



Safeguarding Policy

September 2016

Designated Lead: Kevin Minns (Headteacher)

Designated Support: Sarah Adae (Deputy Headteacher).

Safeguarding Governor: Rebecca Elliott

Written in line with the following guidance:

- [Keeping Children Safe in Education May 2016 \(effective from 5th September 2016\)](#)
- [Working Together to Safeguard Children March 2015](#)
- [Prevent Duty Guidance June 2015](#)

Introduction

The governors and staff of Donnington Primary School fully understand the contribution they make to the safeguarding of children. We recognise that all staff, teaching and non-teaching, including volunteers, have a full and active part to play in protecting our pupils from harm¹.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, emotional and moral development of the individual child.

Aims of the Policy

- To ensure that all pupils are safe and free from significant harm and are able to develop their full potential.
- To ensure that procedures are clear to all staff. Protection of vulnerable children is vital and procedures must be used by all staff consistently in order to be effective.
- To make staff aware that the responsibility for the protection of pupils is shared equally **by all members of staff**.
- To reflect the caring ethos of the school, recognising that the needs of the child are paramount.
- To ensure that staff are aware of what constitutes child abuse.
- To promote the importance of working effectively with other relevant agencies.
- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To ensure that the curriculum is used as a tool to promote safeguarding across the school.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially Social Services and the police.
- To ensure that all adults who work within the school environment have carried out a full and current DBS check in order that their suitability is checked.
- To ensure all members of the school community are treated with dignity and respect.

¹ HARM should be read with reference to any kind of physical, sexual, emotional abuse or any kind of neglect.

Beliefs

All children have the right to be safeguarded from harm and exploitation whatever their:

- Race, religion, first language or ethnicity.
- Gender or sexuality.
- Age.
- Health or disability.
- Location or placement.
- Political or immigration status.

Recognising Abuse and Neglect

It is the responsibility of all members of staff to make the Designated Lead aware if they have concerns that a child may be suffering from abuse or neglect, using the procedures described in Donnington Primary School Child Protection Procedures (**Appendix 1**). The sequence of events that follows a concern or referral to the Designated Lead is depicted in the flow charts in **Appendix 6**.

A person may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Children and young people may be abused in a family or institutional setting, by those known to them, or by a stranger.

There are four categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. **Appendix 2** describes in detail what constitutes each type of abuse and risk indicators of each type of abuse. Staff must also be aware of other indicators of safeguarding issues, which may be manifested in school including peer on peer abuse (see **Appendix 3**).

Appendix 4 gives specific advice on how to recognise signs of Female Genital Mutilation (FGM) and honour killings. This is particularly relevant in our school community and staff need to be vigilant in monitoring for signs of FGM in girls in the school.

Appendix 7 provides specific information on the definitions and indicators of Child Sexual Exploitation.

Appendix 9 contains details of the Prevent agenda. Staff have annual training on the Prevent agenda .

Appendix 10 details the safeguarding risk of a child missing from education.

Appendix 11 provides additional information about on-line safety. See also the E-Safety Policy and the Acceptable Use of IT Policy.

