

Safeguarding and Child Protection Policy

DATE: September 2020

REVIEW DATE: SEPTEMBER 2021
(ANNUAL REVIEW CYCLE)

 <p>KGPS Kingsbury Green Primary School</p>	Name of School	Kingsbury Green Primary School
	Policy Name	Safeguarding and Child Protection Policy
	Review Date	September 2020
	Date of next Review	September 2021 (Annual review cycle)
	Statutory / Non Statutory	Statutory
	Who reviewed this policy?	Full Governing Board

Contents

Important contacts.....	2
1. Introduction.....	3
2. Equality statement.....	5
3. Legislation and statutory guidance.....	5
4. Roles and responsibilities.....	6
5. Confidentiality.....	8
6. Record-keeping.....	9
7. Recognising abuse and taking action.....	10
8. Notifying parents.....	18
9. Pupils with special educational needs and disabilities.....	18
10. Pupils with a social worker.....	18
11. Looked-after and previously looked-after children.....	19
12. Mobile phones and cameras.....	20
13. Complaints and concerns about school safeguarding policies.....	20
14. Training.....	21
15. Monitoring arrangements.....	22
16. Links with other policies.....	22
Appendix 1: types of abuse.....	24
Appendix 2: safer recruitment and DBS checks – policy and procedures.....	28
Appendix 3: allegations of abuse made against staff.....	31
Appendix 4: specific safeguarding issues.....	35
Appendix 5: safeguarding reporting form.....	42

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS	EMAIL ADDRESSES
Designated safeguarding lead (DSL)	Reena Shah	020 8204 6423	Office1@kgreen.brent.sch.uk Safeguarding@kgreen.brent.sch.uk
Deputy DSL	Jo McDermott	020 8204 6423	Office1@kgreen.brent.sch.uk
Deputy DSL	Kareena Bathija	020 8204 6423	Office1@kgreen.brent.sch.uk
Deputy DSL and Senior Pastoral Officer	Eileen Dunne	07949 261 681	Office1@kgreen.brent.sch.uk Safeguarding@kgreen.brent.sch.uk
Local authority designated officer (LADO)	Yvonne Prince	020 8937 2090	brent.lado@brent.gov.uk
Brent MASH	020 8937 4300 – option 1		familyfrontdoor@brent.gov.uk
Designated Lead Governor for safeguarding	Sharon Archer	020 8204 6423	Office1@kgreen.brent.sch.uk
Lead for Looked After Children	Eileen Dunne	07949 261 681	Office1@kgreen.brent.sch.uk

ROLE/ORGANISATION	NAME	CONTACT DETAILS	EMAIL ADDRESSES
Chair of governors	Olivia Allison	020 8204 6423	Office1@kgreen.brent.sch.uk
Head teacher (for concerns/allegations about staff)	Reena Shah	020 9204 6423	Office1@kgreen.brent.sch.uk
Channel helpline		020 7340 7264	prevent@brent.gov.uk

1. Introduction

This policy was reviewed in September 2020. The Designated Safeguarding Lead (DSL) is **Reena Shah**, the governor responsible for Child Protection / Safeguarding is **Sharon Archer**.

It should be read alongside the KGPS Covid-19 Safeguarding Policy Addendum September 2020.

At Kingsbury Green Primary School (KGPS) we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

This policy applies to all staff, volunteers and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

The policy covers child protection and the school's wider safeguarding practices and procedures. It refers to statutory guidance in 'Keeping Children Safe in Education' (KCSIE) September 2020 and 'Working Together to Safeguard Children' (2019).

Child protection is part of safeguarding and promoting the welfare of children.

Child Protection is defined as any activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (physical, emotional, sexual, neglect, organised abuse).

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

'Children' includes everyone under the age of 18.

1.1 Safeguarding ethos:

We will always act in the best interest of the child.

We recognise that Kingsbury Green Primary School plays a significant part in the prevention of harm to our children/young people by providing good lines of communication with trusted adults, supportive friends and an ethos of protection.

All staff and Governors are committed to safeguarding and promoting the welfare of all our pupils. This includes keeping them safe across the whole school site, when engaged in off-site activity, in their lives beyond school, and by developing their understanding of how to remain safe in everyday life.

Kingsbury Green Primary School will therefore:

- Establish and maintain an ethos where children/young people feel secure and are encouraged to talk, are always listened to and understand that there is a 'no blame' culture in relation to communication technologies.
- Ensure that all children/young people know there is an adult in the school whom they can approach if they are worried or in difficulty.

