



Child Protection and Safeguarding Policy

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Effective from: 3rd September 2018

Next scheduled review: July 2019

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. If you have concerns about risk to a child, **you should report it immediately**. Section 6 of this policy sets out the process for reporting and recording concerns. Where a child is in **immediate danger or at risk of harm**, a referral to **children's social care** (and if appropriate the police) must be made immediately. **This guidance applies in its entirety to all schools in the trust.**

Essential school-specific safeguarding information and contacts:

School name	Belleville Primary School	
Designated Safeguarding Lead (DSL)	Sarah Atherton	
Designated Members of Staff (DMS)	Jane Ford Mary Lyne Latour Vicki Brand	Gus Brooks Michelle Hayfron Georgina Mackenzie Elen Meredith
Designated teacher for Looked After Children	Vicki Brand	
Online safety coordinator	Jane Ford and Sarah Atherton	
Designated teacher for Mental Health	Vicki Brand	
Local Governor for Safeguarding	Sarita Tamber	
Children's social care	Wandsworth Initial Point of Contact (IPOC) previously known as the Multi Agency Safeguarding Hub (MASH) 020 8871 6622 Monday to Friday, 9.00am to 5.00pm (Social care out of hours service 020 8871 6000)	
Local Authority Designated Officer (LADO)	020 8871 7440 LADO@wandsworth.gov.uk LADO referral form: http://www.wandsworth.gov.uk/downloads/file/12805/lado_referr%20al_form	
Virtual school headteacher for looked after children	Nova Levine 020 8871 7348 nlevine@wandsworth.gov.uk	

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1. Introduction

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Trustees of the Quality First Education Trust fully recognise the responsibilities and duties placed on them to have arrangements to safeguard and promote the welfare of all pupils in the schools within the Trust. We believe that the Trust's schools provide a caring, positive, safe and stimulating environment in which pupils can learn and that promotes the social, physical and emotional wellbeing of each individual pupil. We recognise that all staff (regardless of employment status), including volunteers, have a full and active part to play in protecting pupils from harm.

All staff, governors and trustees are required to:

- Read this policy carefully and to be aware of their role in these processes.
- Read Part One of Keeping Children Safe in Education 2018.

The school will ensure that:

- New staff are informed of safeguarding requirements and this policy during their induction.
- Staff are provided with, have read and have understood Part One of Keeping Children Safe in Education 2018.
- Staff are provided with appropriate training in Child Protection and Safeguarding issues and systems, including the Early Help process.
- Staff are informed who the Designated Safeguarding Lead (DSL) and Designated Members of Staff (DMS) are in their school.
- Staff are assisted to discharge their roles and responsibilities in relation to this policy.
- The DSL and DMS are released to attend the necessary enhanced training courses.

This policy is written in line with:

- The principles established by the Children Act (1989 and 2004)
- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (HM Government, 2018)
- Statutory Framework for the Early Year's Foundation Stage (DfE, 2017)
- What to do if you are worried a child is being abused (HM Government, 2015)

Our procedures will also refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB).

Links to other useful documents can be found in Appendix A.

Other policies to be considered alongside this policy include:

- Q1E Trust's policies for Online Safety; Health and Safety; Whistleblowing; Recruitment; Disclosure and Barring Service (DBS).
- The school's policies for: Behaviour; Positive Handling; Special Educational Needs and Disabilities; Anti-Bullying; Confidentiality; Intimate Care; Trips.

2. Aims of this policy

- To raise the awareness of all staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse.
- To emphasise the need for good communication between all members of staff in matters relating to child protection.
- To set out a structured procedure which will be followed by all members of the school community in cases of suspected abuse.
- To provide a systematic means of monitoring children in need and children known or thought to be at risk of suffering significant harm.
- To work openly and in partnership with parents/carers in relation to child protection concerns.
- To support all pupils' development in ways that will foster security, confidence and independence.
- To promote safe practice and challenge poor and unsafe practice.
- To develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children.
- To develop and promote online safety awareness amongst staff and children (including use of mobile phones).
- To develop and promote awareness of safeguarding regarding Grooming, Child Sexual Exploitation and Female Genital Mutilation.
- To develop and promote awareness of safeguarding regarding radicalisation and risk of being radicalised.
- To ensure that all adults working within our school have completed all required checks to confirm their suitability to work with children.
- To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages.
- To take account of and inform policy in related areas, such as: anti-bullying; discipline and behaviour; health and safety; online safety; children missing education; child sexual exploitation; peer on peer abuse; female genital mutilation (FGM); honour based violence; anti-radicalisation (PREVENT); de-escalation and positive handling procedures, procedures for dealing with allegations against staff and safer recruitment practice.

3. Key Principles

- We believe that all children have a right to be protected from harm and /or abuse whilst in and out of school care, in person or via the internet.
- We recognise that abuse and neglect are complex issues and rarely stand-alone events. We recognise that schools require a culture of vigilance, professional curiosity, respectful challenge and effective recording and monitoring systems. Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school.
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background. However, we also recognise that **the needs of the child are paramount** and any concerns will be referred on appropriately, whatever the family background of the child concerned.
- We recognise that because of the day to day contact with children, school staff are extremely well placed to observe outward signs of abuse.
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth. They may feel helpless and humiliated and may feel self-blame.
- We recognise that school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn. We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We acknowledge that there may be occasions where it may be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. If possible, in cases of sexual abuse in particular, we will try to ensure that a pupil can be spoken to by a same sex member of staff who has received enhanced training if this is felt to be appropriate.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child. Staff will raise Child Protection or Safeguarding concerns with Parents/Carers at the earliest appropriate opportunity and work in partnership with them and other agencies to improve outcomes.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the **interests of the child must be paramount**.
- The ethos of our Trust supports open practice, good communication and a safe culture in which children can thrive and learn.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the relevant school leadership team, local governors and Trustees.

4. Safeguarding Code of Conduct for staff and volunteers

ALWAYS:

- ✓ treat all children, regardless of race, disability, religion or belief, gender, sexual orientation equally and with respect and dignity;
- ✓ ensure the child's welfare comes first and record and pass on any concerns to the Designated Safeguarding members of staff as soon as possible;
- ✓ work in an open environment. Avoid private or out of sight locations, encourage open communication and where appropriate keep doors open;
- ✓ speak clearly, without whispering, so that children do not need to come too close to hear;
- ✓ avoid spending time alone with individual children away from others unless necessary or unavoidable;
- ✓ ensure there are two adults together if changing a child who has wet or soiled themselves, ideally the child should do as much of the changing as they are able to for themselves;
- ✓ when having a meeting with a child/parent/carer, sit facing the door so that this can be monitored and help given if necessary;
- ✓ be aware of the impact of proxemics; maintain safe and appropriate distance; know where and how to place your body;
- ✓ avoid touching children and if a child seems uncomfortable: stop. NB/ if touching is necessary as part of positive handling verbalise to the child what you are doing;
- ✓ maintain professional boundaries, this means using a specific mobile number or email address for work boundaries rather than personal details, and not sharing social networking details (pupils and parents/carers);
- ✓ present as an exemplary role model by not smoking or drinking alcohol, swearing, allowing suggestive conversations or jokes or wearing less than professional clothing when in the company of a pupil;
- ✓ seek to be enthusiastic and constructive when giving feedback rather than making overly negative or critical remarks;
- ✓ record any injury that occurs and seek attention from a qualified First Aider or parent/carer;
- ✓ use social media carefully: check your privacy settings regularly, and think before you post or 'like' content which may bring your school into disrepute.

