

VAUGHAN PRIMARY SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

This document reflects the DfE guidance “Keeping Children Safe in Education September 2019” and has been adapted from the Harrow Safeguarding Children’s Board model policy and procedure

Date of Policy: Autumn 2019

Date of Review: Autumn 2020

Next Review: To be reviewed annually

Policy Review Dates

Review Date	Changes made	Shared with staff
Autumn 2019	Updated policy to include guidance from ‘Keeping Children Safe in Education’ guidance (September 2019)	Autumn 2019

Other related policies and guidelines:

Harrow Safeguarding Partnership Arrangements – May 2019, Special Educational Needs and Disabilities policy, E-Safety policy, Female Genital Mutilation policy, Preventing Radicalisation and Extremism policy, Intimate Care Guidance, Attendance policy, Behaviour policy, Anti-Bullying policy, Positive Intervention policy, Safer Recruitment policy, Staff Code of Conduct, Whistleblowing policy, Administration of Medicines policy, Complaints Procedure, Drug and Alcohol Education policy, PSHE policy, SRE policy Equalities Policy, Health and Safety policy and other linked policies and risk assessments, Premises Inspection Checklist, Teachers’ Standards

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1. Aims and Principles of the Safeguarding and Child Protection Policy

This Safeguarding and Child Protection policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

This policy sets out how the Governing Body of Vaughan Primary School is carrying out its statutory responsibility to “safeguard and promote the welfare of children” in accordance with the Government guidance ‘Working Together to Safeguard Children, 2018’, ‘Keeping Children Safe in Education, September 2019’ and Section 175 Education Act 2002 and Section 11 of the Children Act 2004.

The school follows the procedures established by the Harrow Safeguarding Children Board; a guide to procedure and practice for all agencies in Harrow working with children and their families.

The Safeguarding and Child Protection policy aims to inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out, to ensure that all necessary internal and inter-agency child protection procedures are in place as required when children may be suffering or are at risk of “significant harm”, to provide a clear statement of the school’s responsibilities in the event of a concern about the conduct of a member of staff and to identify key individuals and their specific roles

All school staff has a responsibility to provide a safe environment in which children can learn and it is our duty to observe outward signs of abuse, changes in behaviour and failure to develop.

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school.

The policy will be reviewed annually by the Governing Body and is in line with the expectations of Ofsted which inspects safeguarding arrangements as part of the school’s Leadership and Management and the requirements of Harrow's Strategic Safeguarding Partnership.

The LSCB has been replaced with a team of three safeguarding partners (Local Authority, Police and Clinical Commissioning Group) and work with other agencies in line with Working Together to Safeguard Children (2018).

2. Vaughan Primary School's Safeguarding Mission Statement

Vaughan Primary School is committed to safeguarding and promoting the welfare of all its pupils. Each pupil's welfare is of paramount importance and we are committed to upholding every child's right to be safe. We recognise that some children may be especially vulnerable to abuse, for example those with Special Educational Needs and Disabilities and those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging and we recognise that some children, who have experienced abuse, may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils.

This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop.

The staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.

We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant.

Our Policy and Procedure also reflects Government guidance set out in Keeping Children Safe in Education (DfE September 2019) which incorporates a range of related responsibilities for schools and newer statutory duties introduced to protect children and young people.

Our policy applies to all governors, staff and volunteers working in the school.

Vaughan Primary School is committed to safeguarding and promoting the welfare of its pupils. All staff at Vaughan Primary School understand that safeguarding children is everyone's responsibility.

We will:

- provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- establish and maintain an environment where children feel respected, safe, and are encouraged to talk and be listened to when they have a worry or concern.
- adopt a child-centred approach to safeguarding and always act in the best interests of the child, taking their wishes and feelings into account.
- ensure that all staff and volunteers are recruited using robust 'Safer Recruitment' processes (See Vaughan Primary School's Safer Recruitment Procedures).
- ensure that all professionals are highly trained, vigilant and alert to the needs of children and families and of any risks of harm that individuals may pose to children.
- require any member of staff who has a concern about a child's welfare to follow the referral process set out in this document.
- aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, providing the lead professional in undertaking an early help assessment.
- ensure that children who have been abused or neglected will be supported in line with a child protection plan.
- work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and, when we may need to refer concerns to other agencies.
- include opportunities across the curriculum, including PSHE and IT for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help.
- monitor and review outcomes for children and the effectiveness of our provision for safeguarding.
- Maintain an attitude of "it could happen here" where safeguarding is concerned.

Why is this important to our school?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information or sharing information too slowly and;
- a lack of challenge to those who appear not to be taking action.

Contextual Safeguarding:

We recognise that some safeguarding incidents or behaviours are associated with wider environmental factors which relate to children and young peoples' neighbourhoods and/or online communications. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. For further information see the University of Bedfordshire's Contextual Safeguarding Network.

3. Legislative framework

Vaughan Primary School is fully committed to meet its responsibility to protect and safeguard the welfare of children and young people in its care. We recognise the important part we must play in identifying children and young people at risk of abuse and neglect and in securing appropriate support for them and their families.

What is safeguarding?

Safeguarding children – the action we take to promote the welfare of children and protect them from harm – **is everyone's responsibility.**

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health and/or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

What is Child Protection?

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or at risk of suffering significant harm.

'Children' includes everyone under the age of 18.

'A child centred and coordinated approach to safeguarding'

The child's best interests will remain our paramount focus and this is best achieved by Vaughan Primary School working within the context of the following statutory duties and government guidance which require effective inter-agency cooperation:

Section 175 of the **Education Act 2002** places a statutory duty on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

Section 11 of the **Children Act 2004** sets out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children. These arrangements are outlined within this document so that all staff, families and the local community are provided with a clear understanding of our school's processes and commitment to safeguard and promote the welfare of children and young people in our care.

Children and Social Work Act 2017 brought about a new partnership arrangement to safeguard children. Harrow Safeguarding Partnership Arrangement oversees a collaborative approach by Harrow Safeguarding Children Board and Harrow Safeguarding Adults Board in order to promote a 'Think Whole Family' approach to safeguarding. As a relevant agency, Vaughan Primary School is committed to fulfilling its statutory duty to engage with these arrangements.

Our policy and procedures are in accordance with government guidance set out in Keeping Children Safe in Education (DfE September 2019) which incorporates a range of related responsibilities for schools and statutory duties introduced to protect children and young people from Female Genital Mutilation and Radicalisation. In particular, this document incorporates **Part one** of KCSE to ensure that **all staff** understand how to discharge their roles and responsibilities.

This procedure also reflects government advice 'What to do if you are worried a child is being abused: Advice for practitioners' (2015), The Safeguarding Vulnerable Groups Act 2006, The Teachers Standards and Working Together to Safeguard Children (2018).

It is expected that all staff will also be made aware of related internal school policies including the Pupil Behaviour Policy and the Staff Code of Conduct.

4. Key Contacts (school and local contacts for safeguarding children)

School contacts for safeguarding children

Role	Name	Telephone	Email
Designated Safeguarding Lead (DSL)	Nicola Keohane	0208 427 7222	office@vaughan.harrow.sch.uk inclusion@vaughan.harrow.sch.uk
Deputy Designated Safeguarding Leads	Fran Davies Alison Fink Debbie Perschky Karen Jones Catherine Tobin Seema Varsani	0208 427 7222	office@vaughan.harrow.sch.uk inclusion@vaughan.harrow.sch.uk
Designated Lead Governor for Safeguarding	Nerys Anthony	C/O 0208 427 7222	office@vaughan.harrow.sch.uk
Deputy Lead Governor	Lisa Young	C/O 0208 427 7222	office@vaughan.harrow.sch.uk
Lead for Looked After Children	Nicola Keohane	0208 427 7222	office@vaughan.harrow.sch.uk
Designated Governor for Looked after Children	Katherine Hoyle	C/O 0208 427 7222	office@vaughan.harrow.sch.uk
Lead for On-line Safety	Megan Troup	0208 427 7222	office@vaughan.harrow.sch.uk
Head teacher (for concerns/allegations about staff)	Karen Jones	0208 427 7222	office@vaughan.harrow.sch.uk

Key local contacts for safeguarding children

Harrow Children's Social Care & Multi-agency Safeguarding Hub (MASH)	'Golden Number': 020 8901 2690 Emergency Duty Team: weekends, bank holidays and between 5pm-9am during the week: 020 8424 0999
Police	101 or for emergency: 999
FGM - Mandatory reporting	Police on 101
Local Authority Designated Officer for Allegations against staff (LADO)	Initial referrals via MASH/Golden Number above. (For on-going cases: 020 8736 6435)
Children and Young People with Disabilities 0-25 years	020 8966 6481
Harrow Strategic Safeguarding Partnership	www.harrowscb.co.uk
NSPCC	0800 800 5000
Childline	0800 1111
Government's Whistle-blowing Service via NSPCC Report Line	0800 028 0285

5. Roles and Responsibilities

Governing Body

It is the responsibility of our Governing Body to ensure that our school complies with its legislative duties and has regard to Government guidance *Keeping Children Safe in Education 2019* to ensure that our school's policies, procedures and training are effective and comply with the law.