- Include a detailed and progressive Personal, Social and Health Education (PSHE) curriculum, appropriate for each age group and with sufficient time in the timetable for its study and consideration. The PSHE curriculum incorporates teaching and knowledge of British values.
- The school's Behaviour policy is based on a pro-active, motivational, positive climate that upholds British values
- Ensure the school has an e-safety policy which emphasises how children can be safe when using the internet. Staff are trained and themes of e-safety are looked at through the curriculum and assemblies throughout the year. Due regard is given to learning about personal safety and the internet, without 'over-blocking' to ensure full pupil understanding of the risks and consequences
- Work in partnership with parents / carers and provide support in line with current guidance.
- Work in partnership with outside agencies to support children and their families. This includes health services, speech and language services, social care, the police and the Education Welfare Officer
- Take steps to ensure all parents / carers who volunteer on a regular basis / on-going basis are DBS checked, are appropriate for the task and are offered appropriate guidance, remaining under the supervision of the class teacher or appropriate school staff.
- Ensure that volunteers in class and on school visits and students on work experience / leadership programmes, are always closely supervised by a member of school staff
- Ensure all staff, pupils and parents have signed the 'Acceptable Use Agreements' regarding communication technology
- 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.

The aims of this policy are:

- To support the child's or young person's development in ways that will foster security, confidence and independence
- To raise the awareness of all staff of the need to safeguard children and young people and of their responsibilities in identifying and reporting possible cases of abuse, including forms of abuse through communication technologies (such as social networking sites). Also see Staff Acceptable Use policy
- To provide a systematic means of monitoring children and young people known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within Kingsbury Green Primary School, that will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Local Authority, Police and Social Care.
- To ensure all members of the school community are treated with dignity and respect
- To ensure the school is fully compliant with the DBS (Disclosure and Barring Service) and to ensure staff suitability is checked, in line with updates to the Safeguarding of Vulnerable Groups Act (SVGA) 2006
- To ensure that all adults (including school governors) undertaking regulated activity in Kingsbury Green Primary School have current DBS checks as required, in line with guidance from the SVGA 2006 and have their identity verified by original documentation and also that references are checked in line with the Safe Recruitment policy
- To ensure that any other adults in the school eg. Short term students/volunteers, contractors, visitors etc. are supervised by an adult with a valid DBS check.

- To ensure the Single Central Record (including Barred List form DfE) is maintained accurately at all times.

2. 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 (see section 9)

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 11)

3. Legislation and statutory guidance

Kingsbury Green Primary School will work within the context of the following statutory duties and government guidance which require effective interagency cooperation:

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) 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](#).

4. Roles and responsibilities

4.1 All staff and visitors will:

- Read and understand part 1 and Annex A of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually. Be familiar with this safeguarding policy.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Provide a caring, positive, safe and stimulating environment that promotes the social, physical, mental and moral development of the individual child.
- Aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, providing the lead professional in undertaking an early help assessment.
- Deal with a disclosure of abuse from a child in line with the Child Protection Procedures for Managing Disclosures guidance in Figure 1 on page 14 - you must inform one of the DSLs immediately, and provide a written account as soon as possible using the reporting form in Appendix 5.
- Work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and in particular, when we may need to refer concerns to other agencies.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Include opportunities across the curriculum, including PSHE and Computing for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help.
- Maintain an attitude of “it could happen here” where safeguarding is concerned.

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 motivation and behaviour 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 child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization. (Section 7 and appendix 1 of this policy outline in more detail how staff are supported to do this.)

4.2 The designated safeguarding lead (DSL)

The DSL is **Reena Shah, Head teacher**. The DSL takes lead responsibility for child protection and wider safeguarding.

The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents;
- ensure that child protection information is transferred to the pupil's new school;
- be aware of pupils who have a social worker;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent, the deputies – **Jo McDermott (DHT)** **Kareena Bathija (AHT)** and **Eileen Dunne**, Senior Pastoral Officer – will act as cover.

The DSL and deputy DSLs will liaise with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group) and work with other agencies in line with Working Together to Safeguard Children (2018).

The contact details for urgent child protection matters, outside of school hours are detailed below:

Brent Family Front Door Team: www.brent.gov.uk

Brent MASH Email: familyfrontdoor@brent.gov.uk **Telephone:** 020 8937 4300 – option 1

School Email: Safeguarding@ksgreen.brent.sch.uk **Telephone:** 07949 261 681

If the DSL and deputies are not available, **Eileen Dunne**, Senior Pastoral Officer will act as cover (for example, during out-of-hours/out-of-term activities).

