

Safeguarding and Child Protection

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
SEPT 2020	SEPT 2021	KIRAN THAPAR	JULIE KERNOGHAN	LORRAINE PLUMMER WALROND

Signed

Headteacher:	Kiran Thapar	Date:	September 2020
Chair of Governing Body:		Date:	September 2020

The following are very important telephone numbers that must be kept up to date at all times:

Important Telephone Numbers	Safeguarding Contacts	Contact Numbers
	Designated Safeguarding Lead Kiran Thapar	Via School office 0203 886 0887 grangepkinf@gpin.school
	Deputy Designated Safeguarding Lead Julie Kernoghan	Via School office 0203 886 0887 grangepkinf@gpin.school
	Nominated Governor for Safeguarding Lorraine Plumber Walrond	Via School office 0203 886 0887 grangepkinf@gpin.school
	Lead Child Protection for Schools Adviser and Deputy LADO	MASH/Early Intervention lbhmash@hillington.gov.uk 01895 556644 Hannah Ives Lead Child Protection for Schools Adviser and Deputy LADO London Borough of Hillingdon Civic Centre, High Street, Uxbridge UB8 1UW hives@hillington.gov.uk / 07753431285 T: 01895 250010 M: 07753431285
	Stella Anaxagorou Domestic Abuse Lead for Schools National Domestic Abuse 24 hour Helpline: 0808 2000 247	sanaxagorou@hillington.gov.uk / M: 07547951687
	Rob Wratten LADO	rwratten@hillington.gov.uk 01895 250 975

	Phil Skidmore Axis	Axis@hillingdon.gov.uk 01895277 177
	Social Services Referrals (Multi-agency safeguarding Hub (MASH))	lbhmash@hillingdon.gov.uk Tel: 01895 556633 Fax: 01895 277226
	Out of Hours Social Services	Tel: 01895 250111
	Police Hayes Police Station	Tel: 0207 230 1212
	Early Help Coordination Belinda Hearn	Tel: 01895 556144 taf@hillingdon.gov.uk
	Prevent Lead: Fiona Gibbs	fgibbs@hillingdon.gov.uk Tel:01895 277035 /07946 414637
	NSPCC Whistle-blowing Helpline	0800 028 0285

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school. and is related to the following legislation:

1.1 We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Education (Independent School Standards) Regulations 2014
- Non-Maintained Special Schools (England) Regulations 2015
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

A further list of documents is available in Appendix 1

This policy should be read alongside: statutory guidance Working Together to Safeguard Children (July 2018); departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners (March 2015); and departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2018 and Working Together to Safeguard Children published Sept 2020.

Introduction

'Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified.' At Grange Park Infant and Nursery School we want a system that responds to the needs and interests of children and families. 'In such a system', staff 'will be clear about what is required of them individually, and how they need to work together in partnership' with agencies to achieve the best outcome for the children. 'Whilst it is parents and carers who have primary care for their children, the school alongside the local authority and, working with partner organisations and agencies, have specific duties to safeguard and promote the welfare of all children in their care. The Children Acts of 1989 and 2004 set out specific duties: section 17 of the Children Act 1989 puts a duty on the local authority to provide services to children in need in their area, regardless of where they are found; section 47 of the same Act requires

local authorities to undertake enquiries if they believe a child has suffered or is likely to suffer significant harm'. Working Together to Safeguard Children (July 2020)

We recognise that all adults, including temporary staff, volunteers, governors, contractors, ancillary staff, agents and visitors have a full and active part to play in protecting our pupils from harm, and the child's welfare in our paramount concern.

Safeguarding and promoting the welfare of children is best defined as:

- Protecting children from maltreatment;
- **Preventing impairment of children's mental health or development;**
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2020))

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and working with parents. We teach all our children about safeguarding.

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times.

We are 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 exposed to the misuse of drugs or alcohol;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance **abuse, adult mental health problems or domestic abuse; The definition of Domestic Abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.(See KCSIE (2020) page 86)**
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

The Aims of this policy are:

To keep children safe, secure and protected

To promote, nurture and develop their self confidence, independence and self belief

To know that they will be listened to when they approach an adult with their concerns and difficulties

To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously

To have confidence in the adults around them to act in their best interests when they share some of the difficulties they may be experiencing

To give clear guidance to all staff members, volunteers and visitors on the procedures to follow if they are worried that a child is being abused

To have clear systems in place to monitor children who are at risk of harm through clear means of reporting, assessment and interventions

To have structured procedures in school that will be understood and followed by all members of staff if they suspect that a child is being abused

To develop and promote effective working relationships with other agencies, especially the Police and Social Care

To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a central record is kept for audit

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection

of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

We ensure that school personnel are 'well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.'