NEVER:

- x allow allegations made by a child to go unrecorded or not acted upon swiftly (this applies to any form of abuse or bullying)
- x promise confidentiality to a child making an allegation or disclosure
- x lock doors
- x impose humiliating or power-based punishments or intentionally reduce a child to tears;
- x engage in rough, physical or sexually proactive games, including horseplay;
- x allow or engage in any form of inappropriate touching;
- x share a bedroom with a pupil;
- x allow children to use inappropriate language unchallenged;
- x make sexually suggestive comments to a young person, even in fun;
- x engage in any form of relationship, sexual or otherwise, with a young person you work with even if they are over the age of consent, but under 18 (older with vulnerable adults);
- x do things of a personal nature for children or disabled young people that they can do for themselves;
- x invite or allow children to stay with you at your home unsupervised;
- x share private email addresses with pupils;
- x 'friend' a child on Facebook or any other social networking sites – particularly current and former pupils and their siblings;
- x keep photographs or videos of pupils on your phone (if you need to take photos or videos of a child for school use, you should upload them onto school system as soon as possible and then delete them from your own device);
- x seek physical contact. Try to gently discourage contact rather than reject pupils. Never allow physical contact when you are alone. Model appropriate contact, e.g. shaking hands or patting the shoulder.
- x pick up or carry a child unless unavoidable in an emergency (i.e. they are in danger and incapable of moving away themselves)
- x sit children on your lap; if a child needs comforting sit them alongside you;
- x take a pupil in your car, but where this is unavoidable:
 - prepare a risk assessment
 - ensure your insurance covers business passengers and musical instruments (NB This may be a very good reason for not being able to take pupils in your car)
 - obtain parental permission, preferably in writing
 - take more than one person
 - sit child in the back
 - travel directly to the destination
 - keep conversation professional.

5. Definitions

The following definitions are based on 'Keeping Children Safe in Education' 2018.

Please also refer to the potential signs of abuse set out in Appendix C to this policy, though it is important to recognise that some young people who are being abused do not exhibit any external signs of this abuse.

- **Safeguarding and promoting the welfare of children** is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing impairment of children's health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- **Children** includes everyone under the age of 18.
- **Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse is broadly divided into four categories: Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect. The definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix C to this policy.
- **Physical abuse:** A form of abuse which 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.
- **Sexual abuse:** involves forcing or enticing a child or a 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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching inside or outside of clothing. They may 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Emotional abuse:** The persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. 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 a 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 cyberbullying), 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 although it may occur alone.

- **Neglect:** 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including 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.
- **Specific safeguarding issues:** See section 16 for definitions and details of the school's approach (where relevant) to the following specific safeguarding issues:
 - Female genital mutilation (FGM)
 - Preventing Radicalisation and extremism
 - Domestic abuse
 - Child Sexual Exploitation
 - Sexting
 - Children who harm other children (*Peer on peer abuse*)
 - Sexual violence and sexual harassment (including child on child)
 - Children missing from home or care
 - Children missing from education
 - Children and court system
 - Children with family members in prison
 - Homelessness
 - County lines
 - HBV (Honour Based Violence)
 - Forced Marriage

6. Procedures

We ensure our procedures are in line with government policy and we make every effort to align with the locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB) for our school.

6.1 What to do if you are concerned about a child

All staff have a responsibility to safeguard and promote the welfare of all pupils at all times. If you have a concern about a pupil, you are required to act appropriately to ensure action can be taken to protect them. The concern may arise as a result of a disclosure from a pupil, a parent or a third party or due to their behaviour.

If a pupil discloses abuse:

- Listen carefully to what the pupil is telling you without interrupting
- Do not promise confidentiality
- Remain non-judgemental and keep an open mind
- Do not ask leading questions, or more questions than you have to – just establish what the pupil is telling you
- Be honest with the pupil and explain what you will happen next
- Record the information fully
- Pass on to the designated member of staff (DMS)

Record any information clearly: In the case of any concerns always record the information clearly and be clear how the concern has arisen. All verbal conversations should be written up as soon as possible. Written records must be kept securely, noting all concerns, discussions and decisions, and the reason for those decisions.

Report promptly: In all cases you must report any concerns to the DSL or DMS promptly. This includes any concerns of a child believed to be or suspected of being “at risk” of FGM or extremism or radicalisation.

Act quickly: It is important to identify any concerns about children **at as early a stage as possible** so that their needs can be identified and monitored and appropriate support put in place. We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary.

Ask for advice: Please remember the DSLs and DMSs are available to offer help, advice and guidance to staff and pupils where necessary. If you have a concern or problem and are unclear how to proceed, ask for advice.

Support: In all cases ensure ongoing support is offered to the pupil as appropriate.

Refer directly if you need to:

- All staff know that they may raise concerns directly with the local authority Children's Social Care services, Child Line, the NSPCC, PREVENT- **anybody** with a concern about a child's welfare **should make a referral.**
- **If you think a child is at immediate risk of significant harm, phone the Police.**
- See your school's specific annex (Schedule 1) for names and contact details; see Appendix A of this document for other useful numbers.

6.2 Co-operating with other agencies

- The DSL and DMS should liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2018*.
- If a DSL/DMS requires advice, they will contact the Education Safeguarding Advisor or children's social care, or (after hours) a duty social worker.
- When considering referrals to support agencies, our school will act in accordance with Local Safeguarding Children Board Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds.
- We will refer any child believed to have suffered or to be likely to suffer significant harm to the relevant children's social care team without delay, and will follow up any such referral in writing within 48 hours, unless the children's social care team formally advise not to do so.
- We will contribute to multi-agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at child protection case conferences wherever possible and providing reports as a matter of course (model format attached in Appendix E).
- If a child's situation does not appear to be improving, or a school is not satisfied with the input from Children's Services, the school will take responsibility for finding out what is happening and keep pressing for action to be taken.
- Multi-Agency Public Protection Arrangements: Many of the agencies subject to the section 11 duty are members of the Multi-Agency Public Protection Arrangements (MAPPA), including the police, prison and probation services. MAPPA should work together with duty to co-operate (DTC)64 agencies to manage the risks posed by violent and sexual offenders living in the community in order to protect the public and should work closely with the safeguarding partners over services to commission locally.
- Local Safeguarding Children Boards (LSCBs) will be replaced by "safeguarding partners". Under new legislation, three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups) must make arrangements to work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area, including schools, colleges and other educational providers.