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

- Provide advice and support to other staff on child welfare and child protection matters and the execution of action points which have arisen at Child Protection Conferences/ Reviews and Core Group Meetings.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children and ensure that those who are most at risk are closely monitored
- 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
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Maintain accurate written records of concern about a child/young person using CPOMs even if there is no need to make an immediate referral

The full responsibilities of the DSL and deputies are set out in the job description. (See appendix 6)

4.3 The governing board

The governing board will approve this policy at each review and at least annually, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint 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 role of the safeguarding governor is key to understanding the effectiveness of safeguarding for everyone in the school. The safeguarding governor should understand the requirements of safeguarding guidance and legislation, and are 'confident in their challenge to senior leaders on strategies for monitoring and improving the behaviour and safety of pupils.' (Competency Framework for Governance (DfE 2017)). The safeguarding governor needs to understand the requirements set out in the Governance Handbook, and in Keeping Children Safe in Education.

Key aspects of the safeguarding governor's role include:

- Understand the safeguarding requirements
- Support the work of the Designated Safeguarding Lead
- Report back to the Governing Body about how effective safeguarding is
- Check that the school is compliant with statutory guidance
- Check out whether there is a consistency in safeguarding across the whole school
- Make sure that there are effective systems in place to keep vulnerable children safe

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.

4.4 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
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

5. Confidentiality

All staff in school have a responsibility to share relevant information about the protection of children with other specified professionals, particularly investigative agencies (Children's Social Care and the Police).

Staff/volunteers who receive sensitive information about children and their families should therefore only share information with appropriate professionals.

Parents should be made aware of the school's Safeguarding and Child Protection Policy and Procedures and that these are available on the school's website.

Parents should be informed prior to referrals being made to other agencies, unless to do so might place the child at further risk or cause evidence to be removed or destroyed. The DSL will ensure that our school's information sharing arrangements comply with the [DfE's Information Sharing: Guidance for Practitioners \(2018\)](#)

Any written communications containing sensitive information must only be sent to other professionals on a need to know basis using secure mail processes e.g. secure email.

We understand that:

- Timely information sharing is essential to effective safeguarding

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- 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)

Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff in appendix 3.

6. Record-keeping

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

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

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

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

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.

When a child protection concern has been identified, reported or disclosed, the member of staff receiving this information should:

- Make brief notes as soon as possible. Use the yellow record of concern form where possible to record the information and inform the DSL and Safeguarding Team. (See appendix 6)
- Not destroy any original notes – these are sometimes required by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any visible injuries.
- Record statements and observations rather than interpretations or assumptions.
- Make a record of all concerns, discussions and decisions made, and the reasons for those decisions. If in doubt about recording requirements, staff should discuss with the DSL.
- Sign and date your notes.

All notes and records must be given to the DSL promptly who will then follow up and record on CPOMs.

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

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

Transfer of files/records

When a child leaves our school, our DSL will ensure that their child protection file, if they have one, is transferred securely to the new school or college as soon as possible and ensure that the relevant member of staff in the new establishment is made aware.

7. Recognising abuse and taking action

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect each has its own specific warning indicators (appendix 1)

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

7.1 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.**

[The NPCC, 'When to call the Police- Guidance for Schools and Colleges](#) can be used to support any action.

If in doubt, always call Brent Family Front Door.

Referrals should be made to Brent Family Front Door: familyfrontdoor@brent.gov.uk

Telephone: 020 8937 4300 – option 1

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

<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset

- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

7.3 What to do if you have concerns about a child

See section 7.1 or Figure 1 on page 14 illustrates the procedure to follow if you have any concerns about a child's welfare.

Thresholds for intervention:

The DSL will decide upon the most appropriate course of action. If it is decided to make a referral to Children's Social Care the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence e.g. obtaining forensic evidence. All concerns, discussion and decisions will be recorded in writing. Informing parents does not require seeking their consent to share the information with professionals who need to know.

The DSL will provide guidance on the appropriate action. Options will include:

- Managing any support for the child internally via the school/college's own pastoral support processes;
- An early help assessment or;
- A referral for statutory services e.g. the child is or might be in need or suffering or likely to suffer harm.

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. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation, or FGM
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse, or a parent in prison
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Children in Need – A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be

significantly or further impaired, without the provision of services; or a child who is disabled. The Local Authority is required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm - Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

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 on CPOMs.

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.

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

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

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Confirmed case:

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

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.

Suspected/ at risk case:

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 who will follow through with the concerns.

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

All staff at KGPS are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. 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.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

Pupils: Our school seeks to promote positive mental health in our pupils and to identify and address those with less severe problems at an early stage and build their resilience. We are also committed to identifying and supporting pupils with more severe needs and to help make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary. For further information refer to government guidance on [mental health and behaviours](#) to identify and support pupils whose behaviour suggests they have unmet mental health needs.