We are aware that children who have 'suffered abuse or neglect or other potentially traumatic adverse childhood experiences', may experience a lasting 'impact throughout childhood, adolescence and into adulthood'. Children's experiences can have an impact on their mental health, behaviour and education.

The following are types of abuse and neglect:

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.

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.

Safeguarding Issues

We are aware that safeguarding issues can manifest themselves via **peer on peer abuse** in the form of:

- bullying (including cyberbullying) (**see Anti-Bullying and Anti-Cyberbullying policy**);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault (**see Dealing with Sexual Violence and Sexual Harassment policy**);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting (**see Mobile Phone Safety and Acceptable Use policy**), which is now a new criminal offence following the introduction of the Voyeurism (Offences) Act 2019, typically involves taking a picture under a person's clothing without them giving their consent, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (We must be aware that a very young pupil or one with SEND may be aware that she has been the victim of this act but might be intimidated or unaware of her right to complain);
- 'sexting' (also known as youth produced sexual imagery) is defined as the production and/or sharing of sexual photos and videos (nude or nearly nude images and/or sexual acts) of young people who are under the age of 18 (**see Mobile Phone Safety and Acceptable Use policy**); and
- initiation/hazing type violence and rituals
- **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 to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, 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; for example pornography, fake news, racist or radical and extremist views;**
 - **contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and**
 - **conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying**

We ensure that all school personnel must be aware of indicators, which may signal that children are at risk from, or are involved with **serious violent crime** such as:

- increased absence from school;
- a change in friendships or relationships with older individuals or groups;
- a significant decline in performance;
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries;
- the possession of unexplained gifts or new possessions which could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

We are aware that **female genital mutilation (FGM) (see Policy)** is a form of child abuse and violence against women and affects girls particularly from North African countries. It is illegal in

England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out. The signs to look out for are:

- Difficulty walking, standing or sitting.
- Spending longer in the bathroom or toilet.
- Appearing withdrawn, anxious or depressed.
- Displaying unusual behaviour after an absence from school or college.
- Being particularly reluctant to undergo normal medical examinations.
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instance we are expected to follow local safeguarding procedures. School personnel who fail to comply with the mandatory duty face disciplinary procedures.

We are aware that **'so-called 'honour-based' violence (HBV)** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.' **(See Female Genital Mutilation policy)**

School personnel who have a concern regarding a child that might be at risk of HBV or who has suffered from HBV will report their concern to the DSL or deputy DSL.

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. We must consider, at all times, the context within which such incidents and/or behaviours occur. This is known as **'contextual safeguarding'**, which simply means assessments of children considering whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.'

We are aware that **'Child sexual exploitation' (see Policy)** is a form of child sexual abuse. The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

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

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;

- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

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

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

(Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE February 2017))

We will ensure that all members of staff understand the negative impact of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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

We will ensure that staff members understand the negative impact of child exploitation through County Lines' is:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

We ensure all school personnel are aware of the **Pupil Behaviour and Discipline** policy which is annually reviewed. We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We strongly endorse the banning of all forms of **corporal punishment** which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use **reasonable force (see Positive Handling (Restraint of Pupils) policy)** to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We ensure all school personnel are aware of systems that support safeguarding which is explained to them as part of staff induction. (see **Code of Conduct Policy for staff**)

We have a duty to ensure that '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. **Children missing education (see Policy)** are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later on in life.' (Children Missing Education: statutory guidance for local authorities (DfE))

We understand that children that are particularly at risk of missing education are:

- pupils at risk of harm/neglect
- children of Gypsy, Roma and Traveller families
- families of Armed Forces personnel
- missing children/runaways
- children and young people supervised by the Youth Justice System
- children who cease to attend a school

Children has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

We recognise that anyone who comes into contact with children such as the Headteacher, teaching staff, support staff, volunteers and contractors are vulnerable to accusations of abuse. We acknowledge that dealing with **allegations (see Dealing with Allegations against School Personnel, Volunteers, Headteacher or Pupils policy)** is a stressful, demanding, complex and delicate process for all involved. But we will ensure that all allegations will be taken seriously and investigated immediately and impartially in order to provide instant and effective protection for the child concerned and to provide support for the person who is the subject of the allegation. 'The procedures for dealing with allegations need to be applied with common sense and judgement. The following definitions will be used when determining the outcome of allegation investigations:

- **substantiated:** there is sufficient evidence to prove the allegation;
- **malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **false:** there is sufficient evidence to disprove the allegation;
- **unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation but the term, therefore, does not imply guilt or innocence;
- **unfounded:** where there is no evidence or proper basis which supports the allegation being made

We have a statutory duty of care to safeguarding the welfare of children and vulnerable adults and providing them with a safe learning environment. We have created and maintain a **culture of safe recruitment (see Safer Recruitment and Retention policy)** by establishing and maintaining correct procedures that will 'help deter, reject or identify people who might abuse children.'