6.3 Children Subject to Child Protection Plans:

- A specific request for any Child Protection Information will be made in writing for every child transferring into our school from another school. Schools will make every effort to ensure the previous school provides the required information.
- The child's social worker will be notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than one day.
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay.
- If a child subject to a Child Protection Plan leaves a school, records will be transferred to the child's new school without delay and the child's social worker informed of the change.

6.4 Online Safety

- We will ensure that all staff and children are made aware of online safety risks and procedures and the **separate online safety policy**.

- We are aware of risks to children online and will ensure children are safeguarded in school from potentially harmful and inappropriate online material through appropriate filtering and monitoring systems.
- This includes use of computers, iPads and mobile phones.
- This includes dangers and risks involved with online chatting, social media, sharing youth produced sexual imagery (sexting), grooming and gaming.
- Each school has a **designated online safety coordinator**, named on the front page of this policy.

6.5 Searching, Screening and Confiscation (refer to DfE 2018 - Guidance link in appendix A)

- With consent, staff can search for any item within a child's clothing or equipment.
- Without consent, the headteacher (or a member of staff authorised by the headteacher) can carry out a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks or pornographic images, and any item that the member of staff reasonably suspects has been or is likely to be used to commit an offence, injury or damage to property. The member of staff carrying out the search should be the same sex as the pupil, and there must be a witness (also a staff member).
- A member of staff (authorised by the headteacher) can carry out a search of a pupil of the opposite sex and/or without a witness present, if he/she reasonably believes there is a risk that serious harm will be caused to someone if the search is not conducted immediately.
- For items that are not covered under the above points, if the child does not give consent for a search, this will be dealt with as a refusal to follow an instruction in line with the behaviour policy and parents/carers may again be asked to search a child for an item.
- Staff are encouraged not to view images on children's computers, iPads and phones.
- Images will not be copied or printed.
- It may be necessary to look at an image or check a device to ascertain whether there is a safeguarding issue and facts regarding an allegation or when an image is directly presented to a member of staff. Where an image is required to be viewed staff will record when they looked, where and why.
- Any sexual pictures of children under 13 will always be referred to the police and children's services. Children under 13 cannot legally consent to anything.
- Images cannot be deleted under the relevant data protection legislation by a member of staff. However, staff can ask the young person to delete images from any social media and sign and date that this has been done. If a child won't delete an image on request, this will result in an increased risk assessment of that child's safeguarding needs
- Without the child's consent, or where a child refuses to delete an image, the child's parent/carer may be called and requested to delete the images or take the device.
- If images are required for evidence the device may be confiscated (switched off and put in a sealed envelope) to be passed to the police. This can occur without the child's or parent/carer's consent if the content is considered harmful)
- Staff can also confiscate or remove any object/item considered harmful or detrimental to the school or children and adults in the school.

6.6 Communicating with Children, Parents and Carers

- All children are made aware who they can speak to if they are worried about anything through assemblies, posters around school and in the classrooms, and class discussions. This includes parents and class teachers and any other trusted adult as well as designated staff

for safeguarding or behaviour. We will explain the roles of parents and class teachers and any other trusted adult as well as the DSL and DMSs for safeguarding or behaviour.

- All parents /carers are informed that our school has a Child Protection and Safeguarding policy and that we are required to follow Local Safeguarding Children's Board and government guidelines in respect of reporting suspected abuse to the Children's Social Services. Parents/carers are made aware of the responsibilities of staff members with regard to Child Protection procedures (for example by including this information on the website or in letters to parents).
- Our Child Protection and Safeguarding Policy, our Online Safety Policy and the name of our Designated Safeguarding Lead (DSL) and Designated Members of Staff (DMS) will be displayed on our website.
- Information about key aspects of safety will be discussed as part of personal, social and health education (PSHE) or in assemblies where appropriate or necessary (e.g. NSPCC 'PANTS' 'Underwear Rule' - link in Appendix A).
- Information will also be made available about any local and national telephone help lines, e.g. in this policy or on the website (see Appendix A).
- In individual cases, parents are notified of the school's concerns at the earliest appropriate opportunity.

7. Early Intervention and Help

- All staff should be aware of their local Early Help process and understand their role in it.
- Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. When a child or family may be experiencing difficulties, support is most effective if it is provided as early as possible.
- Early Help involves identifying emerging problems; liaising with the Designated Safeguarding Lead or other relevant colleagues; sharing information with other professionals to support early identification and acting as lead professional in undertaking an Early Help Assessment (EHA)
- We will ensure Early Help Assessments are carried out in accordance with the guidance set out in Working Together to Safeguard Children 2018.
- If appropriate support is not available within a school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies.
- If Early Help is appropriate, the Designated Safeguarding Lead (or deputy) 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 professional.
- 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.
- Practitioners should, in particular, be alert to the potential need for early help for a child who:
 - is disabled and has specific 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 into 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 missing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

8. Staff training and awareness

8.1 DSL, DMS and Staff Training

- **All staff** will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email or staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Each school has a member of staff who has received appropriate training and support for the role of Designated Safeguarding Lead (DSL) in accordance with statutory requirements.
- We have additional trained members of staff, who will act in the absence of the Designated Safeguarding Lead, and have also received the appropriate training for the role of Designated Member of Staff (DMS).
- Training for the DSL and DMS should be updated at least every two years.
- Every member of staff, volunteer and governor knows the name of the DSL and DMSs and their roles and what the back-up arrangement are if the DSL is unavailable.
- We will ensure that all staff develop their understanding of signs and indicators of abuse and understand their responsibilities in passing concerns to the DSL or DMSs through training at induction and regular training at least annually by the DSL and every 3 years by a suitably qualified approved safeguarding trainer. All staff will also be given Safeguarding briefings and updates at least annually.
- We recognise that there is a variety of expertise within the staff team and will provide opportunities for staff to contribute to and shape Safeguarding arrangements and policy.

8.2 Staff Understanding of Statutory Guidance and Policies:

- All staff are familiar with the Child Protection and Safeguarding Policy. This document is included in the induction for each new staff member joining the Trust at any time.
- All staff are given a copy of Part 1 and Annexe A of 'Keeping Children Safe in Education' 2018 and are required to sign to confirm that they have read and understood these.
- All staff are given a copy of the 'Code of Conduct' and sign to confirm that they have read the document (see section 5 of this document).
- All staff are given guidance to help develop their understanding of the signs and indicators of abuse.
- Safeguarding guidance for trips, both local and residential, is provided in a separate Trips policy and shared with all staff and parent helpers accompanying school trips.