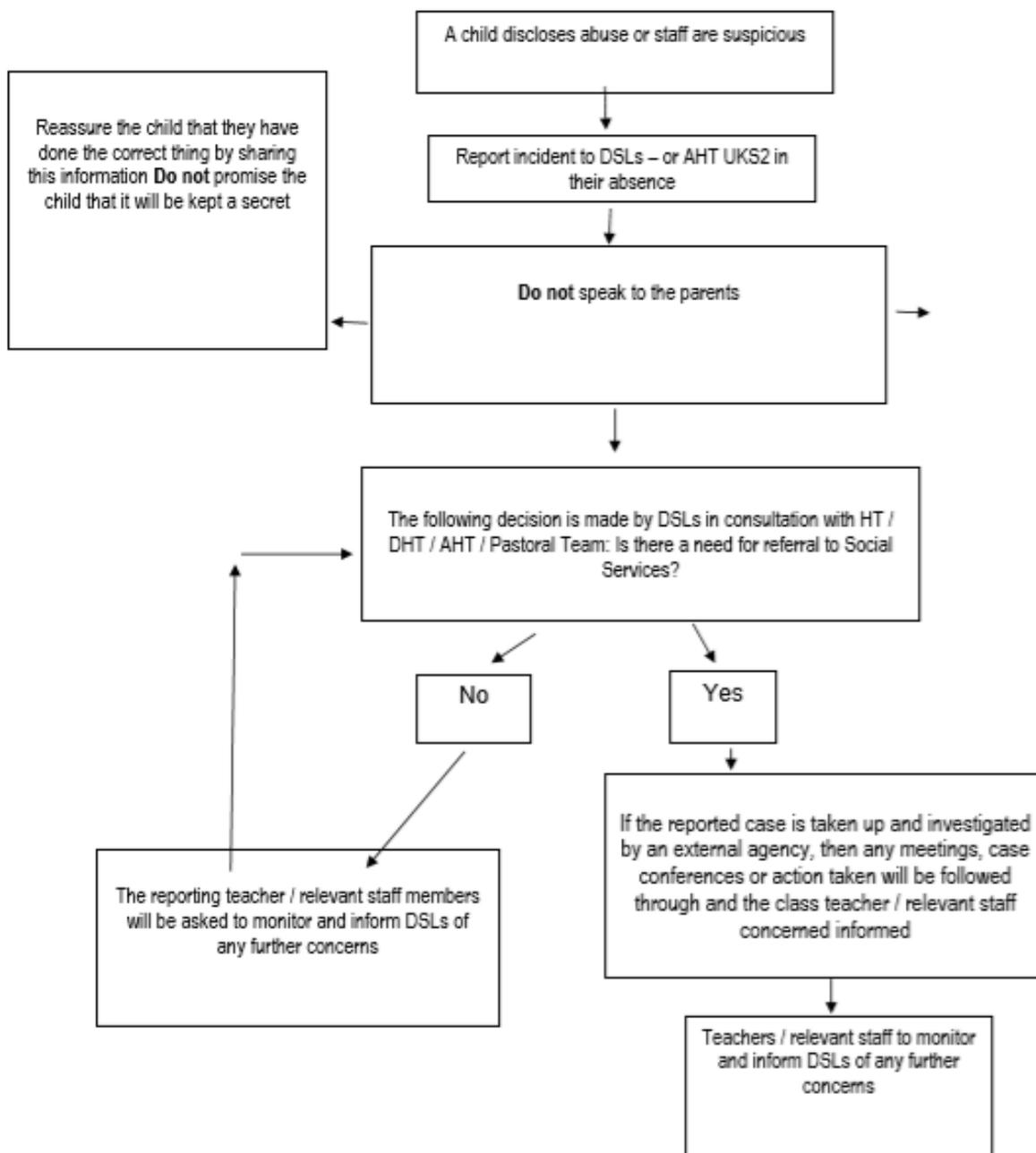
Parental Mental Health: We recognise that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to supporting such families and will endeavour to identify those who would benefit from early help from local services and work with them to avoid any adverse impact on their children. For further guidance refer to [Think Child; Think Parent; Think Family: a guide to parental mental health and child welfare](#)

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 or Figure 1.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action. This may include a referral to the school counselor, Early Help Services or to CAMHS.

Figure 1: procedure if you have concerns about a child’s welfare

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



The decision to make a referral to Social Care, following a disclosure by a pupil is not taken lightly but it will always put the safety of the pupil first. The decision is usually made by the DSLs (or designated representative), in consultation with the Head Teacher or Deputy Head Teacher or AHT in their absence. The decision takes into account:

- The severity of the incident (eg any disclosure outlining the use of an implement, or abuse involving physical chastisement to the face / head area, or showing any lasting mark on the body is considered an indicator of severity)
- The vulnerability of the child eg age factor, disability or SEN
- Any previous concerns about the child

At this time a decision is made as to whether parents will be contacted prior to the referral. Where it is thought that contact with parents prior to referral could be a potential risk for the child, no contact will be made. Once a referral to Social Care has been made, the school will follow their guidance on the protocol for contact with parents.