We are committed in establishing and maintaining correct procedures and checks (**see Disclosure and Barring Checks Policy**) for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

We ensure that photographs taken in school or off-site by school personnel of pupils working or taking part in school events will only be taken by using a school camera. Under no circumstance will a member of the school personnel use their mobile phone to photograph pupils or to send the image to parents. We believe we have a duty to prevent the unauthorised taking and publication of images of school personnel.

We deal with all incidents of **sexting (see Mobile Phone Safety and Acceptable Use Policy)** that involves the 'sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'

We have a duty to ensure the **online safety (see Acceptable Use of ICT Policy)** of all pupils and school personnel. We also have a duty to provide pupils with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills. **Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.**

We believe that used correctly **internet access** will not only raise standards, but it will support teacher's professional work and it will enhance the school's management information and business administration systems.

The school uses and publishes photographs of the children, their work and achievements in various ways. Occasionally, the school may invite members of the media to a school event to take photos and film. Under Data Protection law, parents have the right to express whether or not they wish for photos or videos to be taken or published of their child. They may also express whether your child's name is included with any photographs or video

used. This information is contained in the Photography Policy and forms part of policies on the application to the school

We acknowledge that the increased provision of the internet, in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils how to evaluate Internet information and to take care of their own safety and security.

E-Safety (see Policy), which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

We work hard to ensure children are safe from **Knife Crime (See Policy)** at school but we realise that the most dangerous time for children is when they leave the schools premises.

We believe that in order to prevent children getting involved with knives is to:

identify, support, help and protect children on the school site;
to teach children about the dangers of knives and related dangers from an early age;
review our PSHE and to see how this reflects local safeguarding issues and trends especially knife crime;
introduce anti-knife crime sessions into the PSHE curriculum and anti-knife crime workshops for parents
engage with parents and highlight ways that they can talk to their children about all safeguarding issues;
work with and have close links with parents, the police, the local authority, health, youth services, welfare services, housing services and the local community.

We have a duty to safeguard children, young people and families from **violent extremism (see Prevent Duty - Dealing with Extremism and Radicalisation policy)**. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the '**Counter-Terrorism and Security Act 2015**' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental **British values (see Promoting British Values policy)** and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protecting children from the risk of radicalisation is provided for all school personnel by the **Designated Safeguarding Lead (see Safeguarding: Roles and Responsibilities policy)** who has undertaken Prevent awareness training (Workshop to Raise Awareness of Prevent). Online general awareness training will also be provided by the Channel programme for all school personnel who provide support to those who have been identified as being vulnerable to being drawn into terrorism.

We recognise **whistle blowing (see Whistleblowing Policy)** is the reporting of suspected wrongdoing in the workplace which is regarded as making a disclosure in the public interest. We

actively encourage all school personnel and visitors to school to report any serious concerns they may have about any aspect of the school such as:

- health and safety concerns
- damage to the school environment
- a criminal offence that has taken place or is about to take place
- disobeying the law
- the covering up of a wrong doing
- the conduct of its personnel or others acting on behalf of the school.

We understand that children or young people who have been taken into care by the local authority or who have a voluntary care arrangement are known as 'Looked After'. This is either because of family breakdown, abuse, neglect or social need. 'Looked After Children' (**see Policy**) will either be living in foster homes, children's residential homes, living with a relative or with their natural parent(s).

We are committed to providing quality education for all our pupils including 'Looked After Children'. (**see Policy**) It is nationally recognised that 'Looked after Children' significantly underachieve and are at greater risk of exclusion when compared with their peers. Therefore, we believe we have a duty 'to safeguard 'Looked After Children', to promote their educational achievements and to ensure they are able to achieve and reach their full potential'. (Children Act 2004)

We are aware that children with **special educational needs (see Policy)** and disabilities can face additional safeguarding challenges. We have a duty to ensure school personnel have the skills, knowledge and understanding to be alert to the additional safeguarding challenges to children with special educational needs and disabilities. All school personnel are trained to be 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)

We are aware that **privately fostered** children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.

Responsibility for the Policy and Procedure

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly **identifies and outlines the roles and responsibilities** of all those involved in the procedures and arrangements that is connected with this policy. All governors must be fully aware of their safeguarding responsibilities.

Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups) as identified in KCSIE)

- Our policy and procedures also apply to extended school and off-site activities.

All staff

- All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (KCSIE), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Code Of Conduct, the role and identity of the designated safeguarding lead (DSL) and Deputy / members of the SLT (who are also trained to deal with all safeguarding concerns), Behaviour Policy, and the safeguarding response to children who go missing from education.
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.

