

STANBURN PRIMARY SCHOOL



Child Protection Policy and Safeguarding Manual

Committee Responsible:	Governing Body
Review Date:	September 2023
Reviewed By:	Governing Body
Name and Signature:	Mrs E D'Souza

Stanburn Primary School- Safeguarding Mission Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Named personnel with designated responsibility for Child Protection

Academic Year	Designated Senior Professional	Deputy Designated Senior Professionals	Named Governor	Chair of Governors
2022-23	Krishna Patel	Lisa Walsh Cheryl Crane Rabia Malik	Fiona Chan	Liza Martin

Policy Review

In line with expectations set out in 'Keeping Children Safe in Education' [hereafter referred to as 'KCSiE Sept 2022'] the child protection and the safeguarding policies are reviewed in full by the Governing Body on an annual basis.

Signature: ***E D'Souza***
Headteacher

Date: ***September 2022***

Signature: ***L Martin***
Chair of Governors

Date ***September 2022***

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INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

Safeguarding children is everyone's responsibility.

Everyone who comes into contact with children and families has a role to play in safeguarding; identifying concerns, sharing information and taking prompt action. Safeguarding encompasses the arrangements that are in place for all children. Child protection refers to the policy and procedures for children who have been significantly harmed or are at risk of significant harm.

All staff, volunteers and governors of Stanburn Primary School are required, as part of their induction, to have read and understood this manual; It provides them with the framework they need to make decisions regarding necessary actions to keep children safe and secure in our school and to inform parents and guardians of how we will safeguard their children whilst they are in our care.

DEFINITIONS/ GLOSSARY

- **Safeguarding** is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child;
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors undertaking work within or on behalf of the school;
- **Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments;
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers. It also includes those who are acting in locus parentis i.e. caring role or who have regular, unsupervised contact with the child;
- **Looked After Child** is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989). This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders. Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangement order. Section 14A of the Children Act 1989 defines a 'Special Guardianship Order' as an order appointing one or more individuals to be a child's Special Guardian (or special guardians);
- **Children with additional needs** this may include children who have a learning problem or disability that make it more difficult for them to learn than most children their age. It may also include children with physical and mental health conditions, emotional, developmental or behavioural needs or communication difficulties which may make them more vulnerable;
- **Intimate personal care** is hands-on physical care in personal hygiene, and/or physical presence or observation during such activities. It includes, body bathing other than to arms, face and legs below the knee, toileting, wiping and care in the genital and anal areas. Continence care, namely, placement, removal and changing of incontinence pads. Menstrual hygiene and dressing and undressing.

MISSION STATEMENT

In delivering our safeguarding duties, we will:

- Provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child;
- Identify concerns early and work with parents and/or relevant services to seek to prevent concerns from escalating;
- Establish and maintain an environment where children feel respected, secure, are encouraged to talk and are listened to when they have a worry or concern;
- Establish and maintain an environment where school staff and volunteers feel well informed about safeguarding and child protection and are listened to when they have concerns about the safety and wellbeing of a child;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Ensure that children who suffer neglect or have been abused will be supported in line with a Child Protection or Child In Need Plan, where deemed necessary.

Where there is a safeguarding concern, ascertain the child's wishes and feelings and carefully weigh up how best to take these into account when meeting our statutory duties and determining what action to take or services to provide. The school ensures that there are systems in place for children to express their views collectively (e.g. through surveys, pupil parliament etc) and individually (e.g. space to give feedback on the outcome of any intervention).

Staff know that, when concerned about the welfare of a child, they must:

- Always act in the best interests of the child;
- Work with parents to build an understanding of the school's responsibilities for the welfare of all children, including the need for referrals to other agencies in some situations;
- Include opportunities across the curriculum, including PSHE, RHE and Computing, for children to be taught about safeguarding and to develop the skills they need to recognise danger, protect themselves from risks and stay safe from abuse;
- Maintain an attitude of "it could happen here" where safeguarding is concerned.

STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, this policy and our safeguarding and child protection procedures have been developed in accordance with the following legislation and guidance:

[The Children Act 1989](#)

[The Children Act 2004](#) (section 10 and section 14B)

[The Education Act 2011](#)

The [Education Act 2002](#) (section 175 and 157)

[The Education \(Pupil Information\) \(England\) Regulations 2005](#)

[Children and Families Act 2014](#)

[Safeguarding Vulnerable Groups Act \(2006\)](#)

[Serious Crime Act 2015](#)

[Children and Social Work Act 2017](#) brought about a new partnership arrangement to safeguard children. [Harrow Safeguarding Partnership Arrangement](#) oversees a collaborative approach by Harrow Safeguarding Children Board and Harrow Safeguarding Adults Board in order to promote a 'Think Whole Family' approach to safeguarding. As a relevant agency we are committed to fulfilling its statutory duty to engage with these arrangements.

All staff which includes Headteachers, teachers, non-teaching/support staff, governing bodies, proprietors and management committees should read part 1 of statutory guidance [Keeping Children Safe in Education](#) which sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in our school. KCSiE incorporates a range of related responsibilities for schools and statutory duties introduced to protect children and young people, including Female Genital Mutilation and Radicalisation.

Our policy and procedure is written in accordance with KCSiE and similarly should be read by all staff. Our policy and procedure also reflects government advice [What to do if you're worried a child is being abused – Advice for practitioners](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf: Working Together to Safeguard Children.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf: Information Sharing advice for practitioners.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales> Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills> Inspecting education in Early Years, education and skills setting. Guidance for inspectors undertaking inspection under the common inspection framework.

ROLES AND RESPONSIBILITIES:

THE GOVERNING BODY

The Governing Body will have regard to KCSiE (Sept 2022) to ensure that our school's policies, procedures and training are effective and comply with the law at all times. The Governing Body will ensure there is a senior leader to take leadership responsibility for safeguarding arrangements. Although the Governing body takes collective responsibility to safeguard and promote the welfare of children and young people, there is also a named governor who champions safeguarding within the school.

The nominated governor for safeguarding is: **Fiona Chan**

This Governing Body will meet the responsibilities placed upon it in law, which include ensuring the school contributes to inter-agency working, which includes providing a co-ordinated offer of early help when additional needs of children are identified. The Governing body will ensure the Safeguarding Policy is published on the school website and key information identifying the DSL is on display in the entrance foyer. In addition, parents will be made aware of the school's Safeguarding and Child Protection Policy and Procedures at introductory meetings and that these are available on our school's website.