If Social Care request an interview with the child, with or without CAIT (specialist CP police officers) the following procedures are put in place.

- DSLs or other appropriate staff member ensures safe provision is made for the child / siblings in school, at the end of the day
- DSLs or other appropriate staff member informs parent that the child has made a concerning disclosure, and a referral to Social Care has been made.
- Parent is informed that Social Care will be attending the school to speak to the child / siblings, but that the parent is not permitted to have contact with the children until Social Care have spoken to them
- Parents are not permitted to know the nature of the disclosure – this information will be provided to the parent by the Social Worker / Police Officer attending the school

7.7 Peer on Peer Abuse

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”.

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 sexting)

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

At Kingsbury Green Primary School, we will minimise the risk of peer-on-peer abuse by:

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

7.8 Sexting

What is 'sexting'?

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as **the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18**. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

Your responsibilities when responding to an incident

When responding to incidences of 'sexting' we follow the suggested approach based on guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#).

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share 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 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 imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery 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 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 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 imagery 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 imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (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.

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.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

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

The DSL will inform parents 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 dialing 101.

Recording incidents

All sexting incidents 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 incidents of sexting.

Curriculum coverage

In the Early Years and KS1, pupils learn that 'privates are private' through the PANTS program.

Pupils in KS2 are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images
- This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

7.9 On-line safety

The school has an e-safety policy and an acceptable use policy for pupils and adults.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan when learning at home. To minimise inappropriate use, as a school we teach children about e-safety and actively promote our acceptable use policy. We use newsletters and workshops to raise awareness of on-line safety with parents. We use Microsoft Teams as a platform for on line learning at home and stringent security settings have been enabled to safeguard children and staff. Any incidences of peer on peer abuse on

line are taken very seriously. Devices will be confiscated and where necessary the school will make a referral to the police or social care.

8. Notifying parents

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

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

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

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

9. Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities 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 disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- Deaf studies and bespoke PSHE lessons with the children in our Total Communication Base
- A named pastoral leader for each phase who works with children and families and staff within the phase
- Pastoral leaders attend PSHE lessons to support access for vulnerable children
- Regular training for 1:1 TAs on SEND and safeguarding
- A fortnightly meeting between SLT/DSLs, Pastoral team and SENDCos to share information about children and strategies.

10. 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.

At KGPS, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have 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

The DSL will ensure that leaders and teachers know about all children in their class who have a social worker. The Head teacher will and phase leaders will closely monitor the progress and learning of these children to ensure they achieve the best possible outcomes.

11. 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, Eileen Dunne, Senior Pastoral Officer, 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:

- Work closely with the DSL to 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 plan.

11.1 Private Fostering Arrangements

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.

A 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.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

11.2. Young Carers

The school acknowledges the role that young carers play in the home and is mindful of the additional responsibilities that might be undertaken in this role.

The school takes active steps to identify young carers and connect them up to the appropriate support services.

12. Mobile phones and cameras

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

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

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. More information is contained in our Acceptable Use Policy.

13. Complaints and concerns about school safeguarding policies

13.1 Concerns about a staff member, supply teacher or volunteer

We understand that a child/young person may make an allegation against a member of staff or a volunteer who is currently working in school regardless of whether the school is where the alleged abuse took place.

If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Head Teacher or the Deputy Head Teacher and not enter into a dialogue.

The Head Teacher, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO)

The school has adopted and follows the LA procedures in the Brent LSCB (Local Safeguarding Children's Board) document on **Managing Allegations against Staff and Volunteers**. This document is readily available to all staff (main school website + staff intranet).

In accordance with the above named document the procedures are applied when there is an allegation or concern that any person who works with children, in connection with his / her employment or voluntary activity has:

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

The nominated governor responsible for receiving and responding to any allegations of abuse made against the Head Teacher is the **Chair of Governors, Olivia Allison**. The nominated governor should contact the Local Authority Designated Officer (LADO) without delay.

Contact details are: Local Authority Designated Officer (LADO) Via Brent Local Children's Safeguarding Board – click on: Concerned about a member of staff or volunteer – contact the LADO (complete a referral form)

Or via email: family.frontdoor@brent.gov.uk or via Telephone: 020 8937 4300 - Option 1

Contact details are also available on the Staffroom Noticeboard

13.2 Whistle-blowing

We recognise that children/young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

In the first instance concerns about colleagues should be raised with the Head Teacher. In the absence of the Head Teacher concerns should be raised with the Deputy Head Teacher.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached

- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

13.3 Complaints about safeguarding-related procedures

Any complaints should be made in accordance with the school's Complaints Policy which can be found on the school website.