9. Curriculum Input

- We ensure that children are taught about safeguarding, including how to keep themselves safe online, through teaching and learning opportunities within a broad and balanced curriculum. This is differentiated according to the age and understanding of the pupil cohort.
- This may include covering relevant issues through assemblies, ICT/computing, relationships education, relationships and sex education (RSE), and personal, social and health education (PSHE).

10. Children with special educational needs and disabilities

- We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges.
- These children may be especially vulnerable to abuse and we expect staff to take extra care to interpret possible signs of abuse or neglect.
- Staff should recognise that additional barriers can exist when recognising abuse and neglect in this group of children. These can include the potential for these children to:
 - be more prone to peer group isolation;
 - be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - have communication barriers and difficulties in overcoming these barriers.
- We will ensure assumptions are not made that indicators of abuse (such as behaviour, mood and injury) relate to the child's special educational needs or disability without further exploration.
- We will provide a school environment in which all pupils, including those with SEN/D, can feel confident and able to discuss their concerns.
- The DSL and DMSs will work together with the inclusion team, where necessary, to ensure that the needs of SEN/D pupils in relation to Child Protection issues, are responded to appropriately (e.g. for a child with particular communication needs).
- See also separate Policy for Special Educational Needs and guidance in Working Together to Safeguard Children (2018) regarding assessment of disabled children and their carers; young carers; children in secure youth establishments.

11. Mental health and behaviour

- We are aware of the advice issued by the Department for Education known as Mental Health and Behaviour in Schools March 2016.
- We recognise that our school plays an important role in helping our children to succeed by supporting them to be resilient and mentally healthy.
- We will ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support. The views, wishes and feelings of the pupil and their parents/carers should always be considered.
- We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events.
- Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems.
- Where severe problems occur, we expect the child will also be able to access support elsewhere as well, including from medical professionals working in specialist services e.g. CAMHS, voluntary organisations and local GPs.

- Each school will ensure that there is a **designated teacher** whose role is to promote the educational achievement of children exhibiting mental health difficulties and ensure that the needs of these children are responded to appropriately. Each school will also ensure that the designated teacher has received appropriate training.
- We recognise that there are things that schools can do – including for all their pupils, for those showing early signs of problems and for families exposed to several risk factors – to intervene early and strengthen resilience, before serious mental health problems occur.

12. Looked after children

- The most common reason for children becoming looked after is as a result of abuse and/or neglect.
- When dealing with looked after children **and** previously looked after children, our school will work together with all appropriate agencies and take prompt action when necessary to safeguard these children, as they are a particularly vulnerable group.
- We recognise that children in care may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will provide a school environment in which all pupils, including those who are looked after, can feel confident and able to discuss their concerns.
- The local governing body will ensure that staff are trained appropriately and have appropriate knowledge to protect and promote the welfare of looked after children. In particular, they 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);
 - contact arrangements with birth parents or those with parental responsibility;
 - information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her;
 - details of the child's social worker; and
 - the name of the virtual school head in the authority that looks after the child.
- Each school will ensure that there is a **designated teacher** whose role is to promote the educational achievement of looked after children and ensure that the needs of looked after children are responded to appropriately. Each school will also ensure that the designated teacher has received appropriate training as defined in the Children and Young Person's Act 2008.
- Each school will work with the Virtual School Head from the Local Safeguarding Board responsible for the child regarding information about that child's provision and care, including attending the statutory Personal Education Plan (PEP) and Looked After Child meetings and how the Pupil Premium Plus funding can best be used to support the progress of looked after children in the school.

13. Confidentiality

- We recognise that matters related to Child Protection are of a confidential nature.
- Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means **only involving those who need to be involved**, such as the DSL/DMS and children's social care.
- **Staff cannot promise a child that they will keep certain information secret**, as this may ultimately not be in the best interests of the child.

- Information about a pupil should be shared with other staff on a need to know basis only. All staff must be aware that discussing children and specific cases outside of specific meetings in which they are required to be, or with people who are not directly involved in the case, is inappropriate and unethical.
- The Executive Headteacher will be informed of cases where necessary, and will be informed of all cases resulting in a referral to Children's Services.
- Written records must be kept securely in a locked location.
- See additional guidance in Working Together to Safeguard Children 2018 on information sharing

14. Support for staff

- We recognise that staff who have been dealing with child protection issues may find the situation stressful or upsetting.
- We ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have.
- We will arrange formal supervision for staff working in Early Years and Foundation Stage as required.
- We will consider what arrangements can be made to provide supervision for DSL, DMSs and any other staff members as appropriate.

15. Neutral notification

There may be occasions where something occurs which causes a member of staff to have doubts about the behaviour of another adult towards a pupil or another child; or about something that they themselves have done that may be misconstrued or misinterpreted. It is important that any concerns, or incidents which might give rise to concerns about the conduct of staff, are reported to the DSL or Headteacher, however minor. In the vast majority of cases, there will be an innocent explanation for what has occurred, and staff should not feel that making a report, or being the subject of a report, will cause them to suffer any detriment or stigma where this is the case.

Reporting of these types of concerns is a neutral act, and the Headteacher and DSL will, on receipt of a report, determine how to best approach the issue.

The process for reporting a concern of this nature about safeguarding is called 'Neutral Notification'. This is a procedure for self-reporting or reporting about the behaviour and action of others. Neutral Notification must be used by staff to record all events and/or situations which have the potential to be misconstrued or misinterpreted by others; or where they are at all concerned about the behaviour of an adult, not just where it is clear that a role or professional boundary has been broken. The purpose of neutral reporting is to protect both pupils and the staff working with them and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.

The circumstances in which staff must make a Neutral Notification are as follows:

- any incident where s/he feels that his/her actions or behaviour towards a pupil may have been misinterpreted or may have given rise to a risk of misinterpretation;
- any incident where s/he feels that another adult's actions or behaviour towards a pupil may have been misinterpreted or may have given rise to a risk of misinterpretation;
- any use by an adult of sexually inappropriate language, references or jokes to a pupil;

- email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols;
- any unsupervised access to a pupil other than in the context of a planned one-to-one lesson (this would include all one-to-one meetings or discussions, whether related to school work, pastoral issues or other matters);
- any incident of physical contact with a pupil when no one else is present that may be deemed to be inappropriate, such as when administering first aid or medical treatment, and including physical demonstrations in one-to-one sports coaching, music lessons etc;
- any incident where a member of staff has been alone with a pupil or pupils in a vehicle where this has not been authorised in advance;
- if a pupil becomes aware of a staff member's home address, mobile or home phone number, or non-school e-mail address;
- if a staff member becomes involved in a close or sexual relationship with a former pupil, regardless of the age of the pupil;
- the fact of, and explanation for, unsupervised access to a pupil on schools trips;
- any incident where, for whatever reason, a member of staff has not complied with this Code of Conduct.