The Governing body will ensure that the Child Protection policy is in accordance with government guidance and refers locally to agreed inter-agency procedures and local protocols for assessment, interagency working and escalation of concerns. Opportunities are provided for staff, pupils and

parents to contribute to and shape the Child Protection Policy and the arrangements for safeguarding, through:

- Consultation with those undertaking lead roles within these policies;
- Ascertaining the views of children, staff members and parents on safeguarding arrangements through questionnaires and through feedback from parent evenings, workshops and coffee mornings;
- Obtain the voice of the child.

The Governing Body will also appoint a Designated Safeguarding Lead and ensure that s/he undertakes formal level 3 safeguarding training to provide them with the knowledge and the skills required to carry out the role at least every two years. In addition to their formal training their knowledge and skills should be updated at regular intervals, and at least annually to keep up with any developments relevant to their role.

The Governing body will also monitor the schools training records annually to ensure all staff members undergo safeguarding training at induction and annually.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Governing Body will appoint an appropriate senior member of staff from the leadership team to take lead responsibility for Safeguarding and Child Protection and ensure the DSL has the status and authority within the school to carry out the duties of the post including supporting or directing other staff. The role and responsibilities of our Safeguarding lead are explicit in the post holder's job description and take account of Keeping Children Safe in Education (Sept 2022). The DSL will work closely with the 3 key safeguarding partners and liaise with a range of agencies to ensure safeguarding and child protection procedures are thorough.

The Designated Safeguarding Lead for Child Protection in this school is:

NAME: Krishna Patel

The Deputy Safeguarding Leads for Child Protection in this school are:

NAME: Lisa Walsh, Cheryl Crane and Rabia Malik.

Whilst the activities of the Designated Safeguarding Lead are sometimes delegated to an appropriately trained deputy, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead. Our Deputy Designated Safeguarding Leads are trained to the same standard as the lead.

During term time our Designated Safeguarding Lead or Deputy will always be available (during school hours) for staff to discuss any safeguarding concerns. We notify relevant agencies of emergency contact details for out of hours/out of term activities, but recognise that the school may not be in a position to provide direct interventions during out of hours/ out of term times.

Prior to school holidays the DSL will liaise with each lead professional for each pupil in receipt of support under a 'Child in Need' or 'Child Protection' Plan to ensure that the lead professional is aware of relevant information. Where possible the school will endeavour to arrange all scheduled meetings, including Core Group Meetings, within school term times. Where this is not possible, the DSL will provide a written report and request minutes of any meetings and may make further representations following consideration of those minutes.

Managing Referrals: In accordance with Part 2: Procedures the DSL will refer all cases of suspected abuse to Harrow Children's Social Care and to:

- the Police (where a crime has been committed);
- the Channel programme where there is a radicalisation concern;
- the Disclosure and Barring Service where a person is dismissed or left employment at the school due to the risk/harm they posed to children or adults at risk.

The DSL will: Liaise with the Headteacher to inform her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations. As required, liaise with the “case manager” and the Local Authority Designated Officer (LADO) in cases regarding allegations against staff. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies understand the requirements of the Prevent duty and provide advice to staff on protecting children from the risk of radicalisation. Our DSL and deputy 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](#)

Training: The Designated Safeguarding Lead and deputies will have completed Level 3 training, to provide them with the knowledge and the skills required to carry out the role. This will be renewed every two years. Training will include Prevent awareness training. At least annually the Designated Safeguarding Lead and deputies will access training which provides updates into developments relevant to their role so that they can:

- Understand the assessment process for providing early help and intervention, for example through locally agreed shared assessment processes, such as early help assessments;
- Have a working knowledge of how local authorities conduct a Child Protection Case Conference and a Child Protection Review Conference and be able to attend and contribute to these effectively when required to do so;
- Ensure every member of staff has access to and understands the school’s Child Protection Policy and procedures, especially new and part-time staff;
- Be alert to specific needs of children in need, those with Special Educational Needs and Young Carers;
- Keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measure the school or college may put in place to protect them

Raising Awareness: The DSL will ensure the school policies are known and used appropriately:

- Ensure the school’s Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with Governing body regarding this;
- Ensure the Child Protection Policy and Safeguarding Manual is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with Harrow Strategic Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Encourage a culture of listening to children and taking account of their wishes and feelings.

WHAT SHOULD STAFF LOOK OUT FOR

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
- 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
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Thresholds for Intervention

The DSL will decide upon the most appropriate course of action and whether the concerns should be referred to Children's Social Care – refer to [Harrow Thresholds Guidance](#). If it is decided to make a referral to Children's Social Care parents 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.

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 might be in need, is in need or suffering or likely to suffer harm

Early Help - All staff play an important role in safeguarding and promoting the welfare of children and should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. This may be done for example, by immediately speaking with the DSL, or their deputies, regarding any concerns or emerging issues, sharing information with other professionals to support early identification and assessment etc. Taking these steps may prevent concerns from escalating.

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.

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.

All pupils identified as children in need or children at risk will be provided with the appropriate levels of pastoral support led by a DSL in conjunction with Class Teachers.

QUALITY ASSURANCE

The DSL, supported by the Headteacher, will prepare and present the safeguarding annual report to the Governing Body to enable Governors to review the effectiveness of the Child protection and safeguarding arrangements and in turn influence the annual review of the policy. The Governing Body will also review the self-evaluation and any actions arising from this to ensure improvements in practice. This enables the Governing Body to monitor compliance with the Education Act 2002 Section 175, and to identify areas for improvement.

PART 1: POLICY

CHILD PROTECTION POLICY

Purpose: The protection of children is of the highest priority for our school. Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Harrow's Multi-agency Safeguarding Hub (in line with the procedures set out in section 2) and Local Safeguarding Children's Board Child and Family Early Intervention Model and Threshold Document or the Police, without notifying parents if this is in the child's best interests.

All staff, volunteers and governors should know this Child Protection Policy and their responsibility for implementing it.

Stanburn Primary School takes seriously any allegations of hate incidents, for example racist, homophobic, gender or disability-based bullying. Any such incidents will be reported to the Senior Leadership Team and considered under child protection procedures, where a child is at risk or experiencing significant harm. The School may report any incidents to the police in line with our child protection obligations.

Curriculum: The school promotes tolerance of and respect and prepares children and young people for life in modern Britain. The Headteacher and DSL will ensure that as part of the broad and balanced curriculum provided at Stanburn Primary School, the children will receive personal, social, health and economic education (PSHE), Relationships Health Education (RHE), and that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they can talk to if they have concerns.