14. Training

14.1 All staff

During induction training new staff are introduced to and provided with copies of the following documents:

- Child Protection / Safeguarding policy (latest version)
- Child Protection Procedures for Staff – Managing Disclosures by Children June 2018
- School procedures for Allegations against Staff, Professionals and Volunteers - June 2018 (see staff intranet)
- Safe Working Practices document and summary for signing
- Staff Acceptable Use Agreement for signing
- Staff Handbook and code of conduct
- Motivation and Behaviour policy 2018
- Whistle-blowing policy
- Anti-bullying policy
- Information on their role during emergency evacuation procedures, prior to termly drills
- Missing Child policy

All staff members will read the latest version of KCSIE – Part 1 and Annex A at least annually.

All staff will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

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

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

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

14.2 The DSLs

The DSLs will undertake child protection and safeguarding training Level 3 at least every 2 years. A DSL will attend termly safeguarding network meetings held by the LA/Brent Schools Partnership.

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.

14.3 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.

14.4 Recruitment – interview panels

The school pays full regard to ‘Keeping Children Safe in Education’ (Sept 2020). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils.

The Senior Leaders, SBM/ HR Lead and SENDCOs have all attended NCSL Safer Recruitment Training. One of the above staff members will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.

The school is committed to safer recruitment and ensures that members of staff have an enhanced DBS and this is updated every 3 years (Brent Safer Recruitment policy January 2015).

The school holds a Single Central Record with relevant data for all members of staff. The Head Teacher monitors the SCR monthly and the governor for Safeguarding monitors this together with the Head Teacher half termly.

Alternative Provision The school understands it remains responsible for the safeguarding arrangements of any pupil placed in alternative provision and will obtain written confirmation from the alternative provider that appropriate safeguarding checks of staff have been carried out.

15. Monitoring arrangements

This policy will be reviewed **annually** by **Reena Shah, Head teacher and DSL**. At every review, it will be approved by the full governing board. The implementation of the policy will be monitored by the governor responsible for safeguarding who will visit the school each half term and report back to the Governing Board.

16. Links with other policies

This policy links to the following policies and procedures:	
<ul style="list-style-type: none"> • Brent LSCB guidance on Managing Allegations Against Staff and Volunteers 	<ul style="list-style-type: none"> • School Guidance for Volunteers
<ul style="list-style-type: none"> • Keeping Children Safe in Education September 2020 	<ul style="list-style-type: none"> • Policy for Positive Handling
<ul style="list-style-type: none"> • Anti-Bullying Policy 	<ul style="list-style-type: none"> • Brent Guide for Intimate Care and Toileting
<ul style="list-style-type: none"> • Complaints Policy 	<ul style="list-style-type: none"> • Missing Child policy – September 2017
<ul style="list-style-type: none"> • Whistle Blowing Policy 	<ul style="list-style-type: none"> • Staff Acceptable Use policy

<ul style="list-style-type: none"> • Sex and Relationships Education policy 	<ul style="list-style-type: none"> • Staff code of conduct
<ul style="list-style-type: none"> • E-safety policy 	<ul style="list-style-type: none"> • Attendance
<ul style="list-style-type: none"> • Motivation and Behaviour Policy 	<ul style="list-style-type: none"> • Equality duty
<ul style="list-style-type: none"> • Anti-bullying Policy 	<ul style="list-style-type: none"> • First aid
<ul style="list-style-type: none"> • Exclusions Policy 	<ul style="list-style-type: none"> • Designated teacher for looked-after and previously looked-after children
<ul style="list-style-type: none"> • Attendance and Admission Register Policy 	<ul style="list-style-type: none"> • Privacy notices
<ul style="list-style-type: none"> • Health and Safety Policy 	<ul style="list-style-type: none"> • School Guidance for Volunteers
<ul style="list-style-type: none"> • First Aid, Illness, Medication and Support for Pupils with Medical Conditions Policy 	<ul style="list-style-type: none"> • Policy for Positive Handling
<ul style="list-style-type: none"> • Managing Medical Conditions Dfe guidance 	<ul style="list-style-type: none"> • Brent Guide for Intimate Care and Toileting