NB. This is not intended to be an exhaustive list. Anything which causes staff to have a 'nagging doubt' about the way in which other adults behave or interact with pupils must be notified, in order to protect both pupils and the members of staff involved.

The Neutral Notification system is intended to enable staff to self-report, as well as to make notifications about other staff members. It is accepted that there are occasions when school staff, as professionals, have to make decisions to act in a particular way in order to protect the health, safety and welfare of their pupils. This may, in some cases, put the adult in a vulnerable position and cause the adult, with hindsight, to consider that on reflection they might not act in the same way in a similar situation. In this scenario, staff must make a Neutral Notification.

Neutral Notifications may be made in person or on the Neutral Notification Form (see Appendix G) to the Headteacher/DSL. If the notification is made in person in the first instance, staff may be required to complete a Neutral Notification Form later. The Headteacher/DSL will record all Neutral Notifications centrally as part of a single record, and obtain the advice of the local authority as necessary.

A staff member who makes a Neutral Notification, or a more serious allegation, in good faith will suffer no detriment as a result, and will benefit from the protection set out in the Whistleblowing Policy. Failure to make a Neutral Notification may, however, constitute misconduct and require the implementation of the Disciplinary Procedure.

16. Specific safeguarding issues

Up-to-date guidance and practical support on specific Safeguarding issues will be sought where necessary. The DSL will attend relevant training and ensure that staff are aware of issues such as Child Sexual Exploitation, Female Genital Mutilation, Youth Produced Sexual Imagery (sexting), Illness Fabricated and Induced, Domestic Abuse, Honour based Violence, and other relevant training, so that staff understand the indicators and recognise the complexities of these issues for young people. Some of these specific issues are covered below.

16.1 Radicalisation and extremism

Definition: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions. Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual.

All schools must have due regard to the need to prevent pupils from being drawn into terrorism or being radicalised. This 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.

Our school works within the curriculum to promote British values, including tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.

We support the **PREVENT Strategy**, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism. All staff have attended or been provided with online PREVENT training through the **Channel** Programme (which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism). Training aims to enable staff to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and to identify any child who may be at risk and how to support them.

We will ensure that children are safe from terrorist and extremist material when accessing the internet in school.

As with all matters pertaining to the maintenance of a Safeguarding culture, staff are expected to be vigilant in identifying concerns. If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes, and advice would be sought from colleagues in the Local Authority (either PREVENT co-ordinator or safeguarding services) if necessary. Concerns will be discussed with the child's parents whenever possible. Referrals will be made to the Channel programme when appropriate (see appendix A for PREVENT referral contacts).

16.2 Domestic Abuse

Definition: Domestic 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."*

It is important to recognise that some children will be living (or may have lived) in families where Domestic Abuse occurs. These situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm.

16.3 Child Sexual Exploitation

Definition: Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual 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 exploitation go missing from home, care and education at some point.

16.4 Sexting

Definition: The sharing of youth produced sexual material (pictures or written) by children and/or involving children. Please refer to our **Online Safety** policy.

16.5 Children who harm other children, including child on child sexual violence and sexual harassment (Peer on Peer abuse)

We recognise that children are capable of abusing their peers. Our school works to minimise the risk of peer-on-peer abuse and will investigate and deal with any allegations robustly.

In line with Keeping Children Safe in Education 2018, we recognise the gendered nature of peer on peer abuse, but **all** peer-on-peer abuse is unacceptable and will be taken seriously. We believe that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

The decision as to whether or not behaviour directed at another child should be categorised as harmful is clearly dependent on the individual circumstances of the case. It may be helpful to consider the following factors:

- The relative chronological and developmental age of the two children;
- Whether the alleged abuser is supported or joined by other children;
- Any differential in power or authority (e.g. related to race, gender, physical, emotional or intellectual vulnerability of victim);
- The actual behaviour (consider all factors);
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation;
- The degree of coercion, physical aggression, intimidation or bribery;
- The victim's experience of the behaviour and the impact it is having on them;
- Attempts to ensure secrecy; and
- Duration and frequency of behaviour.

Risk assessments will be carried out where needed out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion. Allegations are treated with confidentiality and sensitivity and without judgement until processes and investigations have been completed.

- In this event of a pupil making an allegation about another pupil, the designated staff should be informed.
- Both children's views will be taken into account.
- Safeguarding referral procedures will be followed accordingly as in all other cases.
- All children and families will be offered support and the school will work with all agencies to ensure the care and safety of all children.

Safeguarding concerns about child on child abuse should be made to the DSL or DMS. These should be considered as safeguarding concerns for both parties involved.

Managing situations where children have been abused by other children can be complex and stressful. In such incidences, schools will follow the guidance below, issued in relation to children who abuse others and local procedures and make referrals to social care, CAMHS and / or police as appropriate.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events. In most cases, multiple issues will overlap with one another.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse; physical harm; emotional abuse and/or verbal abuse. There is significant research evidence to suggest that children who behave in a sexually inappropriate and / or aggressive way towards other children are often victims of abuse themselves. There is also significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This must be considered throughout the planning stages of managing cases of abuse perpetrated by children

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

Where an allegation is made regarding alleged abuse perpetrated by another child, the age and understanding of the alleged perpetrator must be considered throughout decision making.

The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred.

The focus of involvement with the alleged perpetrator and their family will be both to determine risks to and from the child concerned within the parameters of the Children Act 1989, and to manage allegations against them within the criminal justice framework.

Process

When an instance of child on child abuse comes to light, is disclosed or where there is evidence to indicate it has occurred, a referral should be made to children's social care in respect of both children concerned. The interests of the identified victim must always be the paramount consideration.

Where the allegation relates to an incident that took place within a school, or relates to pupils attending the same school the school should:

- Keep the involved children separate during the school day while the investigation is taking place to avoid collusion or intimidation;
- Having established what is alleged to have taken place, avoid talking to the children any further about the incident(s);
- Keep a detailed log of actions, discussions and decisions;
- Carry out a risk assessment and put a risk management plan in place if necessary – ensure that non-teaching times are considered, especially times when pupils are moving around the school as the child who has been harmed may feel very vulnerable at such times;
- Be aware that whether the incident(s) happened in school or elsewhere, other pupils may know what has happened (or is alleged to have happened). Other pupils may have been involved, either directly or indirectly. Other pupils may be judgemental or make unkind, or even threatening, comments;
- Contact parents where possible (unless advised otherwise, or serious concern re further risk to child or in particularly complex situations e.g. sexual exploitation – in these instances seek advice); and
- Consider whether the situation warrants information being shared with other parents in the school (e.g. where press coverage is likely) and seek advice.

The needs of each child should be separately considered by social care. In cases where a significant incident has occurred or the alleged incident is of a serious nature the usual process will involve a separate strategy meeting in respect of each child, and section 47 enquiries initiated, which will involve discussion with police (CAIT). Different social workers should be allocated for the child who is the victim and the child who has harmed, even if they are living in the same household. Police will decide whether an alleged offence should be subject to criminal investigation.