The School's Online Safety Lead/ Computing Lead will be responsible for ensuring the curriculum includes opportunities to address online safety, enabling children and parents to learn about the risks of new technologies, communication and social media and how to use these responsibly. The Computing Lead is responsible for ensuring appropriate filters and monitoring systems are in place within the school in order to minimise the risk to pupils accessing potentially harmful and inappropriate online material on school equipment. In line with KCSiE (Sept 2022), the Computing Lead will report annually to the Governing Body on the monitoring arrangements for mechanisms in place, noting Government guidance regarding "over blocking" so as to ensure any measures do not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding'.

Details of the steps to take if anyone has child protection concerns or any child makes a disclosure are set out in part 2 of this manual. Guidance on the types of risk and indications that neglect or abuse may be occurring are set out in part 3.

Implementation, Monitoring and Review of the Child Protection Policy: This policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures.

CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

The school recognises that all matters relating to child welfare are confidential. Staff/volunteers who receive sensitive information about children and their families should therefore only share information with appropriate professionals and should refer all concerns to the DSL for advice and further action. The Headteacher or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.

Equally, all staff 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 are aware that, if a child confides in them and requests that the information is kept secret, it is important to tell the child in a sensitive manner and appropriate to their development that they cannot promise complete confidentiality, but explain what they will do next and that information will only be shared with those who need to know in order to help.

The DSL will ensure that our school's information sharing arrangements comply with Harrow Strategic Safeguarding Partnership's information sharing protocol. As part of staff safeguarding training, all staff members who come into contact with children are made aware of the purpose of information sharing in order to safeguard and promote children's welfare.

Concerns about data protection and confidentiality will not come before safeguarding a child. Our approaches to confidentiality and information sharing have taken into account [Information Sharing: Advice for practitioners](#).

COMMUNICATION WITH PARENTS

The School will ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Where it is deemed necessary to raise any safeguarding concerns, the school will inform the child's parents/carers or anyone with parental responsibility prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuses informed;
- Leading to an unreasonable delay;
- Leading to the loss of evidential material;
- Placing a member of staff from any agency at risk.

INTER-AGENCY WORKING

Under the leadership of our Designated Safeguarding Lead, we will continue to develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the Police and Children's Social Care e.g. through programmes such as Operation Encompass.

The school will ensure that relevant staff members participate in multi-agency meetings and forums, including Child Protection Conferences and Core Group meetings, to consider individual children. We will submit reports and information and we keep our own records of discussions and agreements. When we disagree with the decisions which have been made, we will ask for our rationale and recommendations to be recorded and where we believe the decisions made may

place a child at further risk, we will escalate our concerns in line with Harrow Strategic Safeguarding Partnership's Challenge and Escalation Procedures.

The school will participate in Serious Case Reviews, other reviews and file audits as and when required to do so by Harrow Strategic Safeguarding Partnership. The Nominated Governor will lead on gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales. Governors will be informed and involved, through the Designated Safeguarding Governor, of any request to support a serious case review.

HEALTH AND SAFETY, SITE SECURITY, CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

The School is aware and fully compliant with their obligations under Health and Safety legislation.

School leaders will ensure that contractors and providers are aware of the school's Safeguarding and Child Protection Policy and procedures. Employees and volunteers provided by these organisations will use the school's procedure to report concerns.

Assurances will be sought that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with KCSiE (Sept 2022). If assurance is not obtained, permission to work with children or use the school premises may be refused.

When the school commissions services from other organisations, it will ensure that compliance with the policy and procedures is a contractual requirement.

SITE SECURITY

All staff members have a responsibility to ensure the buildings and grounds are secure and for reporting concerns that may come to light.

The identity of all visitors and volunteers coming into school is checked. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual, parent or anyone else, that threatens the school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site in accordance with powers under s.547 of the Education Act 1996.

The Headteacher may seek legal advice and will consult the Nominated Safeguarding Governor and/or Chair of Governors before seeking to revoke a parent's licence to enter the school site.

FIRST AID AND SUPPORTING CHILDREN WITH MEDICAL OR INTIMATE CARE NEEDS

Stanburn Primary School is an inclusive school and we recognise that all pupils, including those with extra needs, should have access to education and play a full and active part in school life in accordance with their abilities. The school recognises that it has a responsibility to meet the needs

of all its pupils - including those who may be temporarily unable to attend due to sickness. These are detailed within our Special Needs and Inclusion policy.

We also recognise that children with additional needs or 'looked after' children may require additional action; they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments. This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care.

CHILDREN WITH MEDICAL AND/OR INTIMATE CARE NEEDS

Some pupils with medical conditions will be considered disabled under the definition set out in the Equality Act 2010. Where this is the case the governing body will comply with their duties under the 2010 Act and our Equalities Policy. Some pupils may have Special Educational Needs (SEN). For these pupils this policy will be implemented in conjunction with the SEND Code of Practice (2014). Individual Health Plans will form part of any Education and Health Care Plan.

Parents: Parents are key partners in ensuring their children's health needs are met. They will be involved in drafting and updating any health care plans

Pupils: Pupils will be as fully involved as possible in their medical support and in ensuring their health care plan is followed.

Please see Policy on *Children with Medical and/or Intimate Care Needs* for more information.

'LOOKED AFTER CHILDREN' (LAC), PREVIOUSLY LOOKED AFTER CHILDREN (PLAC) AND THOSE WITHIN PRIVATE FOSTERING ARRANGEMENTS

The DSL is the Designated Teacher, responsible for promoting the educational achievement of children who are looked after.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We will ensure that our staff have the skills, knowledge and understanding necessary to keep looked after children safe, including children who were previously looked after.

In particular, we will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Our staff will obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. Our Designated Teacher for Looked After Children (LAC) or Previously Looked After Children (PLAC) will obtain details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The Designated Teacher for LAC/PLAC will work with the virtual school head and the Personal Adviser to promote the educational achievement and welfare of existing and previously Looked After Children. For further information see [Promoting the Education of Looked After Children](#).

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the Local Authority. At Stanburn Primary School we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements

change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face.

Click here for information on [The Children's Act 1989: Private fostering](#)

SUPPORTING VULNERABLE CHILDREN

We recognise that without appropriate intervention and support, abuse or witnessing violence may have an adverse impact on children which may last into adulthood.

Our school will support pupils through:

- Curricular opportunities to encourage self-esteem and self-motivation;
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community;
- Liaison with other agencies which support the pupil such as Social Care and Child and Adolescent Mental Health Services (CAMHS);
- Our school's Behaviour policy will support vulnerable pupils in the school. Our staff will agree to a consistent approach that focuses on the behaviour of the child but does not damage the pupil's sense of worth.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

1.1 Children with Disabilities or Special Educational Needs

Stanburn is committed to ensure that children with special educational needs and/or disabilities have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-disabled children. We recognise that disabled children do however require additional action because they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments.

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care and provide the appropriate level and type of pastoral support.

Staff should bear in mind that additional difficulties may exist when recognising abuse and neglect in children with special educational needs and/or disabilities. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, that children with special educational needs and/or disabilities can be disproportionately impacted by, for example, bullying without outwardly showing any signs, and there can be communication barriers in overcoming these difficulties.

Due to the different relationship that trusted adults may have with people with disabilities ie trust, intimate care, feeding there is a reliance on the integrity of the adult and an assumption they will treat the client appropriately, this may lead to confusion and vulnerability and the potential for exploitation as some people are predatory and some clients are unquestioningly trusting.

Some people with disabilities have low self-esteem and possibly no or small peer groups they are prone to befriending and grooming or coaxing into situations that may lead to exploitation due to their vulnerability and naivety.

People that work with clients with disabilities are often overworked given challenging tasks this can lead to compassion fatigue which in itself can result in the abuse of power and a toxic environment. as seen in certain Care homes and children's homes, in the last few years.

PHYSICAL INTERVENTION/ POSITIVE INTERVENTION

Our school's policy on physical intervention and positive handling by staff complies with the [DfE's guidance on use of reasonable force](#). Staff may only use reasonable force, meaning no more force than is needed to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

All staff know it is always unlawful to use force as a punishment.

Headteachers and other authorised trained staff can use such forces as is reasonable in the circumstances to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, mobile phones or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Any use of force or restraint will be recorded and signed by a witness. The parent/carer will be informed of the incident.

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN (CHILD ON CHILD ABUSE)

The School will manage all allegations of child on child abuse through our Behaviour policy and, if there is reasonable cause to believe that a child has suffered or is at risk of significant harm from such abuse through the child protection procedures. This includes procedures for investigating allegations in line with guidance by the Child Exploitation Protection Centre (CEOP) and the [DfE's searching, screening and confiscation document](#).

Bullying: Our school's policy on the prevention and management of bullying is set out in our Behaviour policy and is reviewed annually by the governing body. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under Child Protection Procedures. See further guidance on [Preventing and tackling bullying guidance](#).

RELATIONSHIPS HEALTH EDUCATION (RSHE)

Education for a connected world framework

From the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.

ONLINE SAFETY AND SOCIAL MEDIA

We understand our responsibilities for assisting children through teaching and learning to develop a sense of responsibility in a safe and nurturing environment, this includes on-line activities.

There is a framework and effective procedures, as detailed within the Online Safety policy, to minimise the risk that pupils will be exposed to inappropriate materials and to help them understand how to keep themselves safe online. Further information can be found within:

- Online Safety Policy;
- Behaviour Policy;
- Data Protection;

Online safety is embedded in lesson planning across the curriculum. Pupils are made aware that they should notify an adult they trust of materials they view on-line that upset them and report any incidents of on-line bullying. The school also work closely with parents and carers, offering advice and information, on steps they can take to safeguard their children whilst on-line.

The protection of sensitive pupil, staff and school data is also a concern. The school will therefore implement and monitor the following policy to ensure appropriate and safe use by staff, pupils, parents and any other users of the school's computing systems. The *Online Safety policy* should be read in conjunction with the school's *Data Protection Policy*.

CHILD CRIMINAL EXPLOITATION, GANGS AND YOUTH VIOLENCE

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a disproportionate impact on a pupil or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm.

For further information refer to government guidance on [Advice to schools and colleges on gangs and youth violence](#) and [Preventing serious violence: a multi-agency approach](#).

County Lines

This is a geographically widespread form of criminal activity involving drug networks or gangs that groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural or seaside areas. Missing episodes can be an important identifying factor,

where the victim may have been trafficked for these purposes. In close working relationship with our local MASH a referral to the National Referral Mechanism will be considered for any such concerns.

Further advice can be obtained from Home Office guidance- [Criminal exploitation of children and vulnerable adults- county lines](#).

SAFER RECRUITMENT

At Stanburn Primary School we are vigilant in maintaining a culture of safe recruitment. We have a Safer Recruitment policy in place to prevent people who pose a risk of harm from working with children. We require all staff and volunteers and third party contractors regularly on-site to have undergone a robust recruitment and vetting procedure, including an enhanced DBS check to help deter, reject or identify people working in any capacity at, or visiting our school, who might abuse children. The Governing Body will reach a clear and reasonable rationale for its decisions about the suitability of each prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks, prohibition checks and, as appropriate, checks, under the Childcare (Disqualification) Regulations 2009. We will also obtain verification of identity, of mental and physical fitness to carry out work responsibilities, of right to work in the UK and of professional qualifications, as appropriate.

Staff designated to provide intimate personal care to a pupil will be subject to enhanced DBS checks under the Safer Recruitment Policy as they are placed in a position of trust and have a duty to provide care which promotes health, wellbeing and the safety of the child.

In addition, the school aim that one member of every short listing and interview panel will have completed safer recruitment training. The Headteacher is responsible for ensuring that safer recruitment training is up to date.

Governors are required to have an enhanced criminal records certificate from the DBS. Those governors who also engage in regulated activity in the school will also undergo a barred list check.

We keep a Single Central Record which covers all staff (including supply staff and teacher trainees on salaried routes), volunteers, governors and contractors. The Headteacher and the nominated governor for safeguarding monitor on a termly basis the Single Central Record and complete a record of their scrutiny and recommendations, reporting these annually to the full Governing Body.

STAFF CODE OF CONDUCT, WHISTLE-BLOWING AND COMPLAINTS

Children cannot be expected to raise concerns in an environment where staff members fail to do so.

All staff members are made aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Headteacher, the Chair of the Governors, the Designated Governor for safeguarding and Child protection or with the LADO.

A clear reporting procedure is in place for children, parents and other people to report concerns or complaints, including abusive or poor practice. Complaints will be addressed through the

procedures set out in the School Complaints policy, however if they contain safeguarding or child protection issues the DSL will be informed and, where appropriate, lead the investigation process.