This responsibility includes understanding the local criteria for action and assessment and supplying information as requested by the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group).

Our Governing Body will:

- Designate a lead governor for child protection and safeguarding who will oversee the school's policy and practice and champion safeguarding issues.
- Nominate a member of the governing body (usually the Chair) to be responsible in the event of an allegation of abuse made against the Headteacher.
- Ensure that the school has a Designated Safeguarding Lead (DSL) within the senior management team.
- Ensure that policies and procedures are in place, which are compliant with government guidance and Harrow Safeguarding Partnership Arrangements. These should be reviewed annually and staff should be encouraged to contribute to their development. These should be made available publicly via the website or other means.
- Ensure that all staff and volunteers access appropriate levels of child protection and safeguarding induction and training, including online safety. In addition, all staff should receive regular safeguarding and child protection updates (e.g. via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Liaise closely with the Designated Safeguarding Lead and receive regular reports to monitor procedures and practice and ensure compliance.
- Ensure that staff understand the process and principles for sharing information, including the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) 2018.
- Ensure that safe recruitment procedures are in place and are applied for all staff and volunteers to ensure suitability to work with children, including the requirement for at least one person conducting an interview to have completed safer recruitment training. See Vaughan Primary School's Safer Recruitment Policy.
- Ensure that Allegations Management procedures are in place and embedded across the school.

- Ensure that other related procedures are in place and embedded e.g. the Staff Code of Conduct, Safer Recruitment and E-Safety policies.
- Ensure that appropriate responses to children who go missing from education, particularly repeat occasions are in place 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.
- Ensure that other related procedures e.g. FGM, Anti-bullying – Peer on Peer abuse; Preventing Radicalisation, Trafficking and Modern-Day Slavery are in place and embedded.
- Ensure any deficiencies in safeguarding arrangements are remedied without delay.
- Ensure that staff are equipped to respond to the needs of vulnerable children including those with disabilities and those who are Looked After by the Local Authority.
- Ensure that the curriculum supports children in recognising and responding to risks, including on-line safety.
- Take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers on induction.
- Ensure that where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- Governors are involved in the strategic direction of safeguarding. Governors should not get involved or know details about individual cases (except disciplinary functions relating to allegations against members of staff).

Designated Safeguarding Lead

Our DSL is a member of the Senior Leadership Team and takes lead responsibility for safeguarding and child protection. This is explicit in the role-holder's job description (See Appendix 1 for government's role description). Our Deputy DSLs are trained to the same standard as the DSL.

N.B. Whilst the activities of a DSL can be delegated to appropriately trained deputy DSLs, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.

During term time our DSL or Deputy DSLs will always be available (during school hours) for staff to discuss any safeguarding concerns.

If a concern is raised out of school hours, the Golden Number is available on the school website.

The DSL or Deputy DSLs will liaise to attend any out of hours/ out of term activities where and when needed.

Any third party who hires the school premises for any out of hours/out of term activities are responsible for organising their Child Protection procedures. The school retains copies of these policies.

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

Our DSL will:

- Undergo training to provide them with the knowledge and skills required to carry out the role. Training should be updated every two years with regular updates (at least annually) on developments in between, e.g. via e-bulletins, Forums for DSLs, and reading time, to keep up with any developments relevant to their role.
- The DSL will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff and volunteers) know who the DSL is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with them and that they are aware of the school's child protection and other safeguarding policies and monitor the implementation of these.
- Act as focal point for staff concerns and liaise with the Local Authority and other agencies in accordance with *Working Together to Safeguard Children, 2018*.
- Refer all cases of suspected abuse to Harrow Children's Social Care via the Multi-agency Safeguarding Hub (MASH).
- Refer all cases to the police where a crime has been committed.
- Ensure that the school operates within the legislative framework and statutory guidance.

- Ensure that all staff undertake appropriate safeguarding training and that this is kept up to date. Ensure that new staff, temporary staff and volunteers receive safeguarding induction promptly upon commencement of their contract.
- Where appropriate, the DSL will liaise with the DSL of the school(s) attended by other family members of the child causing concern in order to gather information to inform the referral.
- Ensure that the Head teacher is kept fully informed of child welfare and child protection concerns and of school actions.
- Ensure that child protection information is dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.
- Keep meticulous, chronological and systematic safeguarding records relating to individual children. These records will be stored securely in a central place from academic records. Files will be kept for at least the period during which the child is attending the school and will be passed on securely on transfer to new provision. Records are to be passed onto the receiving provision's Designated Safeguarding Lead with due regard to their confidential nature and in line with current government guidance on the transfer of such records. We will record where and to whom the records have been passed and the date.
- Develop effective working relationships with, seek advice from and share timely information with relevant agencies and services.
- Submit reports to, and attend child protection conferences, and contribute to decision making and the planning of actions to safeguard the child.
- Regularly audit provision for all those children who have CP plans and take responsibility for escalating concerns, accelerating action and holding other agencies to account for agreed actions, and publicly recording concern or dissent to decisions made at meetings.
- The DSL will ensure that the school's Safeguarding and Child Protection policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal. In this way the Governing Body authorises the DSL to carry out her responsibilities as outlined in the statutory Guidance

The operational role of the Designated Safeguarding Lead is described in DfE statutory guidance for schools: Keeping Children Safe in Education, September 2019.

Head teacher

The Head teacher should ensure that:

- A member of staff, who has senior status and authority in the school, is designated with the role of Designated Safeguarding Lead and that there are clear arrangements for a deputy or second, when the DSL is absent or away from school;
- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient time, resources, induction and training and supervision are allocated to enable the DSL and other staff to discharge their responsibilities;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies;
- There is regular monitoring and evaluation of provision and outcomes in relation to safeguarding and Child Protection and reporting effectiveness to the Governing Body.

All staff and volunteers are expected to:

- fully comply with the school's policies and procedures
- attend appropriate training
- use the school's agreed reporting format to record concerns and report them to the DSL

Training and Induction

The Governing Body will ensure that all staff, both teaching and non-teaching, receive appropriate induction and regularly updated training so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow in order to equip them to carry out their responsibilities for child protection effectively

The Governing Body will ensure that the Safeguarding Lead attends appropriate training as required under national and local procedures.

The Designated and Deputy Designated Safeguarding Leads and Learning Mentors will attend regular learning events.

Temporary staff will be inducted into the safeguarding policies and procedures by the Designated Safeguarding Lead.

In addition, all school staff will receive appropriate safeguarding and Child Protection training regularly through half termly safeguarding newsletters, regular training throughout the year and email updates. This is in addition to refresher training at the start of each academic year. The Designated Safeguarding Lead has a Specialist Safeguarding Certificate which enables her to lead this training.

What all staff should look out for:

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

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

Thresholds for Intervention:

The DSL will decide upon the most appropriate course of action and whether the concerns should be referred to Children's Social Care – refer to Harrow Thresholds Guidance. If it is decided to make a referral to Children's Social Care the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence e.g. obtaining forensic evidence. All concerns, discussion and decisions will be recorded in writing.