If the investigation / assessment concludes that the allegations are substantiated, the children should not necessarily be expected to continue their education in contact with each other. The child/children responsible for the abuse should be moved if necessary. The views and wishes of the child who has been abused and their parents should be appropriately considered in the decision making.

Once initial actions have been taken and processes are in place, consideration should be given to ongoing support/counselling for the children involved, where appropriate/necessary.

Additional guidance can be found in *Sexual violence and sexual harassment between children in schools and colleges* (DfE) and the *London Child Protection procedures*. See Appendix A.

16.6 Sexual Violence and Sexual Harassment

Definition of sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁹ as described below:

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

penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

Definition of consent

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

Definition of sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats.

16.7 Children Missing from Home or Care

Children who go missing from home or care are particularly vulnerable and may be at significant risk. The immediate risks associated with going missing include increased vulnerability, missing out on schooling and education, involvement in criminal activities, becoming a victim of abuse, becoming a victim of crime (for example through sexual assault and exploitation), alcohol/substance misuse, and deterioration of physical and mental health. These children may have no means of support or legitimate income, leading to high risk activities. Longer-term risks include disengagement from education, crime, long-term drug/alcohol dependency, homelessness, child sexual exploitation and poor physical or mental health.

16.8 Children Missing from Education

All children, regardless of their circumstances, are entitled to a full-time education that is suitable to their age, ability and aptitude and any special educational needs they may have.

A child going missing from school, or not attending school regularly, is a potential indication of abuse or neglect.

We will ensure staff are alert to the potential risks of poor or non-attendance or cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as travelling to war zones, FGM and forced marriage.

We will follow the required procedures for unauthorised absence and for dealing with children who go missing from education, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

The school will report concerns that a child is 'missing' to the appropriate education welfare officer and children's social care team following attempts to contact the family where no contact is made after 5 days.

Parents/carers of children who are going to leave school other than at the expected times (end Nursery/Y6) will be required to notify the school and give the name of the new school. If this is not supplied the school may refer this to Educational Welfare Officer or Local Safeguarding Board and any other services as appropriate.

Our school has both an admissions register and an attendance register, and all pupils are placed on both registers. Pupils must be entered on the admissions register at the beginning of the first day on which the school has agreed or been notified that the pupil will attend the school. If the pupil fails to attend the school will undertake reasonable enquiries to establish their whereabouts.

The school will make reasonable enquiries (jointly with the Local Authority) to establish the whereabouts of a pupil who ceases to attend, before deleting the child from roll if the deletion is under regulation 8(1), sub paragraphs (f)(iii) and (h)(iii) (see table below).

The school will always inform the LA of any pupil who is going to be removed from the admission register under any of the grounds listed in the regulations (see table overleaf).The notification will include:

- a) The full name of the pupil;
- b) The full name and address of any parent with whom the child usually resides;
- c) At least one telephone number of the parent;
- d) The pupil's future address and destination school (if applicable); and
- e) The ground in regulation 8 under which the pupil's name is to be removed.

The notification should be made as soon as the grounds above are met and prior to removal. This is essential so that the Local Authority can take appropriate follow up action when required.

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. The notification will include all the details included in the admissions register. The school will also provide information about pupil admissions at standard transition points if requested to do so by the Local Authority.

In line with the safeguarding duties of the school, all unexplained pupil absences will be investigated. The school is required to, and will, inform the Local Authority of any pupil who fails to attend school, or has been absent without permission for a continuous period of 10 school days or

more. However, the school will follow the procedures set out below in respect of absence of less than 10 days.

Established procedures will be followed, but each case needs to be treated on its own merits, taking into account all the facts of the case. Some children are at particular risk, and may also need referral to social care.

Where the school is otherwise unable to make contact with an absent child's parent or carer, or receives an explanation as to the child's absence which may be a cause for concern, the school will seek guidance after 11am on the second consecutive day of the child's absence.

For a child considered to be vulnerable, for whatever reason, or a child who is known to travel to school unaccompanied in the morning, the school should make contact with the children's social care team after 11am on the day of absence.

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended	
1	8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the LA for that named in the order or the order is revoked by the LA on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the LA have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	8(1)(g) - that he is 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 nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and (i) at no time was his absence during that period authorised by the proprietor in

	accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the LA have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) - that the pupil has died
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology or the arts, that he has ceased to be a pupil of the school
13	8(1)(m) - that he has been permanently excluded from the school
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school
15	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate

16.9 Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

16.10 Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

16.11 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation

16.12 County lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹² should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

16.13 HBV (Honour Based Violence)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. 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.

16.14 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 can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

16.15 Female genital mutilation (FGM)

Definition: FGM includes all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM. On their own, each indicator may not indicate a risk but if there are two or more indicators present this could signal that there is a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be practised on them, so sensitivity should always be shown when approaching the subject.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about FGM, there is **a specific legal duty on teachers** (this means qualified teachers or persons who are employed or engaged to carry out teaching work in school). If a teacher, in the course of their work, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police directly.

17. Contextual Safeguarding

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare. Children who may be alleged perpetrators should also be assessed to understand the impact of contextual issues on their safety and welfare. Interventions should focus on addressing these wider environmental factors, which are likely to be a threat to the safety and welfare of a number of different children who may or may not be known to local authority children's social care. Assessments of children in such cases should consider the individual needs and vulnerabilities of each child. They should look at the parental capacity to support the child, including helping the parents and carers to understand any risks and support them to keep children safe and assess potential risk to child.

18. Positive Handling and physical intervention

- Our policy on physical intervention by staff is set out in a separate document.
- Staff should only use physical intervention in particular circumstances, at a last resort, and that even when necessary the minimum "reasonable" force should be used to prevent harm to the child or another child or adult.
- Positive Handling training is provided for staff by an accredited trainer, to ensure best practice at all times.
- Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual plans will be developed and shared/agreed with the parents/carers.
- Physical intervention which causes injury or severe distress to a child may have to be considered under Child Protection or disciplinary procedures.

19. Safer recruitment

The school will ensure that it strictly follows 'safer recruitment' procedures to ensure that all staff, and volunteers working in regulated activity, will be subject to the required identity and qualification checks, and references. The school's **Recruitment policy** and **Disclosure and Barring Service (DBS) policy** provide further details. The school will follow the most recent guidance in respect of this issue.

20. Visitors and volunteers

Volunteers are welcome at our school. All visitors are required to sign in and identify themselves when on site.

Any person who volunteers with pupils in regulated activity will be subject to all reasonable vetting procedures and the required Disclosure and Barring Service checks. Such checks will apply to local governors and trustees. The school's **Disclosure and Barring Service (DBS) policy** provide further details.