All staff and volunteers are made aware of their Whistle-blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and or unsuitable behaviour. This includes the requirement to self-disclose any personal information which may impact on their suitability to work in an education setting. We ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the [Sexual Offences Act 2003](#).

Where internal reporting arrangements are viewed not to have been taken seriously or with sufficient rigour, any member of staff can raise concerns externally if the matter is not resolved by the Headteacher or Chair of Governors via the Local Authority's Designated Officer for Managing Allegations; the Harrow Strategic Safeguarding Partnership or the Government's Whistle-blowing report line: **0800 028 0285** or help@nspcc.org.uk.

ALLEGATIONS INVOLVING SCHOOL STAFF & VOLUNTEERS

The Governing Body have adopted Harrow Strategic Safeguarding Partnership's policy and procedures to manage allegations against staff. Where this differs from guidance in KCSiE (Sept 2022) the latter will take precedence.

An allegation is any information which indicates that a member of staff / volunteer may have:

- 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; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school. If any member of staff has concerns that a colleague or volunteer might pose a risk to children, it is your duty to report these to the Headteacher. Where the concerns or allegations are about the Headteacher, these should be referred to the Chair of Governors.

The Chair of Governors in this school is:

NAME: Liza Martin

CONTACT NUMBER: 0208 954 1423

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME: Minal Patel

CONTACT NUMBER: 0208 954 1423

To reduce the risk of allegations, all staff and volunteers should be aware of our guidance on safer working practice in the staff handbook and school code of conduct.

It is the responsibility of the Headteacher or Chair of Governors to refer the concern or allegation to the local authority designated officer (LADO) and, if required, to OFSTED. Following any investigation, the Governing Body will be responsible for meeting the legal duties to make a referral to the Disclosure and Barring Service (DBS) if a person has been dismissed due to safeguarding concerns or would have been had they not resigned.

If an allegation is determined to be unsubstantiated, the Head teacher will give consideration to whether a referral to Children's Social Care is needed. This is to determine whether the child is in need of services or may have been abused by someone else. If an allegation is deliberately invented, malicious or vexatious, the Headteacher may, in consultation with the DSL and Chair of Governors, consider disciplinary action against the pupils or adult who reported the allegation.

Our procedures, detailed in part two of this guidance, are based upon the guidance in Keeping Children Safe in Education (Sept 2022).

CHILDREN MISSING FROM EDUCATION (CME)

The School monitors attendance and reports matters of concern in accordance with our Attendance Policy. Children with an attendance rate of below 90% are classified as persistent absentees and the Deputy Headteacher for Attendance, who closely monitors all absences, may ask to meet with parents/carers to see if there is anything the school can do to facilitate better attendance at school.

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing in education in their area. A Child missing from education is defined as a child of compulsory school age who is not on a school roll. It does not include:

- Children educated otherwise than at school i.e. tuition provided by the Local Authority
- Children who are registered at an education provision who are not attending regularly (though the school will report this to Harrow Council in line with the policy set out below and work alongside the Education Welfare Service to support the child and their family.)
- Children who are being educated at home i.e. parents have taken responsibility for education provision.
- A child going missing from education is at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. It is also a potential indicator of abuse or neglect.

Stanburn school staff will follow the school's procedures for unauthorised absence and for dealing with children that 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 their going missing in future.

This policy sits alongside our safeguarding responsibilities. It does not replace established safeguarding referral procedures which should be followed in any case where there are safeguarding concerns. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The School's responsibility

The law requires all schools to have an admission register and an attendance register. All pupils must be placed on both registers. The school will inform their local authority of any pupil who is going to be removed from the admission register under grounds listed in Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006, namely where the pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;

- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- Has not returned to school for **ten days after an authorised absence** or is absent from **school without authorisation for twenty consecutive school days** if, after the school and local authority have failed (after **jointly** making reasonable enquiries) to establish the whereabouts of the child, provided the school does not have reasonable grounds to believe the pupil is unable to attend because of sickness or unavoidable cause.
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded or had died.

The local authority must be notified when a school is to remove a pupil from its register for any of the grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register.

The School will also notify the local authority within 5 days of adding a pupil's name to the admission register at a non-standard transition point. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing from education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

When removing a pupil's name, the notification to the local authority must include:

- the full name of the pupil,
- the full name and address of any parent with whom the pupil normally resides,
- at least one telephone number of the parent with whom the parent lives
- the full name and address of the parent/ person who the pupil's is going to live with and the date the pupil is expected to start living there, if applicable,
- the name of the pupil's destination school and expected start date, if applicable, and
- the ground in regulation 8 under which the pupil's name is to be removed from the admission register

The school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. This may include making enquiries with relative, neighbours, landlords and other stakeholders (e.g. GPs, Mo's Children's education advisory service or UK visa or Border Force) involved with the family. In addition, the Local authority or school may check local databases or Key to Success or school2school systems. Guidance on information sharing and other measures is available at [Children Missing in Education](#). If there is reason to believe that the child is in immediate danger or risk of harm then the school will notify Harrow Council's MASH and the police in line with the safeguarding procedure.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. The DSL, Attendance or Inclusion lead will, in compliance with their safeguarding responsibilities, investigate any unexplained absences and make referrals to the local authority's Education Welfare Service or Children Services in accordance with the LCSB's thresholds and procedures.

PART 2: SCHOOL PROCEDURES

CHILD PROTECTION PROCEDURES

It is the responsibility of every member of staff to know and understand the Child Protection Policy and procedures.

If any member of staff is concerned about a child they must inform the Designated Safeguarding Lead or, in her absence, a deputy.DSL. You must record information regarding the concerns on the same day. The written record must be a clear, precise, factual account of the observations and this must be recorded on CPOMS.

The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Social Care Multi Agency Safeguarding Hub (Appendix 3). If it is decided to make a referral to Children's Services Social Care this will be discussed with the parents, unless to do so would place the child at further risk of harm. All concerns, discussions and decisions will be recorded in writing.

You will need to understand your role in the early help process: identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals. Particular attention will be paid to the attendance and development of each child about whom there are concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.

If a pupil who is/or has been the subject of a Child Protection Plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate record to the lead professional for safeguarding at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making colleagues aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

Every member of staff has a duty to refer safeguarding concerns to the Designated Safeguarding Lead. However, all staff should be aware of the process for making referrals in case they feel concerns are not taken seriously by school leaders or action to safeguard the child is not taken and the child is considered to be at continuing risk of harm. In those circumstances, staff should first speak to the Designated Safeguarding Lead and thereafter contact Harrow Social Care on the Golden Number (0208 901 2690) or the Golden Number on out of hours number (0208 424 0999). If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately using the [MASH Referral Form](#). Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration. All staff should know what to do if a child tells them that s/he is being abused or neglected. Staff are expected to know how to manage an appropriate level of confidentiality whilst liaising with relevant professionals. You should never promise a child that you will not tell anyone about an allegation – this may not be in the best interests of the child.

If the allegations raised by the staff member are against another child/children staff should follow the same procedures for referring a concern about a child's safety.

If you discover that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, this must be immediately reported to the designated safeguarding lead. It is a duty in law to report FGM to the police.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. If you do not feel that such concerns have been taken seriously by the senior leadership team, you should use the school's whistle blowing procedures. If you feel unable to raise an issue with the senior leadership team or feel that your concerns are not being addressed, other whistleblowing channels at LA level are open to you.

If a member of staff disagrees about the level of concern and feels that a child has not been protected, then any member of staff can make a direct referral to Children's Social Care – refer to [HSCB Guidance on Multi Agency Resolution of Professional Disagreements](#)

DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, including on-line or peer to peer abuse, the member of staff or volunteer should:

- Listen and accept to what is being said without displaying shock or disbelief;
- Allow the child to talk freely - do not put words in the child's mouth;
- Only ask questions when necessary to clarify;
- Reassure the child, but not make promises which it might not be possible to keep;
- Reassure her/him that what has happened is not her/his fault;
- Explain what has to be done next and who has to be told;
- Make a written record;
- Pass the information to the designated safeguarding lead without delay;
- Consider seeking support for yourself and discuss this with the designated safeguarding leader – dealing with a disclosure can be distressing.

RECORD KEEPING

When a child has made a disclosure, or when an individual has concerns about a child's welfare the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Record onto CPOMS. Do not destroy original notes in case they are needed in court;
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- Use body charts on CPOMS to indicate the position of any injuries;
- Record statements and observations rather than interpretations or assumptions.

All information MUST be recorded on CPOMS and relevant members of staff need to be alerted. The Designated Safeguarding Lead will maintain case files for pupils where there are concerns, with an overview chronology and a record of all communications and actions.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

When children leave the school or college ensure their child protection file is transferred for any new school or college as soon as possible.

Transfer of child protection files

When a child transfers to another school or college, the DSL should inform the receiving school within five school days that a child protection/ safeguarding file exists. The receiving school should routinely ask the previous school if a child protection/safeguarding file exists, for all transfers. The original child protection/ safeguarding file must be sent by recorded delivery, or transferred electronically via CPOMS. Care must be taken to ensure confidentiality is maintained and the

transfer process is as safe as possible. [Guidance on the Transfer of a Child Protection or Safeguarding File to another education setting - July 2017](#)

PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF

The DSL must be informed of all allegations that come to the school's attention. Headteacher or, where the Headteacher is the subject of the allegation, the Chair of Governors becomes the case manager and should take the matter seriously and keep an open mind. They should discuss the allegation with the DSL. Initial actions should include: making an immediate written record of the allegation, using the informant's own words and including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.

The case manager will not ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality cannot be promised and the person reporting the allegation will be advised that the concern will be shared on a 'need to know' basis only. Before taking any further action s/he should discuss the allegation with the Local Authority Designated Officer.

LADO: NAME: Rosalind South CONTACT DETAILS: 0208 901 2690

The LADO and the case manager will consider the nature, content and context of the allegation and agree on a course of action. This initial sharing of information may lead to an evaluation that the allegation does not meet the thresholds and no further action is to be taken. The decision, and its rationale will be recorded by both the case manager and the LADO and both will agree what information is put in writing to the member of staff and what actions are to be taken with regard to the informant.

In order to enable a decision about how to proceed with an allegation, additional information, for example history of whether similar allegations have been made previously, may be required. The LADO will discuss with the case manager how and by whom such an investigation will be undertaken.

Employers have a duty of care to their employees. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child / children and at the same time supports the person who is the subject of the allegation.

The member of staff about whom an allegation has been made will be informed as soon as possible and given an explanation of the likely course of action. The case manager should discuss with the LADO when to do so.

Parents or carers of a child or children involved will be told about the allegation as soon as possible and when there has been agreement with the LADO about what can be disclosed.

It is extremely important that when an allegation is made, we make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. The case manager will take advice from the LADO, police and children's social care services to agree who needs to know and what information can be shared; how to manage speculation, leaks and gossip; what if any information can be reasonably give to the wider community to reduce speculation; and how tom manage press interest if and when it should arise.

If an adult in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Headteacher or Chair of Governors must make a

referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to refer when the criteria are met is a criminal offence.

PART 3: GUIDANCE

WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be aware of the signs of abuse and neglect. Knowing what to look for is vital to early identification. (Appendix 3 Indicators of harm).

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home;
- Act in a way that is inappropriate to her/his age and development (full accounts need to be taken of different patterns of development and different ethnic groups);
- Display insufficient sense of “boundaries”, lack stranger awareness;
- Appear wary of adults and display “frozen watchfulness”.

In an abusive relationship, a parent or carer may:

- persistently avoid child health services and treatment of the child’s illnesses;
- have unrealistic expectations of the child;
- frequently complain about or to the child and fail to provide attention or praise;
- be absent;
- be misusing substances;
- persistently refuse to allow access on home visits by professionals;
- be involved in domestic violence and abuse;
- be socially isolated.

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government has produced a [Department for Education \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Regulated activity includes:

a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
b) work for a limited range of establishments (known as ‘specified places’, which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers. Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

c) relevant personal care, or healthcare provided by or provided under the supervision of a health care professional:

personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;

health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

RECORD OF CONCERN FORM

Child's Name :		
Child's Class :		
D.O.B :	SEND Y/N :	Male/Female :
Date and time of concern :		
Your account of the concern :(what was said, observed, reported and by whom)		
Your response : (what did you do/say following the concern)		
Your name :	Date reported :	
Your position in school :	Time reported :	
Action and response of DSL:		
Feedback given to member of staff reporting concern:		
Name: Date:.....		

Checklist for DSL (to be printed on back of record of concern form)

Child clearly identified

Name, designation and signature of the person completing the record populated?

Date and time of any incidents or when a concern was observed?

Date and time of written record?

Distinguish between fact, opinion and hearsay (i.e a third party account, that they hadn't directly witnessed)

Concern described in sufficient detail, i.e. no further clarification necessary?

Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)

Record free of jargon?

Written in a professional manner without stereotyping or discrimination?

The record includes an attached completed body map (if relevant) to show any visible injuries

APPENDIX 2 – HARROW STRATEGIC SAFEGUARDING PARTNERSHIP MULTI-AGENCY THRESHOLD GUIDANCE

[When there is an immediate need to protect a child because they are being harmed or at risk of harm.](#)

APPENDIX 3 – INDICATORS OF HARM

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in the child

Bruising: It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

Bruising in or around the mouth

Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)

Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas

Variation in colour possibly indicating injuries caused at different times

The outline of an object used e.g. belt marks, hand prints or a hair brush

Linear bruising at any site, particularly on the buttocks, or back

Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

Bruising around the face

Grasp marks to the upper arms, forearms or leg

Petechae haemorrhages (pinpoint blood spots under the skin). Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures: Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries: Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning: Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Perplexing Presentations / Fabricated and Induced Illness: Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits;
- Attendance at various hospitals, in different geographical areas;
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions;
- The child developing abnormal attitudes to their own health;
- Non organic failure to thrive – a child does not put on weight and growth and there is no underlying medical cause;
- Speech, language or motor developmental delays;
- Dislike of close physical contact;
- Attachment disorders;
- Low self-esteem;
- Poor quality or no relationships with peers because social interactions are restricted;
- Poor attendance at school and under-achievement.

Bite Marks: Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more diffused ring bruise or oval or crescent shape. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds: It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in;
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet;
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

Scars: A large number of scars and scars of different sizes and ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation:

- Refusal to discuss injuries;
- Admission of punishment which appears excessive;
- Fear of parents being contacted and fear of returning home;
- Withdrawal from physical contact;
- Arms and legs kept covered in hot weather;
- Fear of medical help;
- Aggression towards others;
- Frequently absent from school;
- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury.

Indicators in the parent

- May have injuries themselves that suggest domestic violence;
- Not seeking medical help/unexplained delay in seeking treatment;
- Reluctant to give information or mention previous injuries;
- Absent without good reason when their child is presented for treatment;
- Disinterested or undisturbed by accident or injury;
- Aggressive towards child or others;
- Unauthorised attempts to administer medication;
- Tries to draw the child into their own illness;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault;
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids;
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care;
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child;
- Wider parenting difficulties; may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment

- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

- Developmental delay;
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment;
- Aggressive behaviour towards others;
- Child scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a "loner" – difficulty relating to others;
- Over-reaction to mistakes;
- Fear of new situations;
- Inappropriate emotional responses to painful situations;
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking);
- Self-harm;
- Fear of parents being contacted;
- Extremes of passivity or aggression;
- Drug/solvent abuse;
- Chronic running away;
- Compulsive stealing;
- Low self-esteem;
- Air of detachment – "don't care" attitude;
- Social isolation – does not join in and has few friends;
- Depression, withdrawal;
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention;
- Low self-esteem, lack of confidence, fearful, distressed, anxious.

Indicators in the parent

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse;
- Abnormal attachment to child e.g. overly anxious or disinterest in the child;
- Scapegoats one child in the family;

- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection;
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

- Lack of support from family or social network;
- Marginalised or isolated in the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical or emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the child

Physical presentation

- Failure to thrive or, in older children, short stature;
- Underweight;
- Frequent hunger;
- Dirty, unkempt condition;
- Inadequately clothed, clothing in a poor state of repair;
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold;
- Swollen limbs with sores that are slow to heal, usually associated with cold injury;
- Abnormal voracious appetite;
- Dry, sparse hair;
- Recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies/diarrhoea;
- Unmanaged/untreated health/medical conditions including poor dental health;
- Frequent accidents or injuries.

Development

- General delay, especially speech and language delay;
- Inadequate social skills and poor socialisation.

Emotional/behavioural presentation

- Attachment disorders;

- Absence of normal social responsiveness;
- Indiscriminate behaviour in relationships with adults;
- Emotionally needy;
- Compulsive stealing;
- Constant tiredness;
- Frequently absent or late at school;
- Poor self-esteem;
- Destructive tendencies;
- Thrives away from home environment;
- Aggressive and impulsive behaviour;
- Disturbed peer relationships;
- Self-harming behaviour.

Indicators in the parent

- Dirty, unkempt presentation;
- Inadequately clothed;
- Inadequate social skills and poor socialisation;
- Abnormal attachment to the child e.g. anxious;
- Low self-esteem and lack of confidence;
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy;
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods;
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators in the family/environment

- History of neglect in the family;
- Family marginalised or isolated by the community;
- Family has history of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement;
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals;
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating;
- Lack of opportunities for child to play and learn.

SEXUAL ABUSE

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

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

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

Indicators in the child

Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas;
- Recurrent pain on passing urine or faeces;
- Blood on underclothes;
- Sexually transmitted infections;
- Vaginal soreness or bleeding;
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Emotional/behavioural presentation

- Makes a disclosure;
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit;
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn;
- Self-harm – eating disorders, self-mutilation and suicide attempts;
- Poor self-image, self-harm, self-hatred;
- Reluctant to undress for PE;
- Running away from home;
- Poor attention/concentration (world of their own);
- Sudden changes in school work habits e.g. truanting;
- Withdrawal, isolation or excessive worrying;
- Inappropriate sexualised conduct;
- Sexually exploited or indiscriminate choice of sexual partners;
- Wetting or other regressive behaviours e.g. thumb sucking;
- Draws sexually explicit pictures;
- Depression.

Indicators in parents

- Comments made by the parent/carer about the child;
- Lack of sexual boundaries;
- Wider parenting difficulties or vulnerabilities;
- Grooming behaviour;
- Parent is a sex offender.

Indicators in the family/environment

- Marginalised or isolated by the community;

- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement;
- Family member is a sex offender.

APPENDIX 4 – GUIDANCE ON SPECIFIC SAFEGUARDING ISSUES

Child Sexual Exploitation (CSE)/Child Criminal Exploitation (CCE): is a form of abuse where children are exploited for money, power or status. It can involve violent, humiliating and degrading sexual or criminal assaults. In some cases, young people are persuaded or forced into exchanging sexual or criminal activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual or criminal exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual or criminal exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Our school will support the multi-agency activity to combat these crimes and help to divert and support any young pupils affected by CSE and CCE. We will follow the HSCB protocol for identifying and managing cases of CSE and/or CCE and promote the use of the HSCB's [SAFEGUARD Identification Tool](#) Identification tool in our child protection training. Also see section 'Child on Child Sexual Violence and Sexual Harassment.

Trafficking Gangs and Youth violence: Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a disproportionate impact on a pupil or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm.

For further information refer to government guidance [advice to schools on gangs and youth violence](#) and [Preventing serious violence: a multi-agency approach](#).

County Lines: This is a geographically widespread form of criminal activity involving drug networks or gangs that groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural or seaside areas. Missing episodes can be an important identifying factor, where the victim may have been trafficked for these purposes. In close working relationship with our local MASH a referral to the National Referral Mechanism will be considered for any such concerns.

Further advice can be obtained from Home Office guidance [Criminal exploitation of children and vulnerable adults - county lines](#)

Trafficking and Modern Day Slavery: Stanburn Primary School will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, Traveller or migrant families – who collectively go missing from school. For further government guidance refer to <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

‘Honour Based’ Violence: (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or linked to faith, culture or beliefs, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at – Mandatory reporting of female genital mutilation procedural information: [Mandatory Reporting- procedural information](#)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s Designated Safeguarding Lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding

procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

Domestic Abuse

Domestic abuse The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.

The Domestic Abuse Bill 2020 sought to improve awareness and understanding of coercive control offence and review effectiveness of offence. The Bill also recognises the devastating impact that domestic abuse can have on children exposed to it in their own home. Part 1 of the Bill

provides that a child who sees or hears, or experiences the effects of, domestic abuse and is related to the person being abused or the perpetrator is also to be regarded as a victim of domestic abuse. This will help to ensure that locally commissioned services consider and address the needs of children affected by domestic abuse.

Our school recognises the immediate and long-term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses. Any notifications received from the police/MASH of domestic abuse incidents, will be promptly reviewed by our DSL. This will enable our school to respond appropriately to the impact on the child/young person and to share any additional information with MASH to assist in the overall identification and assessment of risk

Homelessness

Our staff will alert the DSL of families becoming or at risk of becoming homeless, so that the DSL can refer to housing services at the earliest opportunity. Indicators for the risk of homelessness can include debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Duties introduced under The Homelessness Reduction Act 2017 shift focus to early intervention. For further information refer to [Homeless Reduction Act Factsheets](#).

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is

known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Prevent Guidance](#) is specifically concerned with schools (but also cover childcare). The statutory “Revised Prevent duty guidance: for England and Wales” (for schools) summarised the requirements on schools in terms of four general themes:

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing body should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child’s parents in line with the individual school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Department for Education has also published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. The Channel Duty Guidance is available [here](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. In addition to information

sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education (Sept 2022) are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Allegations of abuse made against other children- Child on Child Abuse

Severe harm may be caused to children by the abusive and bullying behaviour of other children, which may be of a physical, sexual or emotional nature. We take this abuse as seriously as that perpetrated by an adult. Incidents of bullying, abuse and harmful behaviour or exploitation will not be tolerated and sanctions will be enforced if any member of the school community breaches any of our policies. Our response will be proportionate to the context of each incident but we will involve the police when actions are considered illegal and harmful.

Child on child abuse can manifest itself in many ways and may often include harmful sexual behaviour and use of technology and social media, for example, sexting, on-line shaming and trolling.

Creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person under the age of 18 is breaking the law if they:

- Take an explicit photo or video of themselves or a friend;
- Share an explicit image or video of a child, even if it's shared between children of the same age;
- Possess, download or store an explicit image or video of a child, even if the child gave permission for it to be created;
- Upskirting is also a criminal offence and is now listed as a form of child on child abuse.

As of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest. Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.

Those at high risk for being targeted for bullying and abuse by their peers are children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be Lesbian, Gay or Bisexual (LGB).

The signs and symptoms of bullying and the procedures for reporting and managing bullying are found in the school's Behaviour Policy. Young people often do not anticipate the implications of sharing intimate or sexually explicit images or other content online, but the consequences can be devastating. In extreme cases it can result in suicide, isolation and vulnerability. Young people are not always aware that their actions are illegal but can end up with a criminal record.

The same signs and symptoms of physical and sexual abuse that pertain to the abuse of children by adults are applicable to the abuse of children by other children (see Appendix 3).

When any member of staff or volunteer has a suspicion that a child or young person has been sexually abused by another pupil, is likely to be involved in sexually harmful behaviour, or is bullying another child or student, these suspicions must be reported to the Designated Safeguarding Lead.

If a student is disclosing that they have received, sent or shared an illegal image, staff should adhere to the procedures for managing and reporting a disclosure. As part of her/his response, the Designated Safeguarding Lead's response will include:

- Carrying out a risk assessment of the pupil or student;
- Possible search for, confiscation and safe storage of a mobile device by the Headteacher (observed by a member of the safeguarding team) if there is clear evidence to suggest that there is an immediate problem;
- Blocking the network and isolating the image as relevant, making a referral in line with the Harrow Strategic Safeguarding Partnership thresholds and contacting the local police or referring the incident to CEOP;
- Putting necessary safeguards and support in place for the child or young person, such as informing parents, providing counselling and advice for child/young person and parents;
- Managing the reaction of other students through tutor groups, assemblies, PSHE, Circle Time and visiting speakers.

The revised Education Act 2011 gives schools and teachers the power to seize and search an electronic device if they think there is good reason for doing so. See guidance on [Searching, Screening and Confiscation](#).

The technical solutions we employ to protect students and staff from abusive use of IT and social media include firewalls, filtering and network monitoring and are listed in our Acceptable Use and IT policies.

APPENDIX 6 – CONTACTS AND USEFUL INFORMATION

The Golden Number- Children's Services	020 8901 2690
Whistleblowing Service via NSPCC Report Line	0800 028 0285
Children Missing from Education	020 8901 2690
Emergency Duty Team (Out of Hours)	0208 424 0999
Local Authority Designated Officer Rosalind South	0208 901 2690

Web links

<http://www.harrowscb.co.uk/>
www.ceop.gov.uk
www.anti-bullyingalliance.org
www.childline.org.uk
www.nspcc.org.uk