N.B. Informing parents does not require seeking their consent to share the information with professionals who need to know.

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

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

Early Help - If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Children in Need – A child in need is defined under the *Children Act 1989* as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. The Local Authority is required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the *Children Act 1989*.

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

6. Vaughan Primary School – Child Protection Procedures

- (i) It is the responsibility of every member of staff and volunteer at Vaughan Primary School to know, understand and follow our Child Protection and Safeguarding Policy and Procedure. They should maintain an attitude of **'it could happen here'** where safeguarding is concerned and know what to look for.
- (ii) If any member of staff or volunteer is concerned about a child s/he must inform the DSL or one of the Deputy DSLs immediately. They must record information regarding the concerns on the same day. The written record must be a clear, precise, factual account of the observations or what has been said.
- (iii) Where there is a child protection concern, allegation or disclosure the DSL will make an immediate call to Children's Services to alert or to consult with them. The Multi Agency Referral Form will be sent by the DSL or Deputy DSL.
- (iv) If in exceptional circumstance the DSL (or Deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to the Learning Mentors or a member of the Senior Leadership Team and/or take advice from Children's Services. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.
- (v) If a member of staff disagrees about the level of concern and feels that a child has not been protected, then any member of staff can make a direct referral to Children's Services – refer to HSCB guidance on multi-agency resolution of professional disagreements.
- (vi) Within one working day of a referral being made, Children's Services should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. The referrer should follow up if this information is not forthcoming.
- (vii) If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the DSL as required).
- (viii) If, after a referral, the child's situation does not appear to be improving, the referrer should consider following the HSCB guidance on multi-agency resolution of professional disagreements to ensure that their concerns are addressed and, most importantly, that the child's situation improves.

What to do when concerned about a child:

All staff and volunteers should be aware that the main categories of abuse include, Physical, Emotional, Sexual Abuse and Neglect (see Appendix 2). Training should equip staff to help identify the indicators of harm, but in general in an abusive relationship, a child may:

- Appear frightened of a parent or others in the household e.g. siblings;
- Appear frightened of someone outside of the home, including a peer. This includes within the school setting;
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and cultural backgrounds);
- Display insufficient sense of boundaries or lack stranger awareness;
- Appear wary of adults and display a 'frozen watchfulness' or appear noticeably withdrawn.

Staff will immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Dealing with a disclosure:

Disclosures or information may be received from pupils, parents or other members of the public. We recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

If a child discloses that he or she has been abused or neglected, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief, allowing the child to talk freely and at their own pace
- Take what the child says seriously
- Allow the child to talk freely, only asking questions when necessary to clarify
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- If the child states that they have marks and/or bruising but they are not visible – i.e. they are under clothing, staff are not to look unless advised to by appropriate agencies such as Children's Services
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Reassure the child, but do not make promises, particularly about maintaining confidentiality – it might be necessary to refer to other agencies
- Reassure the child that they are not at fault and they were right to tell someone
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- Explain what will happen next and who has to be told
- Do not criticise the alleged perpetrator;
- Complete "My Concern" (School's online reporting tool) or make a written record as soon as possible, using the child's language when relaying what they said (do not include the personal opinion of the note taker);
- Pass the information the DSL without delay.

DO NOT TAKE PHOTOGRAPHS.

What to do if there is an immediate need to protect a child:

- Where there is an immediate need to protect a child because they are being harmed or at risk of significant harm, Children's Services must be contacted promptly by telephone referral via the Golden Number 020 8901 2690.
- All verbal referrals must be followed up by a written referral.
- When there is an immediate need to protect the child, the Police should be called on 999.

Action by the Designated Safeguarding Lead (or Deputy):

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. ESW service, Children's Services
- the child's wishes

Then decide, using the Harrow Thresholds:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children's Services because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment and/or make a referral for other services. All information and actions taken, including the reasons for any decisions made, will be fully documented on My Concern.
- all referrals to Children's Services will be followed up in writing by using the Multiagency Referral Form.

Action following a referral to Children's Services

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with Children's Services
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference. If the child or children are the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where a child who is the subject of a child protection plan moves from the school or goes missing, immediately inform the key worker in Children's Services

Confidentiality and Communicating with Parents:

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

If a child confides in an adult at school and requests that the information is kept secret, it is important to tell the child in a sensitive manner and appropriate to their development that you cannot promise complete confidentiality, but explain what you will do next and that information will only be shared with those who need to know in order to help and keep the child or other children safe.

The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child. Staff/volunteers who receive sensitive information about children and their families should therefore only share information with appropriate professionals.

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. We recognise that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.

Parents should be informed prior to referrals being made to other agencies, unless to do so might place the child at further risk or cause evidence to be removed or destroyed. However we will make every effort to maintain a positive working relationship with parents whilst fulfilling our duties to protect any child.

There may be occasions where the school might contact Children's Services for advice if a child has raised a concern before speaking to parents. The school will then be guided by Children's Services advice.

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

The DSL will ensure that our school's information sharing arrangements comply with the DfE's Information Sharing: Guidance for Practitioners.

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

Record Keeping:

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

- Make brief notes as soon as possible. Use “My Concern” (Online reporting tool) or the school’s Record of Concern Sheet (see Appendices 3 and 4).
- Not destroy any original notes – these are sometimes required by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child. Record statements and observations rather than interpretations or assumptions.
- Draw a diagram to indicate the position of any visible injuries.
- Make a record of all concerns, discussions and decisions made, and the reasons for those decisions. If in doubt about recording requirements, staff should discuss with the DSL.
- Sign and date your notes.

All notes and records must be given to the DSL promptly.

The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information - England) Regulation 2005.

7. Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. *The Data Protection Act 2018 and GDPR (General Data Protection Regulation)* do not prevent or limit the sharing of information for the purposes of keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The Data Protection Act specifies ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information (special category personal data) without consent. Further information is available from:

Information Commissioner's Office;
GDPR in schools FAQs;
Information Sharing: The Seven Golden Rules DfE July 2018.

All staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to Children’s Services.

8. Storage of pupil information

- Basic information about pupils is securely stored on SIMS, in the pupils' confidential school records in the school office and in the welfare room.
- Pupil records concerning safeguarding/child protection are kept securely and separately from other pupil records in a secure locked location.
- Records for children on the child protection register will have their records transferred when they leave the school.
- Written records of concerns about children will be kept in a secure location, even where there is no need to refer the matter immediately.
- All written records of concerns or allegations about staff/volunteers or other adults are kept securely and in locked locations.
- The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005. All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Head teacher and senior designated person.

9. Safer Workforce

Safer Recruitment and selection:

Vaughan Primary School has a separate Safer Recruitment Policy which is compliant with local Harrow Safeguarding Children's Board procedures and national requirements. It specifies how all staff and volunteers must be recruited, following robust recruitment and selection process, including pre-employment checks and DBS and thorough reference checks.

The aims of the Safer Recruitment Policy are to help appoint the most suitable people to work with our pupils and to deter, reject or identify people who might harm pupils or are otherwise unsuitable to work or volunteer in our school.

This school pays full regard to DfE statutory guidance 'Keeping Children Safe in Education 2019'. We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult.

Our safer recruitment policy and practice includes:

- signalling in the job description and person specification the extent to which knowledge of safeguarding processes is a requirement of the post.
- scrutinising applications and challenging and resolving any discrepancies and anomalies.
- verifying identity and academic or vocational qualifications.
- obtaining professional and character references and verifying their source.
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.
- ensuring that those staff who recruit and interview for posts have the necessary training and support to pursue safer recruitment.
- checking the barred status of all new staff and obtaining a DBS check (Disclosure and Barring Services), which will most usually be an enhanced DBS (formerly CRB (Criminal Records Bureau) check.
- referring to the DBS anyone who has harmed or poses a risk of harm to a child and who has been removed from working (paid or unpaid) in regulated activity or would have been removed if they had not left.

All staff will be required to sign to a self-declaration form to confirm that they are not disqualified by association. A record of self- declaration should be kept on the school's Single Central Record.

Our rationale and processes for vetting and barring checks on current staff, governors, volunteers, temporary or agency staff, contractors and externally employed staff is outlined in our Safer Recruitment Policy. Our recruitment, selection and pre-employment vetting processes are described in our Safer Recruitment Policy and procedures.

We keep a single central record which evidences the vetting and barring checks we have conducted. This is regularly monitored by the Head teacher, Designated Safeguarding Lead and the Safeguarding Governor.

Safer working practice:

All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. Vaughan Primary School's Code of Conduct and Guidance for Safer Working Practice forms part of our School's compulsory training for all staff and volunteers.

We expect everyone who works at the school to always act in a child's best interest.

Therefore, we want all adults to:

- be familiar with this Safeguarding and Child Protection policy.
- be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- understand the responsibilities that are part of their employment or role and know that sanctions (including disciplinary or criminal action) will be applied if these provisions are breached.
- always act and are seen to be acting in the child's best interests.
- avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- take responsibility for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm.
- Be involved in the implementation of pupil support plans, Child in Need plans and interagency Child Protection Plans.
- discuss and/or take advice from school management over any incident which may give rise to concern.
- be alert to signs and indicators of possible abuse.
- record any incidents or decisions made and give to the Designated Safeguarding Lead and Head teacher.
- be responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions; work in an open and transparent way;
- apply the same professional standards regardless of gender or sexuality;

Our Code of Conduct and E-Safety and Acceptable Use of ICT Systems policy includes guidance on propriety and behaviour, dress and appearance, communication with pupils (including use of technology), and use of social media.

Abuse of Position of Trust:

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of school staff and a pupil under 18 may be a criminal offence.

Managing allegations against staff and volunteers:

Any allegation against a member of staff or volunteer, as described below, must be reported to the Headteacher without delay, unless the Headteacher is the subject of the allegation - when the Chair of Governors must be informed.

Where a member of staff or volunteer may have:

- Behaved in a way that has or may have harmed a child;
- Possibly committed a criminal offence against/relating to a child;
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

In addition, we ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the *Sexual Offences Act 2003*.

Our school will also ensure that any staff facing an allegation will be provided with support, including a named contact if they are suspended. We will work effectively with the Local Authority's Designated Officer to help ensure that the matter is dealt with as quickly, fairly and consistently as possible in the interests of all concerned.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. Confidentiality should not be promised and information is to be shared on a 'need to know' basis only.

An immediate written record of the allegation should be made, including time, date and place where the alleged incident took place, with brief details of what was said to have happened. This record should be signed and immediately passed on to the Headteacher (or Chair of Governors if the allegation is made against the Headteacher).

The Headteacher or Chair of Governors will not investigate the matter but will consult the Local Authority's Designated Officer (LADO) for Managing Allegations via the Multi-agency Safeguarding Hub (MASH).

Whilst recognising our duty to support staff, the welfare of our pupils remains our paramount consideration.

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2019)*.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

Our school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. We recognise our legal duty to refer to the DBS and any other relevant professional body details of anyone who has harmed or poses a risk of harm to a child. For further details on the management of allegations against staff, please see our Safer Recruitment Policy.

Whistle-blowing:

All staff and volunteers at Vaughan Primary School 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 our Senior Leadership Team. (See Whistle blowing policy)

All staff and volunteers are to be made aware of their Whistle-blowing responsibilities and promptly report any concerns in the interests of protecting children and staff from poor practice and or unsuitable behaviour. This includes the requirement to self-disclose any personal information which may impact on their suitability to work in an education setting.

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

Staff may also report their concerns directly to Children's Services or the police if they believe direct reporting is necessary to secure action.

10. Pupil Information

In order to keep children safe and provide appropriate care for them, the school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above). The school requires at least two contacts (This is in line with "Keeping Children Safe in Education", September 2019)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been the subject of a Child Protection Plan
- Name and contact detail of G.P
- Any other factors which may impact on the safety and welfare of the child

11. Transferring Child Protection/Safeguarding records/retention of records

We have a duty of care to share information.

When a child leaves the school and/or transfers to another school and they have had a Child Protection or Child in Need plan or where safeguarding concerns have been raised, it is good practice for the Designated Safeguarding Lead to inform the receiving school within five school days, that a child protection/ safeguarding file exists.

The receiving school should routinely ask the previous school if a child protection/safeguarding file exists, for all transfers. The DSL will also contact the DSL at the receiving school and share information.

The original child protection/ safeguarding file must be passed on either by hand or sent by recorded delivery, separate from the child's main school file, within five school days from the notification. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. Parents should never be used as couriers for such files.

Harrow Safeguarding Children's Board advises that schools should keep a copy of the file themselves; this will provide the school with evidence of what the school knew and the actions they took to safeguard and promote the welfare of the child. All copies should be stored securely and destroyed once the retention period has expired. The minimum retention period within this policy is date of birth plus 25 years (and a record kept of this having been done, date, and why). [Guidance on the Transfer of a Child Protection or Safeguarding File to another education setting - July 2017](#)

Any records that cannot be passed on will be retained confidentially until at least the child's 25th birthday or as required. This file may only have one concern in it or it may contain an extensive history. Regardless of its size, the file must be passed on, in its entirety, to the next educational setting. For further guidance see HSCB Guidance on the transfer of a CP or Safeguarding file to another educational setting.

The Chair of the Independent Inquiry into Child Sexual Abuse has stated that 'schools are required to 'retain any and all documents; correspondence; notes; emails and all other information – however held – which contain or may contain content pertaining directly or indirectly to the sexual abuse of children or to child protection and care'.

It is recommended that all records relating to child abuse are retained until the Inquiry is completed. This section will then be reviewed again to take into account any recommendations the Inquiry might make concerning record retention'.

Whether child protection/safeguarding files are passed on by hand or sent recorded delivery, there should be written evidence of the transfer signed and dated by the member of staff at the receiving school. This receipt should be retained by the originating school for six years, in line with Records Management Society guidance.

Transferring records: Children subject to a Child Protection (CP) Plan

If a child is the subject of a Child Protection Plan, the DSL of the originating school must speak to the DSL of the receiving school to give details of the child's allocated Social Worker and ensuring the establishment is made aware of the requirements of the CP Plan. If a child subject of a CP Plan leaves an establishment and the name of the child's new education placement is unknown – the DSL should contact the child's Social Worker to discuss how and when records should be transferred.

Transferring records: Elective Home Education

If the pupil is removed from the roll to be electively home educated, the school should pass the child protection/safeguarding file to the local authority's Elective Home Education (EHE) adviser and a receipt obtained as described above.

Transferring records: Children Missing Education

If a pupil with a Child Protection Record leaves the school and no contact is received from a new school, a referral should be made to Harrow Children's Services on the second day without contact from parent / carer. A discussion on how long the school must store the child's file will take place following the referral.

Transferring records: Pupils who are Dual Registered or Educated Off-Site

Where a pupil is on roll at one school but attends another, it is good practice for the chronology and other relevant information in the child protection/safeguarding file to be copied and passed to the DSL of the other school within five school days. Responsibility for maintaining an up to date and complete record remains with the school where the pupil is on roll. Because of the nature of such bespoke arrangements for individual pupils, the two DSLs should agree on how best to communicate to each other significant events and issues in relation to that pupil.

Storage of child protection/safeguarding records

All child protection/safeguarding records are sensitive and confidential. Paper copies are kept in a secure filing cabinet, separate from other school files and accessible through the DSL, the Deputy DSL and other specified staff.

Electronic information is kept on the school's secure network. Electronic records must be password protected with access strictly controlled in the same way as paper records. They should be in the same format as paper records (i.e. with well-maintained chronologies etc.) so that they are up to date if/when printed, if necessary e.g. for court. Electronic files should only be transferred electronically to other schools if there is a secure system in place. When the receipt has been returned to confirm that the file has been received at the new school, it should be retained by the originating school for a period of 25 years from the date of birth of the child.

Child protection/ safeguarding records may also be recorded on SIMS (School Information Management Systems). All schools have to record whether a child is subject to a Child Protection Plan or if they are a Looked after Child.

The school also uses "My Concern" safeguarding software by One Team Logic to record and manage concerns. All the systems, processes and behaviours of this are designed to achieve the best possible levels of information security. One Team Logic is ISO 27001 Information Security Management certified and Cyber Essentials Plus accredited. It is GDPR ready, DfE Cloud Services compliant and registered with the UK Information Commissioner.

Access to Child Protection/ Safeguarding Files and Information Sharing

Any child who has a child protection/ safeguarding file has the right to access their personal record, unless to do so would affect their health and well-being of that or another person or would be likely to prejudice an on-going criminal investigation.

Parents (i.e. those with Parental Responsibility in law) are entitled to see their child's child protection /safeguarding file, on behalf of their child, with the same exceptions applying as to the child's right to access.

This document includes the seven golden rules to information sharing:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

12. Safeguarding Information for all pupils including specific groups

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. P.S.H.E. curriculum/lessons, role-play, participation in National Anti-bullying Weeks, circle-time and assemblies are used to keep pupils informed about how to keep themselves safe.

There are also systems in school for consulting with and listening to pupils; these include a CBT Therapist, Drama Therapist, Learning Mentors and "Space 2 talk". Additional Information is made available to pupils such as through speakers and theatre in Education, Safeguarding posters, NSPCC assemblies and workshops, child line-number and e-safety training. Appendix five provides further information on how to safeguard specific groups.

Supporting Vulnerable Children:

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

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- living away from home or in temporary accommodation
- living in chaotic and unsupportive home situations
- living transient lifestyles
- affected by parental substance misuse, domestic violence or parental mental health needs
- vulnerable to being bullied, or engaging in bullying
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- do not have English as a first language
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred for appropriate support and intervention.

The school will support these children through curricular opportunities that encourage self-esteem and self-motivation and an ethos that actively promotes a positive, supportive and safe environment and values the whole community.

The school's behaviour policy will support vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the child but does not damage the child's sense of worth. The school will ensure that the child knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

Looked After Children:

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

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

The DSL for CLA will work with the virtual school head and the Social Worker to promote the educational achievement and welfare of existing and previously Looked After Children. For further information see The Role and Responsibilities of the Designated Teacher and Promoting the Education of Looked After Children.

Children with Disabilities or Special Educational Needs:

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

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care.

Children of Substance Misusing Parents/Carers:

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence. When the school receives information about drug and alcohol abuse by a child's parents/carers, they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- Chaotic drug and alcohol use leading to emotional unavailability, irrational and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

Domestic Abuse:

Where there is domestic abuse in a family, the children will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

Head teachers are notified of Domestic Abuse incidents where the police have been called and that involve children on their roll and will take appropriate action to ensure children are kept safe in accordance with DFE guidance, "Domestic abuse: how to get help".

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

Children Missing from Education or Missing from Home and Care:

The schools follow the DFE procedures "Children Missing Education, November 2013 and updated September 2016".

<https://www.gov.uk/government/publications/children-missing-education>

Vaughan Primary School will fulfil its statutory duty in notifying the local authority when removing a pupil's name from the admission's register outside of the normal transition points. We will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority before deleting their name from the register. We will also notify the local authority within five days of adding a pupil's name at a non-standard transition point.

Additionally we are very aware that some of our girls are at risk from female genital mutilation and may go on extended leave for a special ceremony. We will try to ensure that we are vigilant and aware of any changes of behaviour in some of our girls.

Private Fostering:

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority.

At Vaughan Primary School, we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face.

Physical Intervention/ Positive Intervention:

Our school's policy on physical intervention and positive handling by staff is set out separately. It complies with the DfE's guidance on use of reasonable force.

There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.

This policy states that staff may only use reasonable force, meaning no more force than is needed to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc).

School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

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

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

Any use of force or restraint should be recorded and signed by a witness. These reports will be sent to the Local Authority Designated Officer The parent/carer will be informed of the incident.

Peer on Peer Abuse:

Our school's policy on the prevention and management of bullying (including on-line bullying) is set out in a separate document and is reviewed annually by the governing body. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to considerations under child protection procedures.

We recognise that children can also be vulnerable to physical, sexual and emotional bullying and abuse by their peers or they may be the perpetrator of such behaviour. We will always address such abuse seriously, involving partner agencies where required. We will remain alert to the possibility that a child or young person who has harmed another may well also be a victim. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action.

Bullying:

Our school's policy on the prevention and management of bullying is set out in a separate document and is reviewed annually by the governing body. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to considerations under child protection procedures.

We recognise that children can also be vulnerable to physical, sexual and emotional bullying and abuse by their peers or they may be the perpetrator of such behaviour. We will always address such abuse seriously, involving partner agencies where required. We will remain alert to the possibility that a child or young person who has harmed another may well also be a victim. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action.

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- **An Imbalance of Power:** Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying:

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act Section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing or annoyance, needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Prejudiced Behaviour:

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society –in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Sexting:

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The UKCCIS advice document refers to this as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

Upskirting:

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Initiation/Hazing:

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Child on child sexual violence and sexual harassment:

At Vaughan Primary School, we recognise that sexual violence and sexual harassment can occur between children of any age and sex. It can be complex and may occur online and offline and can be complex. We also recognise the new criminal offence of “upskirting” (taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm).

We will ensure that all victims are taken seriously, and that appropriate action is taken to address the issue, including the provision of appropriate support. Sexual violence or sexual harassment will not be passed off as ‘banter’ or just ‘part of growing up’.

In response to such a report our school will:

- reassure the victim that they will be taken seriously and they will be supported
- respond in line with our safeguarding procedures outlined in this document
- where a concern includes an online element, follow ‘Searching, screening and confiscation: advice for schools and UKCCIS Sexting in schools and colleges’. In general staff will not view or forward illegal images of a child and if possible, manage any such reports with two members of staff present (preferably the DSL being one of them).
- If possible, manage any such reports with two members of staff present (preferably the DSL being one of them).

Where there has been a report of sexual violence, our DSL will make and record an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the DSL will consider the need for a risk assessment on a case-by-case basis.

The risk and needs assessment will consider and keep under review:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them

Our DSL will engage with children’s social care, the police and specialist services as required. Any risk assessments undertaken by the other agencies/services will be used to inform our school’s own risk assessment.

Important considerations:

- the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of any harmful sexual behaviour
- the ages and developmental stages of the children involved
- any power imbalance between the children e.g. age differential, disability or learning difficulty
- if the alleged incident is a one-off or a sustained pattern of abuse
- any ongoing risks to the victim, other children, adult students or staff; and other related, contextual issues e.g. in the community/local environment
- if both the alleged perpetrator and victim are still attending the same school/college, how best to keep them at a reasonable distance apart (including on transport)

Management of sexual violence/harassment cases

Where appropriate, the management of such cases will be agreed in consultation with children's social care and/or the police or other specialist service. There are four possible routes – **all** underpinned by the principle that such behaviour is **never acceptable and will not be tolerated**:

(i) Manage internally

In some case of sexual harassment, e.g. one-off incidents, it might be appropriate to handle the incident internally, perhaps through utilising our behaviour and bullying policies and by providing pastoral support.

(ii) Early Help

Providing early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

(iii) Referrals to Children's Services

Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to Children's Services, who will determine whether any of the children involved are in need of protection or other services. Referring to children's Services should not delay our school from taking immediate action to protect the victim and other children. However, we will ensure that any such actions do not jeopardise a statutory investigation.

(iv) **Reporting to the Police**

Any report to the police will generally be in parallel with a referral to children's social care. Where a report of rape, assault by penetration or sexual assault is made, the matter should be passed on to the police. If the alleged perpetrator is under ten (below the age of criminal responsibility), the principle of reporting to the police remains. The police will take a welfare approach, rather than a criminal justice approach.

The school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents/carers. They should also discuss the best way to protect the victim and their anonymity.

With all routes outlined above, it is vital that all concerns, decisions and reasons for decisions are recorded (written or electronic).

Bail conditions – The term 'Released Under Investigation' (RUI) will apply where circumstances do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative process.

In all cases, our school will work with Children's Services and the police to manage any implications and to safeguard children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

Throughout any criminal process taking place, the police will help and support the school as much as they can – within the constraints of any legal restrictions.

The end of the criminal process – if a child is convicted or cautioned for a sexual offence and remains in school, expectations regarding their future behaviour and any restrictions must be made clear.

Safeguarding and supporting the victim – victims may not disclose the whole picture immediately. They should be asked if they would find it helpful to have a designated trusted adult to talk to about their needs and have choice about who this is. In response to any stress they may experience, flexible or alternative arrangements for their education may need to be considered. We will do everything we reasonably can to protect the victim from bullying and harassment to ensure that they continue to receive a suitable education.

Safeguarding and supporting the alleged perpetrator – Any child will likely experience stress as a result of being subject of allegations and any associated negative reactions by their peers. We will respond proportionately, recognising that the alleged perpetrator may have unmet needs as well as potentially posing a risk of harm to other children. These behaviours may be a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice as appropriate from children's social care, specialist sexual violence services and the police.

If the alleged perpetrator moves to another educational provision, our DSL will ensure that relevant staff at the new provision are made aware of any ongoing support needs and any potential risks to other children and the staff.

Online Safety:

Our E- Safety and Acceptable Use of ICT Systems policy is set out in a separate document. We ensure that we have effective mechanisms to identify, intervene in, and escalate any incident where appropriate.

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal through social networking sites etc. including 'cyber-bullying' and 'sexting'. Staff at this school have a legal responsibility to educate our pupils in the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. It is also important to include parents as much as possible in this process given that most children have access to computers at home.

We ensure that E-safety is included in the curriculum at all levels and that information is also provided to parents/carers.

All staff are made aware of the school policy on E-Safety and Acceptable Use of ICT Systems policy which sets our expectations relating to:

- Creating a safer online environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line
- Inspiring safe and responsible use and behaviour
- Safe use of mobile phones both within school and on school trips/outings
- Safe use of camera equipment, including camera phones
- Use of social media for all stakeholders
- What steps to take if you have concerns and where to go for help

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff should be circumspect in their private use of social networking sites and must not discuss school business or school issues on their personal social networking site or risk breaching confidentiality about the pupil.

Staff must read the E-Safety and Acceptable Use of ICT Systems policy in conjunction with our Code of Conduct in relation to personal online behaviour.

13. Contractors, Service and Activity Providers and Work Placement Providers

School leaders will ensure that contractors and providers are aware of the school's safeguarding and child protection policy and procedures. Employees and volunteers provided by these organisations will use the school's procedure to report concerns.

Assurances will be sought that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with Keeping Children Safe in Education: Statutory guidance for schools and colleges, September 2019. If assurance is not obtained, permission to work with children or use the school premises may be refused.

In line with Keeping Children Safe in Education, schools are responsible for the safeguarding of their pupils when they're placed in an alternative provision. We will obtain a written statement from the provider confirming that they have completed all the vetting and barring checks that are necessary on their staff.

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

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

14. Site Security

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

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

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

15. Quality Assurance

The school will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the designated safeguarding lead (DSL).

The Head teacher will prepare the safeguarding annual report to the Governing Body to enable governors to review the effectiveness of the child protection and safeguarding arrangements and in turn influence the annual review of the policy. It enables the Governing Body to monitor compliance with the Education Act 2002 Section 175, and to identify areas for improvement.

The views of children, parents and carers and staff members will be sought on child protection arrangements through surveys, questionnaires and other means.

Appendices

Appendix 1 Role Description for Designated Safeguarding Lead

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead.

This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions, inter-agency meetings, contribute to the assessments of children – and/or to support other staff to do so.

Any deputy should be trained to the same standard as the DSL, but the ultimate lead responsibility for child protection remains with the DSL.

Managing referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a crime may have been committed to the Police as required.

Working with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group (CCG))
- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under *section 47* of the *Children Act 1989* and police investigations;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to
- make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR);
- understand the importance of information sharing, both within the school/college and with the three safeguarding partners, other agencies, organisations and practitioners
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Transfer of child protection files

When a child transfers to another school or college, the DSL should inform the receiving school within five school days that a child protection/ safeguarding file exists. The receiving school should routinely ask the previous school if a child protection/safeguarding file exists, for all transfers. The original child protection/ safeguarding file must be passed on either by hand or sent recorded delivery, separate from the child's main school file, within five school days from notification. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. Parents should not be used as couriers for such files. [Guidance on the Transfer of a Child Protection or Safeguarding File to another education setting - July 2017](#)

Availability:

During term time our DSL or Deputy DSLs will always be available (during school hours) for staff to discuss any safeguarding concerns.

If a concern is raised out of school hours, the Golden Number is available on the school website.

The DSL or Deputy DSLs will liaise to attend any out of hours/ out of term activities where and when needed.

Any third party who hires the school premises for any out of hours/out of term activities are responsible for organising their Child Protection procedures. The school retains copies of these policies.

Appendix 2

Types, definitions and indicators of abuse

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Teachers and other adults in the schools are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm.

The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Somebody may abuse or neglect a child or young person by hurting them, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child, children or young people. Children may show symptoms from one or all of the categories outlined in this section. The following is not a comprehensive or definitive list but gives an indication of situations which should alert you to possible causes for concern. Concerns may be because of one or more of the following:

Abuse: 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 (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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.

Key indicators:

- Any bruising to a baby at the pre-walking stage
- Multiple bruising to different parts of the body
- Bruising of different colours indicating repeated injuries over time
- Fingertip bruising to the chest, back, arms or legs
- An injury for which there is no adequate explanation
- Bruises in places not normally harmed during play, i.e. back of the legs, abdomen, groin area
- Bruising in or around the mouth area especially in young babies
- Grasp marks on legs and arms – or chest of a small child
- Finger marks i.e. you may see 3-4 small bruises on one side of the face and none on the other
- Symmetrical bruising, i.e. the same pattern of bruising on both sides of the body/head/legs/arms etc. especially on the ears or around the eyes
- Outline bruising i.e. belt marks, hand prints
- Linear bruising particularly on the buttocks or back
- Old and new bruising especially in the same area, e.g. buttocks

Bruising:

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

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg

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

Bite Marks:

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. Human bite marks are oval or crescent shaped. If the distance is more than 3cm across, it can indicate that they have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Fractures:

These should be suspected if there is pain, swelling and discolouration over a bone or joint. As fractures also cause pain it is difficult for a parent or carer to be unaware that a child has been hurt as they will cry, be uncomfortable, unsettled and/or fractious. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

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

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

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

Burns and Scalds:

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. However, as a general rule, burns or scalds with clear outlines are suspicious, as are burns of uniform depth over a larger area.

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

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

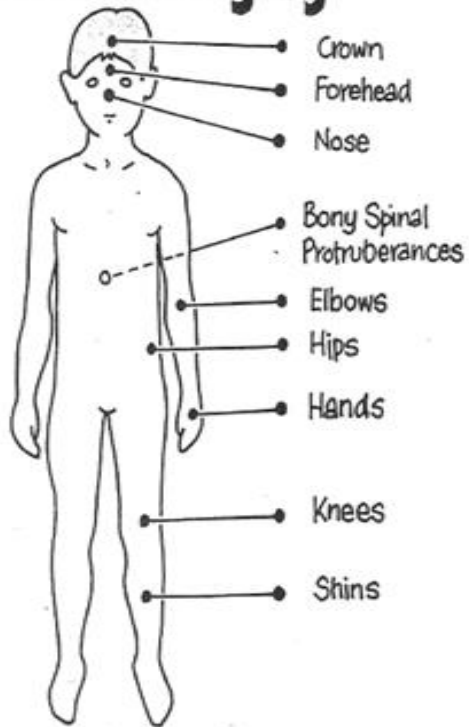
The following points are also worth remembering:

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

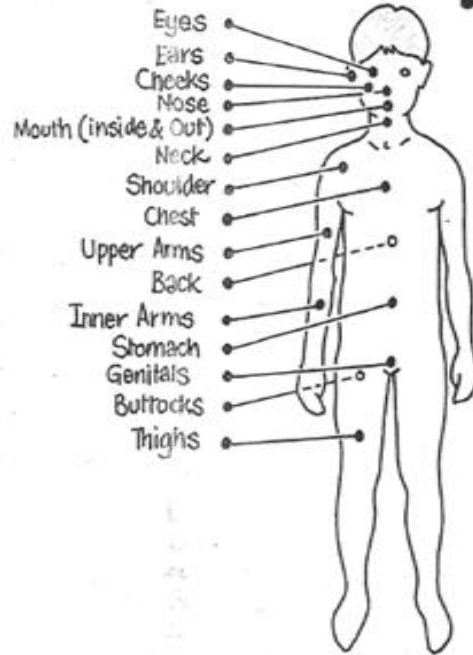
Scars:

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

Common Sites of Accidental Injury



Common Sites of Non-Accidental Injury



Emotional/behavioural presentation:

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

Indicators in the parent:

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

Mouth Injuries:

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

Poisoning:

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

Fabricated or Induced Illness:

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

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

Indicators in the family/environment:

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

Emotional Abuse:

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. Sarcasm, degrading punishments and ignoring a child or young person are also forms of emotional abuse and undermine a child or young person's confidence and sense of self-worth. It may happen when an adult constantly behaves in an uncaring or hostile way towards a child or a young person, perhaps by bullying, rejecting, frightening, criticising or scapegoating them.

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.

An adult may behave in an inconsistent way all of the time so the child or young person never knows what reaction to expect. Some adult carers can be very possessive or overprotective towards a child or young person. A child or young person may be constantly blamed unfairly for things that go wrong. Children and young people may be made to carry out tasks inappropriate to their age and/or not be allowed to do regular childhood activities.

Key indicators:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Children whose behaviour is excessive, i.e. excessive bed wetting, overeating, rocking, head banging
- Children who self-harm, i.e. may cut or scratch themselves or overdose
- Children who attempt suicide
- Children who persistently run away from home
- Children who show high levels of anxiety, unhappiness or withdrawal
- Children who usually seek out or avoid affection
- Excessively clinging and attention-seeking behaviour
- Over-anxious either watchful, constantly checking or over-anxious to please
- Withdrawn and socially isolated

- Aggressive behaviour towards others
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self esteem
- Air of detachment – “don’t care” attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Indicators in the parent
- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection
- Wider parenting difficulties, may (or may not) be associated with this form of abuse
- Indicators of in the family/environment

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

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Very young children or children with special needs may not be aware or have the language to describe what is happening to them and it is particularly difficult in such cases to assess possible abuse by an adult or one of the child's siblings.

Most child victims are sexually abused by someone they know – either a member of their family or someone well known to them or their family. The child is likely to have been put under considerable pressure not to reveal what has been happening and many children feel guilty and responsible about their involvement. There are no typically sexually abusing families.

It is recognised in law that children under 16 cannot give consent to sex and it is considered statutory rape if they are under 13.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see section 12, page 18).

Key indicators:

- Something a child has told you
- Something a child has told someone else
- A child who shows worrying sexualised behaviour in their play or with other children
- A child who seems to have inappropriate sexual knowledge for their age
- A child who may be visiting or being looked after by a known or suspected sexual offender
- Itching, redness, soreness or unexplained bleeding from vagina or anus.

Indicators in the child:

Physical presentation:

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

Emotional/behavioural presentation:

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

Indicators in parents:

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

Indicators in the family/environment:

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

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Key indicators:

Physical presentation:

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies/diarrhoea
- Unmanaged/untreated health/medical conditions including poor dental health
- Frequent accidents or injuries
- Squalid, unhygienic and/or dangerous home conditions
- Parents who fail to attend to their children's health or developmental needs, i.e. failure to seek medical advice for illness
- Children who appear persistently undersized or underweight, appearing hungry or asking for food
- Children who continually appear tired or lacking in energy
- Children that are dirty and/or appear unkempt
- Children who suffer frequent injuries due to lack of supervision

Development:

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

Emotional/behavioural presentation:

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

Indicators in the parent:

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene

- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse
- Indicators in the family/environment
- History of neglect in the family
- Family marginalised or isolated by the community
- Family has history of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

Appendix 3



Reporting a concern online – Procedures

Trusted Users

1. Log onto “My concern”.
2. Enter concern and details and submit. **Do this as soon as possible.**
3.

My Concern

 Hand a “**My Concern**” red card to DSL as soon as possible to indicate that a concern has been logged. If DSL is unavailable, it is to be handed to a Deputy DSL. The DSL, Deputy DSLs and the Learning Mentors will be notified by email that you have submitted a concern.

If at any point there is a risk of immediate serious harm to a pupil, you must verbally inform the DSL immediately.

(All other staff are to submit a concern using a Record of Concern form)

Appendix 4

Template for Record of Concern (For non staff members)

Child's Name:			
Child's DOB:			
Male/Female:	Ethnic Origin:	Disability Y/N:	Religion:
Date and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			
Additional Information: (your opinion, context of concern/disclosure)			
Your response: (what did you do/say following the concern)			
Your name:		Your signature:	
Your position in school:		Date and time of this recording:	
Action and response of DSP/Headteacher:			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
Name:.....		Date:.....	

Appendix 4 (continued)

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

✓	Child clearly identified
✓	Name, designation and signature of the person completing the record populated?
✓	Date and time of any incidents or when a concern was observed?
✓	Date and time of written record?
✓	Distinguish between fact, opinion and hearsay
✓	Concern described in sufficient detail, i.e. no further clarification necessary?
✓	Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
✓	Record free of jargon?
✓	Written in a professional manner without stereotyping or discrimination?
✓	The record includes an attached completed body map (if relevant) to show any visible injuries

Appendix 5

Further Information – Safeguarding Children in Specific Circumstances

a) Children and the court system

Guidance is available for when children are required to give evidence in **criminal courts** 5-11 year olds and 12-17 year olds.

Making arrangements for children via the **family courts** following separation can be stressful and entrench conflict in families. The Ministry of Justice has launched useful online guidance Get help with child arrangements (also known as contact, access or custody). <https://helpwithchildarrangements.service.justice.gov.uk/>

b) Children with Disabilities or Special Educational Needs

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

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

c) Children with a family member in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO (National Information Centre on Children of Offenders) provides information to support professionals working with offenders and their children, to help mitigate negative consequence for those children. <https://www.nicco.org.uk/>

d) Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. 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. Exploitation can also happen on-line.

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. 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 and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Our school will support the multi-agency activity to combat these crimes and help to divert and support any young pupils affected by CSE. We will follow the HSCB protocol for identifying and managing cases of CSE and promote the use of the HSCB's Safeguard CSE Risk Identification Tool in our child protection training.

e) Child criminal exploitation, gangs and youth violence

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventative work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a disproportionate impact on a pupil or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm. For further information refer to government guidance on advice to schools on gangs and youth violence. Local support for young people affected by gang association can be obtained via guidance on gangs and London Gang Exit programme the latter for 16-24 year olds.

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

f) Domestic Abuse

Our school recognises the immediate and long term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.

Any notifications received from the police/MASH of domestic abuse incidents, will be promptly reviewed by our DSL. This will enable our school to respond appropriately to the impact on the child/young person and to share any additional information with MASH to assist in the overall identification and assessment of risk.

g) Female Genital Mutilation (FGM)

In our school we recognise that whilst there is not necessarily an intention to harm a girl through FGM, the practice has serious short and long term medical and psychological implications. We are committed to work with families, partner agencies to promote understanding and safeguard pupils who may be at risk of this practice.

We aim to work sensitively with community groups where this may be a cultural belief and practice, however we will act to safeguard and promote our pupils welfare where required and will fulfil our duties under the *Female Genital Mutilation Act 2003* (as inserted by section 74 of the *Serious Crime Act 2015*). This places a statutory duty upon teachers along with regulated health and social care professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Where it is suspected that a girl is at risk of FGM being undertaken then normal child protection procedures must be followed.

Information on when and how to make a report can be found in the government's mandatory reporting procedure on FGM guidance and in the school's FGM policy.

h) Forced Marriage

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. A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to so called 'Honour Based Violence'.

Our school recognises that it has an important role in safeguarding children from forced marriage by educating pupils about the law and their rights and in identifying signs of risk. The Forced Marriage Unit has published multi-agency statutory guidance with pages 32-36 focusing on the role of schools and colleges. The Unit can be contacted for advice or information on 020 7008 0151 or email: fmufco.gov.uk.

i) Homelessness

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

j) Homestay - Children staying with host families

Pupils may as part of their learning experience, stay for short periods with a host family (homestay) e.g. as part of a foreign exchange visit or sports tour. We will ensure the suitability of the adults in their respective families who will be responsible for the visiting child during the stay. See Vaughan Primary School's Safer Recruitment policy for further details on our specific duties.

k) So called 'honour-based' violence (HBV)

So called HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community e.g. female genital mutilation, forced marriage, and breast ironing. All related concerns will be referred to our DSL, who as appropriate will activate safeguarding procedures.

l) Missing Education or Missing from Home and Care

Vaughan Primary School will fulfil its statutory duty in notifying the local authority when removing a pupil's name from the admission's register outside of the normal transition points. All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

We will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority before deleting their name from the register. We will also notify the local authority within five days of adding a pupil's name at a non-standard transition point.

When one of our pupils goes missing from home or care we will contribute to the police and local authority's efforts to identify and locate the child by completing the notification: "Grab Pack for a Missing Child". http://www.harrowlscb.co.uk/wp-content/uploads/2015/06/GRAB-Pack-for-Missing-Children_Harrow-document.pdf

m) Preventing Radicalisation

Our school recognises that protecting children from the risk of radicalisation is a part of our wider safeguarding duty to protect children from significant harm. Some young people may be more vulnerable to being groomed and this fact can be exploited by extremists. The internet and use of social media have become major factors in the radicalisation of young people and our school's E-safety policy and curriculum embeds understanding of these particular risks.

From 1st July 2015, specified authorities including all schools (and since 18th September 2015 all colleges) are subject to a duty under the *Counter-Terrorism and Security Act 2015*, to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. Paragraphs 57-76 of the Revised Prevent duty guidance for England and Wales are specifically concerned with schools.

Our school will help to identify young people at risk and work with local partnership arrangements including the **Channel Programme** to help support and divert any young people from associated harm. The school's Single Point of Contact is the head teacher.

For further guidance, see the school's Preventing Radicalisation and Extremism policy and the Channel Duty Guidance. <https://www.gov.uk/government/publications/channel-guidance>

n) Private Fostering

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At Vaughan Primary School we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face. See the link below on what constitutes private fostering.

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

o) Substance Misuse

Pupils: We recognise the clear role our school has to play in preventing drug misuse as part of our pastoral responsibilities. We will provide age appropriate information on drugs and alcohol and tackle problem behaviour, working with local partners to prevent drug or alcohol misuse. For further guidance refer to DfE and ACPO Drug Advice for schools.

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Parental Substance Misuse: Substance misuse (drugs or alcohol) may impact on parental capacity and can significantly exacerbate other concerns such as domestic violence or mental health issues. We will remain vigilant in identifying and supporting pupils and their families facing such issues, and work in collaboration with other agencies where necessary to prevent significant harm.

p) Mental Health

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

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Parental Mental Health: We recognise that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to supporting such families and will endeavour to identify those who would benefit from early help from local services and work with them to avoid any adverse impact on their children. For further guidance refer to “Think Child; Think Parent; Think Family: a guide to parental mental health and child welfare”. <https://www.scie.org.uk/publications/guides/guide30/>

q) Trafficking and Modern Day Slavery

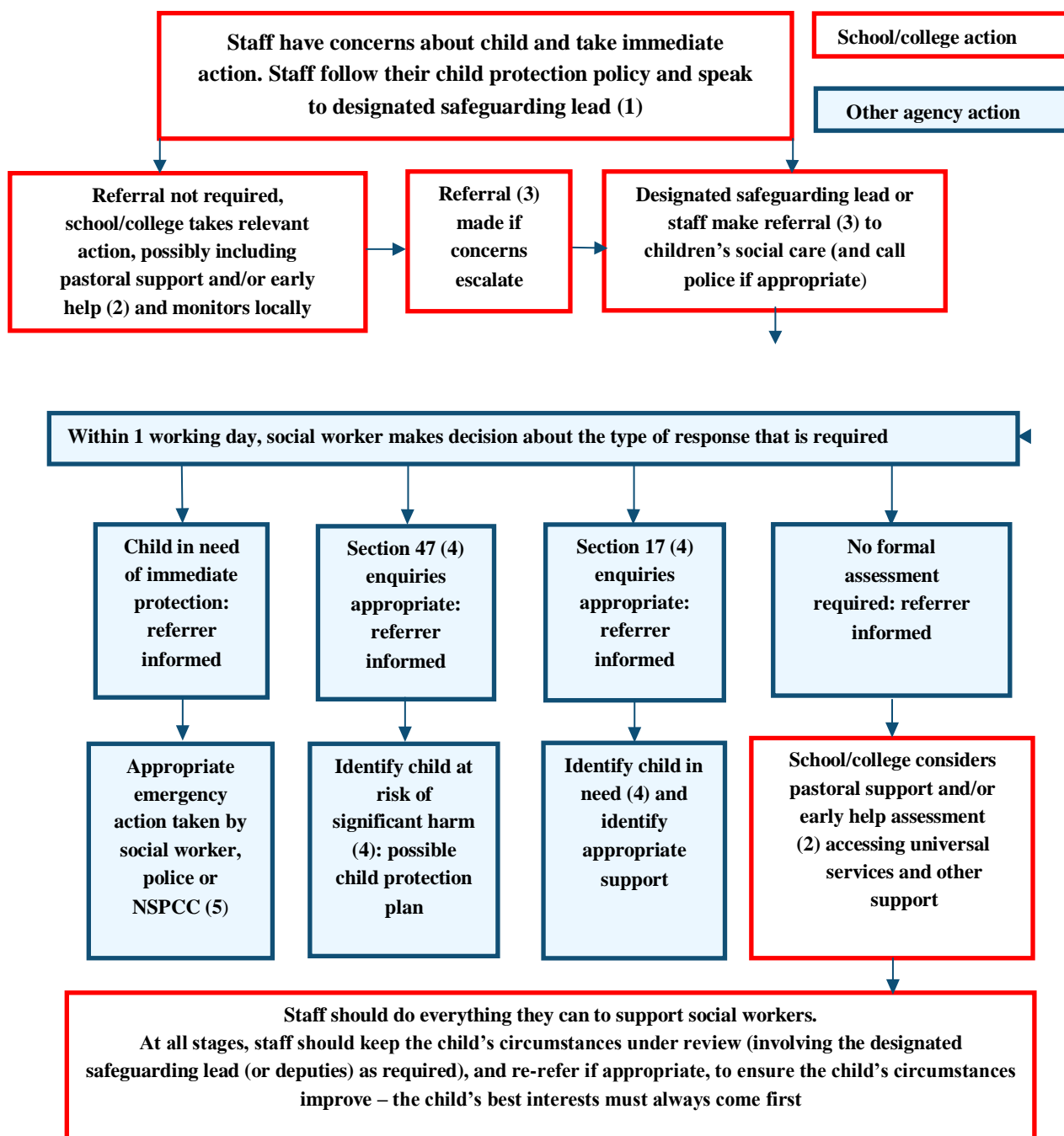
Vaughan Primary School will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, Traveller or migrant families – who collectively go missing from school. For further government guidance refer to Safeguarding Children who may have been trafficked practice guidance.

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

r) Young Carers

With so many adult responsibilities, young carers often miss out on opportunities that other children and young people have to play and learn. We in schools/colleges are uniquely placed to identify and respond to concerns and 'triggers' where children and young people may require additional help as carers. We will aim to respond early with our own pastoral support and where appropriate seeking help from local authority support services for young carers.

Appendix 6 Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).