All volunteers will be given the **Code of Conduct** and informed of their safeguarding responsibilities. Regular volunteers are required to read and certify that they have read Part 1 of Keeping Children Safe in Education 2018.

21. Allegations against staff

There may be occasions when a pupil, a parent or another person makes an allegation against a member of staff or other adult.

Each local authority appoints a **Local Authority Designated Officer (LADO)** who is responsible for managing all child protection allegations made against staff and volunteers who work with children in their area.

Contact details for the school's LADO are on the front of this policy, together with a link to the LADO referral form.

The LADO must be consulted within 24 hours if there are concerns that a worker (member of staff or volunteer) has:

- Behaved in a way that has, or may have, harmed a child;
- Possibly committed a criminal offence in relation to a child; or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Safeguarding concerns about a staff member should be referred to the DSL and the Headteacher. The DSL/Headteacher will make a referral to the LADO.

Concerns about a Headteacher should be referred to the Chair of the Local Governing Body (LGB) or direct to the LADO.

Concerns about the Executive Headteacher should be referred to the Chair of Trustees or direct to the LADO.

The school will also refer a member of staff or other adult to the Disclosure and Barring Service when required.

If a staff member has a concern about the school they wish to report, they should follow the process set out in the **Q1E Whistleblowing Policy**. Whistleblowing is the act of telling the authorities or the public that the organisation you work for is doing something immoral or illegal, and which is in the public interest.

If a staff member feels unable to raise an issue via the Whistleblowing Policy, or feels that their genuine concerns are not being addressed, they can also contact the NSPCC whistleblowing helpline on 0800 028 0285 or at help@nspcc.org.uk.

All staff are expected to recognise the need for confidentiality in these situations.

22. Local Governor and Trustee responsibilities

The Local Governing Body (LGB) for each school in the trust will:

- ensure that the policy and relevant school-specific annexe document (Schedule 1) is made available to and read by all school staff;
- ensure there is a named local governor for Safeguarding; and
- ensure that a member of the LGB (usually the Chair) has been nominated to liaise with the local authority and/or partner agencies on issues of Child Protection and in the event of an allegation being made against the Headteacher.

The Trustees will:

- ensure that the Safeguarding and Child Protection Policy is reviewed on an annual basis;
- ensure that they comply with their duties under legislation, and that the policies, procedures and training in our school are effective and comply with the law at all times;
- remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to their attention without delay;
- ensure there is a named Trustee for Safeguarding across the trust; and
- ensure that a Trustee has been nominated to liaise with the local authority and/or partner agencies on issues of Child Protection in the event of an allegation being made against the Executive Headteacher or another member of the Trust's central team.

23. Designated Safeguarding Lead (DSL) responsibilities

Local Governing Bodies should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. **The broad areas of responsibility for the Designated Safeguarding Lead are:**

- Committing resources and, where appropriate, supporting and directing other staff;
- Managing referrals;
- Referring all cases of suspected abuse to the Local Authority children's social care
- Referring all cases which concern a staff member to the Local Authority Designated Officer (LADO) and the Disclosure and Barring Service (where the person has been dismissed or left due to risk/harm to a child or police where a crime has been committed);
- Liaise with the headteacher to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- 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;
- Have a working knowledge of the assessment process for providing Early Help and how local authorities conduct a child protection case conference and review and be able to attend and contribute to these effectively when required to do so;

- Ensure each member of staff (including new and part time staff) has access to and understands the Trust's child protection policy and procedures;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to 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, in any measures the school may put in place to protect them;
- Raise awareness of the Trust's policy and safeguarding risks;
- Ensure the safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with the local governing board regarding this;
- Ensure the policy is available publically and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the Local Authority Safeguarding Board to make sure staff are aware of training opportunities and the latest policies on safeguarding;
- Where children leave school, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.

The deputy DSL (or DMS) role is to support the DSL in his/her role, and to cover the above responsibilities when required to deputise.

Appendix A: Useful documents, contacts and links

Keeping Children Safe in Education: Statutory Guidance for schools and colleges (DFE 2018)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children (DFE 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Working Together: transitional guidance: statutory guidance for Local Safeguarding Children Boards, local authorities, safeguarding partners, child death review partners, and the Child Safeguarding Practice Review Panel (DFE 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722306/Working_Together-transitional_guidance.pdf

Working Together to Safeguard Children: Statutory framework: legislation relevant to safeguarding and promoting the welfare of children (DFE 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722307/Working_Together_to_Safeguard_Children_Statutory_framework.pdf

London Child Protection Procedures

http://www.londoncp.co.uk/chapters/ch_harm_others.html

Safeguarding in Schools: best Practice (Ofsted, Sept 2011)

Available in hard copy at school or online at www.ofsted.gov.uk/resources/100240

Success in Schools: Safeguarding Handbook for Schools (Andrew Hall, Sept 2016 Edition)

www.successinschools.co.uk

What To Do If You Are Worried a Child Is Being Abused (HM Government, 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Multiple copies distributed to schools. A summary version is also available.

Procedures for Dealing with Allegations Against Staff

Local Authority guidance available on Info for Schools website

And guidance in Keeping Children Safe in Education 2018

Childline: www.childline.org.uk 08001111 (contact number for under 19s)

NSPCC whistleblowing helpline for adults worried about a child: 0808 8005000

SMS- 88858 www.NSPCC.org.uk, or help@nspcc.org.uk

The Prevent duty Departmental advice for schools and childcare providers June 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

PREVENT helpline: 0207 34072665; counter.extremism@education.gsi.gov.uk

Searching, screening and confiscation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Protecting children and adults from abuse in the UK and abroad

http://www.wscb.org.uk/wscb/downloads/file/160/protecting_children_and_adults_from_abuse_in_the_uk_and_abroad

Sexting in schools and colleges (UKCCIS, 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