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
Definition: 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.
SIGNS: <ul style="list-style-type: none">• Marks and Bruises• Suspicious stories about how marks made• Frequent bumps etc• Broken Bones• Frightened / nervous at simple movements / jumpy• Jumping when adult raises voice• Introverted, shy or withdrawn• Tearful• Poor behaviour / Bullying others• Repeating inappropriate behaviour/ bullying• Violent outbursts• Hair missing• Scratches / burns• Stories include violent descriptions / pictures depict regularly violent scenarios• Hitting or aggressive to other children• Sleeping in class• Self-conscious when changing for PE• Restless and fidgety• Wetting / soiling them self• Mood swings• Little contact with other children• Poor attendance• Use of bad language• Physically threatening behaviour• Shouting
Additional signs: <p>Constant injuries that can always be explained / change of mood / withdrawn or aggressive / change of character or behaviour / self-comfort / verbal abuse / non-cooperation / poor health / unkempt / fear of adults / absences / strange behaviour after weekends or holidays / forgotten pe kit / flinching in response to sudden movements / frequent medical appointments / do not want to go home at the end of the day / unable to form relationships with adults / self-protection / guarding / lack of eye contact / constantly ill with no real symptoms / fearful of adults</p>

Emotional abuse

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

SIGNS:

- Low self esteem
- Withdrawn / frightened / shy
- Secretive
- Makes little eye contact
- Emotionally finds it difficult to maintain relationships with peers and adults
- Jumpy or stuttering during conversations with adults
- Cries a lot / very sensitive
- A Loner
- Pictures use mainly dark colours
- Stealing
- Mood swings
- Lack of concentration
- Very quiet, speaks little
- Poor social skills
- Bullies others
- Very unsettled
- Anti-social behaviour
- Lack of confidence

Additional signs:

Wetting / soiling / self-harm / self-comfort / rocking / change in appetite / underachievement / timid / tearful / anorexic / bulimic / do not want to go home at the end of the day / attention seeking / changes in standard of work / depression / introverted / withdrawn / changes in relationships / no friends / hard to make friends / needy / clingy / change in physical appearance/dress & body language / withdrawn aggressive / changes in attitude, personality or behaviour / changes in interaction with others / peer group problems / extremes of emotion / alien to praise

Sexual abuse

Definition: 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.

SIGNS:

- Hides under clothes / baggy clothes
- Inappropriate physical contact with other children
- Withdrawn / shy
- Aggressive to chn of the opposite sex
- Scared of others
- Don't like being touched
- Touch themselves or others
- Won't change for PE
- Very quiet or loud
- Use of sexual language
- Stories or drawings include sexual connotations
- Exposing self
- Hesitate when wanting to talk to teacher
- Soiling/ wetting / stains on underwear
- Repeated Urine problems
- Re-enacting sexualised behaviour as part of play
- Bruising
- Sexually specific behaviour or / and language
- Abusive to other chn
- Little physical contact, finds hugs touches difficult will move away.

Additional signs:

Sexual play – home corner / playground / inappropriate / provocative sexual language / medical difficulties / change of mood / withdrawn or aggressive / change of character or behaviour / masturbation / anorexic / bulimic / self-harming / do not want to go home at the end of the day / secretive / withdrawn / change in physical appearance/dress & body language / unable to form relationships with adults

Neglect

Definition: 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.

SIGNS:

- Child smells, clothes are dirty, hair unbrushed
- Appears unhealthy but is always in school when unwell
- Low attendance – EWO involvement
- No Breakfast
- Is unfamiliar with basic routines of feeding self and toileting etc
- Always hungry
- Late before and after school
- Attention seeking / needs praise to feel confident
- Poor hygiene, does not know how to use toilet properly
- Angry
- Parents have little contact with school. Do not attend parents evening
- Homework not completed / PE kit repeatedly forgotten
- Correct clothes not worn to school i.e. not warm enough in winter, not cool enough in summer
- Steal things
- Come to school on their own when they are too young
- Lying
- Older siblings care for younger child and take on the parent role.
- Cries a lot
- Makes slow progress
- Packed lunch does not provide child with a balanced diet
- Over eats at lunchtime
- Untidy / unkempt
- Parents do not follow up medical requests from school i.e. need for eyes to be tested.
- Instability in family, different carers/ boyfriends
- Sleeps in class / Goes to sleep late little routine at home

Additional signs:

Inadequate packed lunch / unkempt / scruffy / sleeping during lessons / overly tired / repeated health problems that go unchecked or are not dealt with / head lice / ringworm not dealt with and constantly reoccur / disorganised / attendance / punctuality (end & beginning of day) / do not want to go home at the end of the day / overweight / unable to form relationships with adult / content of writing or drawing / underachieving

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

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

Verify their identity

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

Verify their mental and physical fitness to carry out their work responsibilities

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

Verify their professional qualifications, as appropriate

Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

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.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

We believe the individual has engaged in [relevant conduct](#); or

The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

An enhanced DBS check with barred list information for contractors engaging in regulated activity

An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, 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 decide 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. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

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 decide 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. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Appendix 3: allegations of abuse made against staff

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

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

Possibly committed a criminal offence against or related to a child, or

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

Behaved or may have behaved in a way that indicates they may not be suitable to work with children

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

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

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

Suspension of the accused until the case is resolved

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

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

Redeployment within the school so that the individual does not have direct contact with the child or children concerned

Providing an assistant to be present when the individual has contact with children

Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

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

Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate

risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. The individual facing an allegation can seek advice from their trade union representative or a line manager/ colleague who is not involved in the process. The school may also arrange for external supervision.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the local authority will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome

The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

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

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

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

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

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

Confidentiality

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

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

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

Record-keeping

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

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

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

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

Learning lessons

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

This will include consideration of (as applicable):

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

Appendix 4: specific safeguarding issues

Contextual Safeguarding:

Some safeguarding incidents or behaviours are associated with wider environmental factors which relate to children and young peoples' neighbourhoods and/or online communications. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

When considering the well-being and safety of our pupils we assess the risks and issues in the wider community and work together with the three safeguarding partners to safeguard and promote the welfare of our children, including identifying and responding to their needs.

Three Safeguarding Partners:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The police

At Kingsbury Green we work closely with the Local Safer Schools Team and the Police to enhance our curriculum at KS2 in order to educate children about local crime, how to stay safe and how to find help if they need it.

If you have any specific safeguarding concerns about a child or you have noticed patterns in behaviour, you must report your concerns to the DSL.

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

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition, which can be found on KCSIE (2020) page 84, is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;

- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

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.

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

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. This is the procedure is called [Operation Encompass](#)

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 DSLs 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.

Breast ironing is seen as a protection to girls by making them seem “child-like” for longer and reduce the risk of pregnancy. It is more prevalent in African communities and the DSL recognises the level of risk at KGPS.

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 stating that they or a relative will take the girl out of the country for a prolonged period
 - › Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

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

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

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

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- 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.

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.

Checking the identity and suitability of visitors

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

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

Visitors are expected to sign into the inventory system in the mains school office and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

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.

Non-collection of children

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

Arrange for the child to be supervised by the senior leader on duty.

The senior leader will make contact with the parent/ carer to seek further information.

If contact is not possible, other named contacts may be called.

If contact cannot be made by 5pm a referral may be made to the police or children's social care.

The incident will be recorded on CPOMS.

Missing pupils

The school safeguards the site in a variety of ways. All entrances to the school building are secure. Access to the school site is via the main office and all visitors are expected to sign in and wear a visitor's badge. All members of the school have a fob and an identification badge which has their name and role.

The school has a Missing Child policy, which outlines the responsibilities and systems for reporting, organising, searching and aborting, in the event of a child going missing eg becoming separated from a parent at home time, absconding from class or from a supervising adult, failure to return to class

A weekly survey is carried out by the site manager and the fire alarm is tested on a weekly basis.

On-going issues are raised by staff and these are shared by email or at the weekly staff briefing as required. These are monitored regularly and actions and outcomes are written in response to issues.

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- send a CODE 1 alert through the school tanyoy
- send out an email to all staff with the name and photograph of the missing child
- search the site first
- check the CCTV
- any staff members available who are not allocated a place to search will report to the school office for further instruction.
- If the child is not found after 10 minutes, the police will be called.

Attendance / Admissions Register (Children Missing from Education)

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

We monitor attendance carefully and address poor or irregular attendance without delay.

The school rigorously applies the Attendance / Admissions Register policy (January 2018) to ensure children are swiftly identified and reported as missing from education, usually by the Attendance Officer or the Admissions Officer.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

The school always aims to hold more than one up to date emergency contact number for each pupil, which goes beyond the legal minimum, and is good practice, enabling contact with a responsible adult when a child missing from education is also identified as a welfare / safeguarding concern.

The school liaises closely with the EWO for advice, particularly when any pupil is going to be deleted from the school roll or where children are considered missing education, following up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Where a pupil is absent from school for 3 days, and the school has had no contact from parents / carers, the school will refer the case on to the EWO as a Child Protection concern

Persistent absences are referred to the Education Welfare Officer.

The school follows guidance from Children Missing in Education 2016 and the additional information from 'Keeping Children Safe in Education' September 2019 in relation to attendance / absence

The school Attendance policy outlines that children in the EYFS, KS1 and pupils in Y3 to Y5 should be accompanied to and from school by an adult or responsible young person aged 16 years or older

Pupils in Y6 are permitted to travel to or from school alone, on successful completion of the 'Home Alone' test and with parental permission.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date before taking them off roll.

Appendix 5

CHILD PROTECTION REPORT FORM					
NAME OF CHILD					
CLASS					
NAME OF PERSON PROVIDING INFORMATION					
DATE		LOCATION			
TIME		THOSE PRESENT			
NOTES OF CONCERNS					
TICK APPROPRIATE LEVEL OF URGENCY BELOW					
INFORMATION		QUITE URGENT		URGENT	