General Premises for Dealing With Abuse at Donnington

- Staff must always act in the best interest of the child and must adopt the attitude that “It could happen here”.
- Wherever possible the wishes of the child must be taken into account, but the safety of the child must be paramount in any decisions made.
- When a child discloses possible abuse to a member of staff, the child must be reassured that the school will endeavour to keep them safe. The child must be informed of what the member of staff will do next, explaining school procedures in a way that is appropriate to the age and understanding of the pupil. Children should be kept informed of subsequent actions and outcomes, wherever possible.
- Whilst taking into account the child’s wishes, staff should never suggest that they can keep any information secret.
- Statements about or allegations of abuse or neglect made by children must always be taken seriously.
- Staff should never voice any opinions about the alleged abuse or abuser.
- **Staff should not ask any leading questions or prompt pupils to disclose information.**
- Wherever possible staff should try to keep accurate notes of exactly what pupils have disclosed. Staff should always record exactly what pupils have said, not add their own interpretations of events or reword what children have said. Some cases of abuse result in criminal investigations and it is essential that these cases are not compromised in any way.
- Staff must tell the Headteacher at once where an allegation has been made and then pass their written notes to the Headteacher as soon as possible afterwards. If the Headteacher is not available staff should see the Deputy Headteacher.
- Referrals cannot be made based on hearsay or gossip or via someone else. If a member of staff relays a child protection concern to you, you must direct them to the Headteacher to report the concern themselves. If a parent or community member relays a child protection concern, advise them to either contact social services themselves through the Brent Front Door or direct them to the Headteacher.
- Staff members can make referrals to Brent Front Door directly themselves and they should do so if they feel that a child is at immediate risk.
- In school the person that the child makes a disclosure to must be the person that informs the Designated Lead of the allegation.
- Whilst all individuals are free to make referrals to Social Services, in school staff are requested to follow school policy and procedures and to make referrals through the Designated Lead using the procedures stipulated in **Appendix 1.**
- Any member of staff who does not report an allegation of abuse that they are aware may be subject to disciplinary action.
- Staff must be vigilant in looking for signs of radicalisation or extremism in pupils at the school or people that they associate with and safeguard them from this harm as they would other any other that they have concerns about.

Procedures

- Staff must follow the procedures stipulated in **Appendix 1**. Copies of procedures are kept in Staff resources/CP on the network. Paper copies of the policy, procedures and guidelines are in all teachers CP file and also available in the school office and the Teachers' Room.
- All staff sign a register to acknowledge they have read and discussed Section One of the 'Keeping Children Safe in Education May 2016' document.

The Child's Wishes

- Where there is a safeguarding concern governing bodies, proprietors and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Systems should be in place for children to express their views and to give feedback. Ultimately any systems and processes should operate with the **best** interests of the child at their heart.

The Role of the Designated Lead

- The Designated Lead for Child Protection is K. Minns (Headteacher). When K.Minns is not available referrals should be made to the S.Adae (Deputy Headteacher).
- If a referral is made they must ensure that whoever has delegated responsibility for running the school that day, is aware that a referral has been made. The Senior Leader needs to be aware that a referral has been made, but not the specific details of the referral. The Senior Leader will need to help organise the liaison with the family, social services and the police as well as the allocation of rooms for meetings.
- Any allegations made against staff must be passed **only** to the Headteacher.
- Allegations made against the Headteacher must be reported to the Chair of Governors, R.Elliott.

Managing referrals

The Designated Lead will:

- Refer all cases of suspected abuse by a member of staff to the local authority children's social care and to the local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member) following Brent LSCB guidance;
- Oversee the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Liaise with the Police (in cases where a crime may have been committed).
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

- The Designated Lead is also responsible for creating internal procedures, which conform to the LCSB guidelines and Keeping Children Safe in Education. They are responsible for ensuring that staff comply with these procedures. Staff in this instance refers to all those who work in the school on a paid or voluntary basis.
- The Designated Lead will refer concerns to Social Services as soon as possible after they are made and will manage subsequent communication with social services.
- The Designated Lead will monitor the attendance and development of children whose names are on the Child Protection Register and will inform Social Services of any proposed or actual changes to the child's school placement.
- The Designated Lead will ensure that all relevant information about a child is disseminated securely and confidentially to appropriate staff in the school.
- The Designated Lead will maintain accurate and secure child protection records and will send complete records to receiving schools.
- The Designated Lead will liaise with Social Services and attend Review Meetings, Core Group Meetings, Strategy Meetings and any other meetings necessary so far as her teaching timetable allows.
- The Headteacher will attend all Strategy meetings regarding allegations against staff.
- Where the Designated Lead cannot attend meetings either Deputy Headteacher or Chair of Governors will do so.

Training for Designated Staff

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- Understand Prevent training and support staff in tackling extremism and radicalisation.

Staff Training

- There will be annual whole staff training for Child Protection each academic year.
- All new members of staff will receive training in Child Protection from the Designated Lead.
- The Designated Lead will be qualified to Level 3 standard.
- If staff wish to undertake further relevant Child Protection training they should contact the Headteacher.
- All staff have read section one of the Keeping Children Safe in Education May 2016.

Raising Awareness

- The designated safeguarding lead should ensure the school policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies 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 in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

Looked After Pupils

- Children are considered Looked After if they reside with foster carers or with family members who are not their birth parents. The Designated Lead will make sure that relevant staff are aware of the legal status of Looked After pupils and any arrangements that are in place with the birth parents.
- The Designated Lead will ensure that they know the name of the social worker for any Looked After child and the named contact at the Virtual School.
- The Designated Lead will be responsible for overseeing all support for Looked After children in school and for liaising with foster carers, social workers and all other professionals.
- The Designated Lead will attend all meetings regarding Looked After pupils wherever possible. When this is not possible, the Family Support Worker will represent the Designated Lead.
- Staff will be informed if there is a child who is Looked After child in their class. They will be expected to attend educational review meetings to discuss the child's performance in school with other professionals. They will also be expected to set targets for the child and to monitor the child's progress towards attaining these targets.

Children Missing from Education

- All staff must be vigilant in identifying patterns of absence which may be as a result of abuse. Concerns about absence patterns should be passed directly to Head or Deputy.
- The Attendance Officer will actively scrutinise attendance registers to identify patterns of absence which may be related to safeguarding and will liaise with Brent Education Welfare Service (EWS) when parents state that they wish to educate their child at home or when pupils stop attending the school, but are not registered at a new school.
- They will also inform the EWS of any child not attending school for a period of more than three days without an authorised reason for being absent.

(See **Appendix 10** for more information.)

Allegations of Abuse Made Against Other Pupils

- All allegations of abuse about another pupil should be referred to the Headteacher following the same procedures as for other allegations. Peer on peer abuse of any kind is never accepted and staff treat all incidents seriously.

DBS and the Single Central Record

- The Designated Lead will oversee the requests for DBS information. The Single Central Record is kept by S.Chana.
- **Appendix 4** contains a flow chart of who requires a DBS.

Pupils on the Child Protection Register

- Teachers must be vigilant in monitoring the progress of all pupils in their class who are on the Child Protection Register. They must alert the Designated Lead if there are significant changes in behaviour in the pupil or if the home circumstances change. Written notes should be kept and promptly passed to the Designated Lead if there are concerns about a pupil.

Parental Involvement

- It is essential that the school maintains positive working relationships with parents at all times.
- Once a referral has been made to the Designated Lead from a member of staff, she will contact social services for advice on whether parents can be informed of the referral. Wherever possible parents will be informed that a referral is going to be made or has been made. It will always be the Designated Lead who speaks to parents about a referral.
- **A referral must be made to Social Services if there are signs that a child under the age of 18 or an unborn baby is experiencing or may have already experienced abuse or neglect or is likely to experience harm in the future.**

- The law empowers anyone who has actual care of a child to do all that is reasonable to safeguard his / her welfare. A teacher may, for example, take all reasonable steps to protect a child from an aggressive parent.
- Formal referrals from named professionals cannot be treated as anonymous, so the parent will ultimately become aware of the identity of the referrer.
- Wherever possible staff should keep accurate written notes of any conversations had with parents.

Confidentiality

- **Staff should strive to ensure that the confidentiality of information regarding parents and pupils is respected at all times.**
- Whilst it is necessary for staff working directly with a child to be made aware of the nature and circumstances of disclosures and social services investigations, there will rarely be a need for the whole staff to be made aware of the details of these issues. In some cases the whole staff may be made aware of certain circumstances, for example if a parent is not allowed access to a child.
- All Child Protection information must be treated as confidential within the school and should not be discussed with any third parties, including other members of staff who do not need to know the details of the case.
- **If staff have been made aware of an investigation they must never raise it with a child, particularly in a public place or seek to interview the child regarding the case unless specifically requested to do so by Social Services.**
- Administrative staff will need to take messages from Social Services and will therefore become aware of the names of children and families who are being supported by Social Services. They do not need to be aware of any further information regarding the case and should direct callers to the Designated Lead.

Sharing Information with Other Agencies

- Educational staff have a professional responsibility to share information with protective agencies such as Social Services and the Police in the matter of child protection.
- The Data Protection Act 1998 allows information to be shared for the administration of justice and to protect the vital interests of the data subjects.
- The Children Act 2004 outlines the duty to safeguard and promote the welfare of children and the duty to cooperate.

Communication

- Staff must communicate with the Designated Lead if any child protection issues arise. This may be in the form of a conversation initially, but this must be followed by a written referral/ notes passed to the Designated Lead in a sealed envelope. It is the duty of the individual to contact the Designated Lead. Referrals to the Designated Lead must come from the person who has the concern or to whom a disclosure has been made.
- Staff must be proactive in seeking information about children in their class who may be children in need or who are on the Child Protection Register from the Designated Lead if they do not feel they have sufficient information about the child.

- The Designated Lead will meet with Classteachers at the beginning of the academic year to discuss any child who is on the Child Protection Register or who may have been in need in the past, or children who have been referred and where no abuse has been discovered.
- The Designated Lead will communicate and inform staff of the actions and outcomes of investigations and changes in circumstances of pupils on the Child Protection Register.
- Classteachers will be asked to submit reports on children on the Child Protection Register for review meetings, giving details of attendance, academic progress, personal development and any concerns about the child. These reports must be submitted to the Designated Lead by the given deadline.

The Curriculum: Safeguarding and Prevent

- The curriculum should be used as a tool to promote the pupils' understanding of how to keep themselves safe and of what is and what is not acceptable behaviour. It should also encourage them to voice any concerns they have in an effective way. Work on Citizenship should promote the values of good decision-making and prepare them for life as adults and possibly as parents themselves. This work will be predominantly through the teaching of P.S.H.E., but also through other subjects such as Literacy, Science etc.
- The curriculum is a powerful tool to promote the spiritual, cultural and moral development of pupils and to support the promotion of British values, including providing a challenge to extremist views. The key themes of democracy, tolerance and harmony are all crucial in helping to combat extremist views in young people.
- Staff should use the curriculum to promote an awareness of safeguarding, including the importance of e-safety. PSHE is a powerful tool to address aspects of safeguarding and to remind pupils of the importance of keeping themselves safe both on-line and in everyday life.

Please also see Appendix 9 and the Prevent Policy.

Recruitment of Staff

- All new members of staff to ensure that they are safe to work with children using the DBS process.
- Supply Agencies are responsible for ensuring that DBS checks have been carried out.
- The school employs Safer Recruitment procedures when recruiting new members of staff (See Recruitment & Selection Policy).

Allegations Against Staff

- All allegations made against members of staff or other adults working voluntarily or otherwise in the school, must be referred to the Headteacher. Allegations made about the four types of abuse detailed in **Appendix 2** and physical punishment or restraint, other than that permitted by law or guidance issued by the government, must be referred as and treated as abuse.
- If the allegation is made about the Headteacher, it should be referred directly to the governing body, to the Chair of Governors, R. Elliott.

- Both the Headteacher and the Designated Governor should contact the LA's named Local Authority Designated Officer (LADO) in the event of any allegation being made against a member of staff or the Headteacher.
- The recipient of an allegation should not determine its validity and failure to report it in accordance with procedures could be a potential disciplinary matter.
- All disciplinary proceedings must be clearly separated from child protection procedures. Child protection enquiries take precedence over disciplinary investigations.

Keeping Staff Safe from Allegations- Good Practice

- Any home visits are always undertaken by at least 2 members of staff.
- Where possible 2 adults will be present if staff have to drive pupils in their cars. Staff must have business insurance to take children in their car.
- If a parent is angry or distressed with school staff, the Headteacher (or another member of the SLT) will be called immediately. Do not try to deal with the situation yourself.
- Staff will not share email addresses, mobile phone numbers or social networking details with pupils or parents.
- Wherever possible do not work alone with a pupil where no one else can see you.
- In sensitive medical situations (e.g. lifting clothing to examine an injury) two members of staff should be present.
- Two members of staff must be present when any intimate care is given.
- Follow the school's Behaviour Policy when dealing with challenging pupils or in difficult situations. Request help from a colleague if you need it.

Whistle Blowing

- We recognise that children cannot be expected to raise concerns in an environment where the staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. These concerns should be brought to the attention of the Head Teacher or Deputy Head Teacher.
- (See Whistle Blowing policy).

The Governing Body

- The Designated Governor for Safeguarding is Rebecca Elliott.
- Governors are responsible for ensuring that the correct child protection procedures are in place in the school and will not be made aware of the names of children and families who are being supported by social services.
- The Chair of Governors is responsible for referring allegations made against the Headteacher.
- The Governor with responsibility for Child Protection will liaise with the Designated Lead at least annually.
- New requirement for maintained schools to obtain enhanced DBS checks on governors came into force in March 2016 to improve the regulatory framework for maintained school governance and to provide reassurance to the governing body that an individual is not disqualified from holding office as a governor due to criminal convictions. Further details of the safeguarding role are available in the terms of Governors' Terms of Reference.

Visitors to the School

- All visits to the school must be agreed by the Headteacher. All visitors must show a current DBS check if they wish to work directly with pupils in an unsupervised capacity.
- Visitors without a DBS must be supervised by the relevant school staff at all times.
- Contractors and others providing services to the school who do not hold an up-to-date DBS should be supervised by a member of staff if they are working in areas where pupils may be located.

Bullying

- See Anti-Bullying Policy.
- If the level of bullying by a parent, sibling or another child at the school or elsewhere is considered to be persistent and damaging, it should be referred to the Designated Lead as abuse.

Restraint of Pupils

- Staff should ensure they follow the school policy on the use of restraint in the school. They should never intervene physically with a child unless they are sure that they are acting in line with school policy and therefore government guidelines. If staff are in any doubt of what action to take they should call for the Headteacher rather than intervene themselves.
- See Control and Restraint Policy.

E Safety

Please also see the E Safety Policy.
September 2016

Review date: September 17

Appendix 1

Child Protection Procedures

1. General CONCERNS about a child are initially dealt with by the teacher / counsellor / other person e.g. if the child seems unhappy but has not disclosed a child protection issue. Staff can ask the Designated Lead for advice and will talk to parents themselves about these general worries if they feel that it is necessary.
2. If the teacher / Counsellor / other person feels that there may be a child protection issue they **immediately** pass this on to the Designated Lead orally and then using form 1 (if possible). Referrals must be signed and dated by the member of staff making the referral. The Designated Lead will then decide if it is or is not a child protection issue.
3. The Designated Lead will contact the Brent Front Door (020 8937 4300) and ascertain if it is a child protection issue. The Designated Lead will then follow the advice of the social worker at the Front Door, this generally involves the completion of an on-line form on Brent Council's website.
4. *The Designated Lead will then contact parents if advised to do so by the Social Worker.*
5. Other members of staff will be advised or informed of details as deemed necessary by the Designated Lead.

Categories of Child Abuse (see Appendix 2):

Physical abuse	Emotional abuse
Sexual abuse	Neglect

Child Protection Concerns (Form 1)

Name of child: _____

D.O.B. _____ Class Group: _____

Reporting adult: _____

Date of Report: _____ Time of report: _____

Details of concerns:

Write down exactly what the child said in their own words; what was the context of the disclosure (where / when did it arise?; are there any marks on the child? What was your response?.)

Please complete a body map if there is any physical harm.
Signed:

Action taken by Designated Lead:

Signed:

Date:

Advice from Brent Front Door:

Name of pupil:

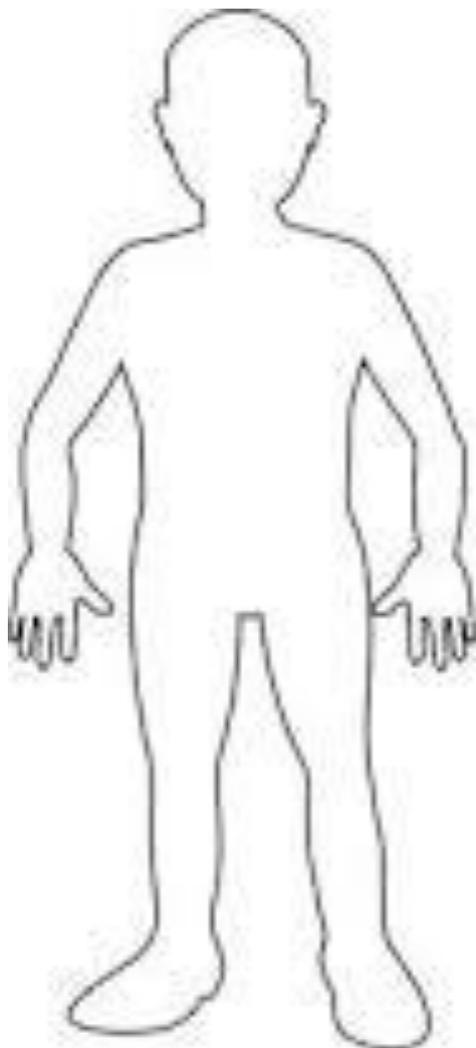
Class:

Reported by:

Date:

Time:

Please add notes / markings as necessary on the body map. This form must be accompanied by a written referral on the Child Protection Concerns form.



Appendix 2

Part 1

Types of abuse and neglect

All school and college 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.

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 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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.

Taken from Keeping Children Safe in Education May 2016

Appendix 3

Specific safeguarding issues

All staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse (See Anti-Bullying Policy).

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education –
- child missing from home or care
- child sexual exploitation (CSE) –
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) –
- forced marriage-
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

Taken from Keeping Children Safe in Education May 2016

Appendix 4

FEMALE GENITAL MUTILATION (FGM) IS PHYSICAL ABUSE

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF FGM?

DEFINITION:

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is against the law except when performed by a registered medical profession on medical or mental health grounds. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.

SIGNS

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Fracture or dislocation of legs/arms as a result of restraint
- Spend long periods of time away from a classroom during the day with bladder or menstrual problems
- Severe pain in groin area
- Haemorrhage
- Being withdrawn - emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends);
- Urinary infections
- Detached / isolated
- Change in physical appearance/dress & body language
- Withdrawn aggressive
- Unable to form relationships with adults
- Changes in attitude, personality or behaviour
- Changes in interaction with others
- Feelings shown through writing or art work
- Peer group problems
- Extremes of emotion
- Underachieving

Any suspicions of a child at risk of having or having had FGM must be reported immediately to the Designated Lead for Safeguarding. Girls aged 5 to 8 years are most at risk.

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

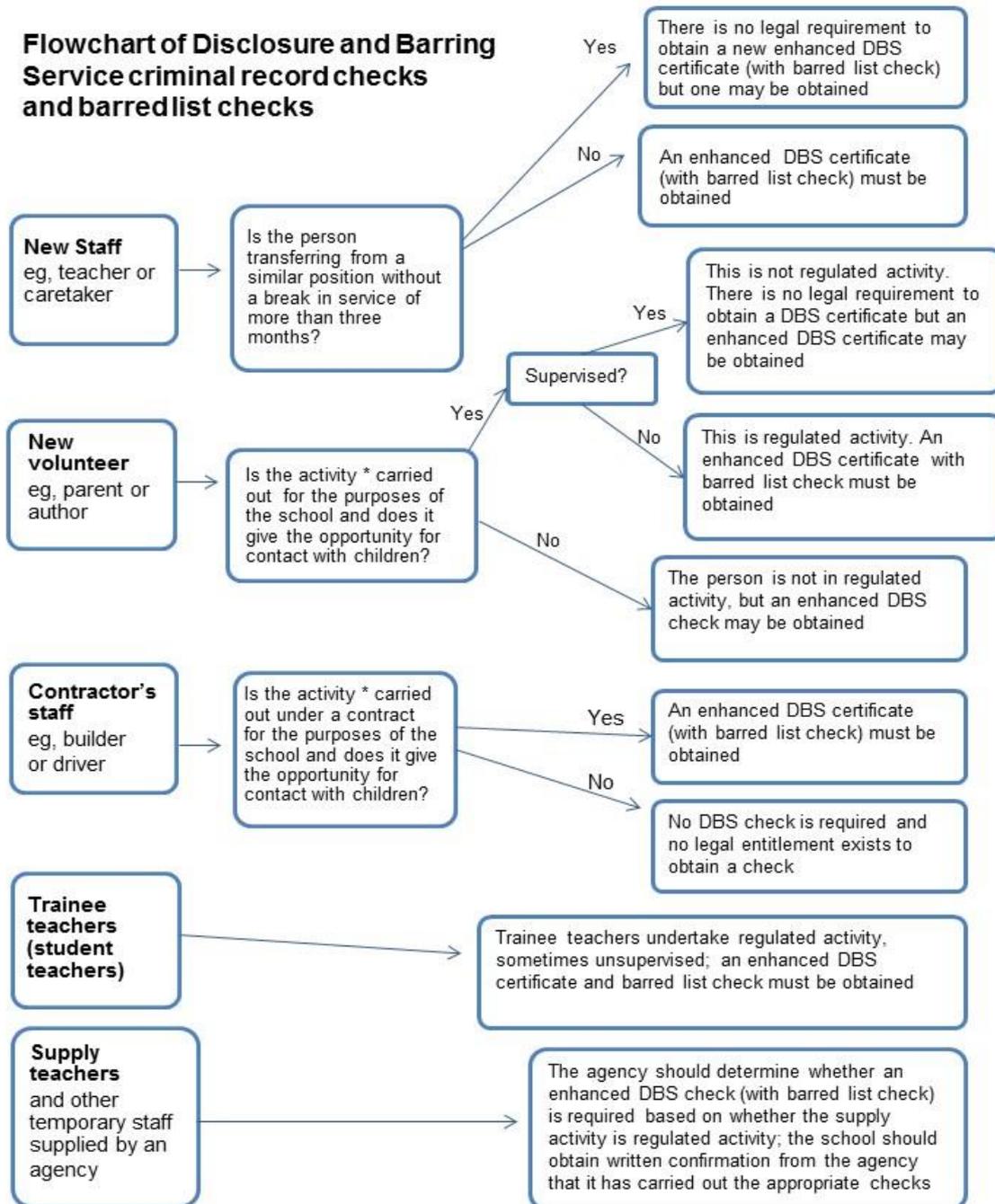
[Mandatory reporting of female genital mutilation procedural information \(DFE website\)](#)

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

Taken from Keeping Children Safe in Education May 2016

Appendix 5

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



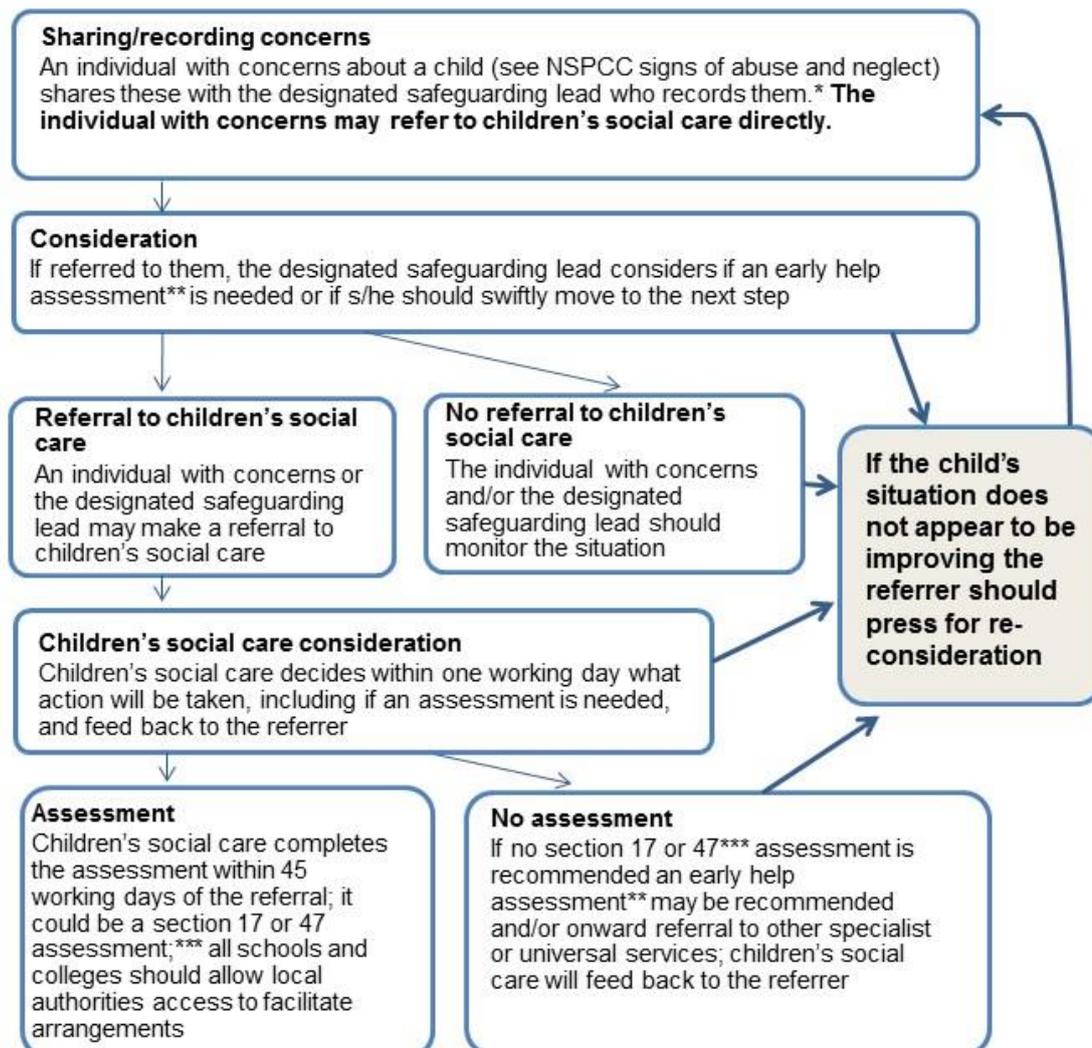
* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Appendix 6

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Appendix 7

Information on Child Sexual Exploitation

Child sexual exploitation 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. 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.

Taken from Keeping Children Safe in Education May 16

Appendix 8

Further information on so- called ‘honour based’ violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

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

Taken from Keeping Children Safe in Education May 16

Appendix 9

Prevent

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

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

"Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Prevent

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare).

There is separate guidance: The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

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

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

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

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

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance. E-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Sections taken from Keeping Children Safe in Education May 2016.

Appendix 10

Children Missing in Education

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 and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. 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.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Taken from Keeping Children Safe in Education May 2016

Appendix 11 Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or colleges IT system. As part of this process governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the schools IT system and the proportionality of costs Vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like:

- UK Safer Internet Centre: appropriate filtering and monitoring

Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should be careful how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Staff training

Governors and proprietors should ensure that as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 64) and the requirement to ensure children are taught about safeguarding, including online (paragraph 68), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online

Taken from Keeping Children Safe in Education May 16