NSPCC 'Underwear Rule' Poster

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

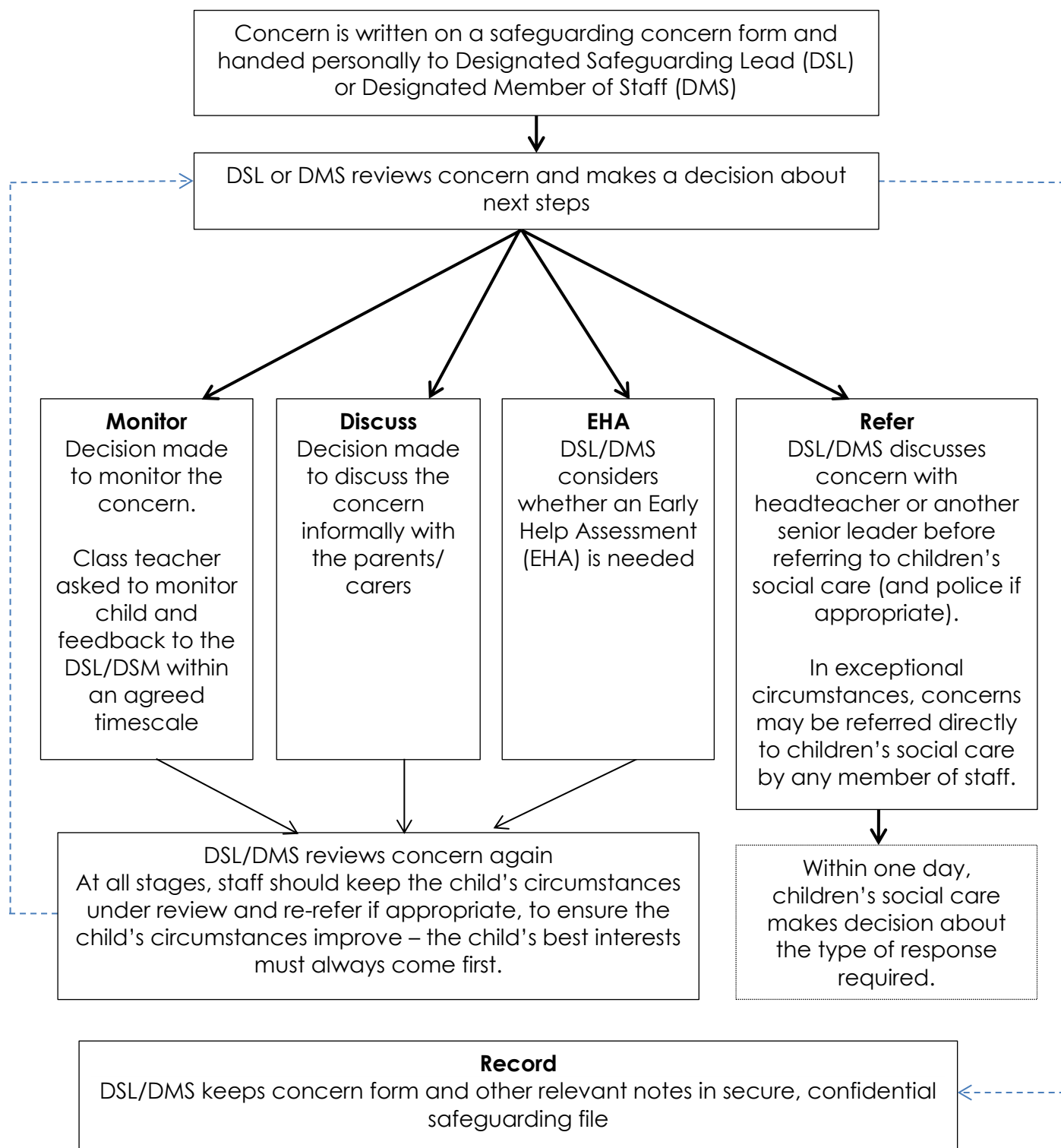
NSPCC- Harmful Sexual Behaviour Framework 2010

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Sexual violence and sexual harassment between children in schools & colleges (DfE 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707653/Sexual_Harassment_and_Sexual_Violence_Advice.pdf

Appendix B - Flow chart for raising safeguarding concerns about a child



*This flowchart explains the process within school only. For more details of **other agencies'** processes for dealing with referrals (i.e. after the school has made a referral), please see the flowchart within Keeping Children Safe in Education (DfE 2018)*

Appendix C - Guidance regarding potential signs of abuse

Drawn from the London Safeguarding Children Board (SCB) child protection procedures

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents / carers are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- 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
- 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
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child. A medical opinion 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, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- 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 (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- 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
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self-destructive tendencies
- Aggression towards others

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated 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 responses to painful situations
- Neurotic behaviours
- Self-harming
- Running away

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care

- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self-mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- Wetting or soiling

Please also refer to the Brook Traffic Light Tool listed in Appendix A for advice in what behaviours are a concern versus age appropriate exploration for support guidelines.

Child Sexual Exploitation

Some of the following signs may be indicators of sexual 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 or alcohol;
- Children who go missing for periods of time or regularly come home late and
- Children who regularly miss school or education or who do not take part in education.

Appendix D: Example of concern or disclosure form

Safeguarding Concern Form					
Child's Full Name:		Class:		Date of Birth:	
Date:		Day:		Time:	
Name of staff member noting concern:			Role:		
Concern: (please describe as fully as possible)					
Signature:			Date:		
Now hand this to a Designated Member Staff (DMS) as soon as possible. Sections below to be completed by DMS only.					
Name of DMS:		Date and time received:		Signature of DMS:	
Action(s) Taken by DMS	Date	Time	Reason for action/ decision	Signature	

Appendix E – School report to Child Protection Conference (Primary)

School:			
Name of child:		Date of birth:	
Year group:		Name of class teacher:	
Attendance and punctuality			
Who brings and collects the child? Include after school arrangements			
Is the child prepared for school? e.g. PE kit; book folder, homework			
General appearance / presentation e.g. appropriate clothing, clean & tidy			
Emotional presentation e.g. happy, sad, anxious, preoccupied, withdrawn			
Academic progress/ attainment/areas requiring improvement Please note strengths & concerns			
Social development			
Relationships with adults			
Relationships with other children			
Home / school contact Are parent(s) easily contactable / supportive of school / attend parent's evenings / use PACT folders or diaries etc			
Any other areas of concern Please note any issues or specific incidents which have concerned you			
Name of person completing form:		Signature:	Date:

Appendix F - Mobile Pupil Confidential Report

School pupil is moving from:		School pupil is moving to:	
Name of child:		Date of birth:	
Does child have an EHA/SOWB/eCAF?	Yes/No		
Safeguarding/child protection			
Are there any safeguarding/child protection concerns?	Yes/No If yes: Have these been communicated to the school? Yes/No Have any relevant documents been forwarded to the school: Yes/No		
Any other comments:			
Special Educational Needs			
Does the child have any Special Educational Needs concerns:	Yes/No If yes: Have these been communicated to the school? Yes/No Have any relevant documents been forwarded to the school: Yes/No		
Any other comments:			
Please comment on any of the following areas which you feel we should be aware of:			
The child's character (e.g. social interaction, personal organization)			
The child's general behaviour			
The child's interests outside school and any wider achievements			
Any standardised scores e.g. reading age, NC Levels, NFER or academic concerns			
Family circumstances			
Attendance Record			
Any further comments			
Completed by		Position in School	Date

Please return to Designated Safeguarding Lead at the school address

Appendix G - Neutral Notification Reporting Form

Name of person completing the form	
Day/Date/Time	
Form Handed to:	
Please circle:	<input type="radio"/> self report <input type="radio"/> report about other
Countersigned by DSL/DMS	

Notification Include relevant background (continue on separate sheet if necessary and number each page)

Signature:

Date: