: _____

| Record of incident/conversation | Action |
|---|---|
| ................................................................................ | |
| ................................................................................ | |
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| ................................................................................ | |
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| ................................................................................ | |
| ................................................................................ | |

*Please complete this form as accurately as possible and pass it directly to the Designated Child Protection Teacher.*

Signed:_____

**Copies are available in the Office or from the DSL**