The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours the DSL may be contacted via telephone (all staff have the numbers) and/or by email.

When the DSL is absent, the Deputy DSL or any members of the Senior Leadership team should be contacted.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care,
- Receive training on the Channel programme (part of the Prevent Programme), Disclosure and Barring Service, and support staff who make such referrals directly
- The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The Governing Body

- The Governing Body will approve this policy at each review, ensure it complies with the law and hold the head Teacher to account for its implementation.
- The Governing Body will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full Governing Body.
- All governors will read Keeping Children Safe in Education which has information on how governors are supported to fulfil their role.

The Head Teacher

The head teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable
- KCSIE changes from September 2020 also clarify aspects related to the management of safeguarding for Headteachers, DSL teams and governors.

Changes to Multi-agency working

Hillingdon Local Safeguarding Children's Board (LSCB)

The Children and Social Work Act 2017 replaces Local Safeguarding Children Boards (LSCBs)

with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police and clinical commissioning groups). It also places a duty on child death review partners, local authorities and clinical commissioning groups to review the deaths of children ordinarily resident in the local area. LSCBs must continue to carry out all of their statutory functions until the point at which safeguarding partner arrangements begin to operate in a local area. Locally in Hillingdon, the last LSCB under the old arrangements took place on 1 May 2019 and the new arrangements will be implemented in September 2019. In the meantime, the LSCB Business continues to function and discharge its statutory duties. Hillingdon alongside seven other West London Local authorities formed a new partnership with North West London Project in order to fulfil the new legal requirements.

Changes to this section are to clarify the expectations for all agencies, including schools, in the context of the phasing out of local safeguarding children boards (LSCBs). Specifically that:

- The child death review partner arrangements must be in place by September 2020 which they are in Hillingdon.
- The school should be aware of and follow these new local arrangements - this includes the senior leadership team, DSL and nominated safeguarding governor

AS A REMINDER, THE THREE SAFEGUARDING PARTNERS ARE:

LOCAL AUTHORITY (LA)

CLINICAL COMMISSIONING GROUP WITHIN THE LA

CHIEF OFFICE OF POLICE WITHIN THE LA

<https://hillingdonsafeguardingpartnership.org.uk/wp-content/uploads/2019/06/Hillingdon-Safeguarding-Partnership-Arrangements-June-2019.pdf>

Parents

We are committed in establishing and maintaining an ethos where children and **parents** feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

We have a duty to ensure that under no circumstances will we **disclose** to a parent any information held on their child if this would put the child at risk of significant harm. We will follow the advice of the Multi-Agency Safeguarding Hub.

We are aware that more than 90% of abuse cases involve someone a child already knows such as a family member or close friend. We agree with the advice from NSPCC that 'parents should not leave it up to teachers' to talk to children about sexual abuse but to talk to them themselves.

Therefore, we will signpost parents to information to raise parents awareness on various ways and opportunities for them to approach this delicate subject.

Role of the Data Protection Officer

We are aware that the General Data Protection Regulations (GDPR) (**see Data Protection and the General Data Protection Regulation policy**) has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We have a duty not to 'prevent, or limit, the sharing of information for the purposes of keeping children safe'. We are aware that legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.'

We have a duty to retain all data on the safeguarding file for a long period as it 'forms part of an important story that may be needed retrospectively for many years.'

Role of Pupils

Pupils must:

- feel safe and protected;
- know how to assess risk to themselves;
- know how to keep themselves safe;
- know how to raise a complaint or concern;
- know and recognise a trusted adult that they can go to and raise their concerns;
- feel supported and protected when they raise a concern;
- be kept informed of any actions that have been taken when they have raised a complaint;
- feel safe from discrimination and bullying;
- be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.

Role and Partnership with Agencies

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school.

What To Do On The First Day Of Absence And The Role Of Staff

Office staff are responsible for:

- ensuring the safeguarding of pupils by establishing the whereabouts of all absent pupils by making contact with parents if the school has not been informed of their child's absence;
- implementing this policy with the Head;

- ensuring the following procedure is carried out each day:
 - Collect registers once registration has been completed;
 - Monitor registers;
 - Listen to absence calls and text messages;
 - Read emails from parents;
 - Make a list of absence pupils without no explanation;
 - Double check the list before calling parents/carers to establish the whereabouts of absent pupils;
 - Contact parents/carers if they have not reported their child's absence by 10.00a.m.;
 - If unable to make contact with parents/carers then call everyone on the contact list;
 - Leave voicemail and text messages in all cases;
 - Use school intelligence to establish any information about the unexplained absence;
 - Check if the absent pupil;
 - Continue to contact the parents/carers throughout the day until contact is made;
 - Inform the Headteacher and the Designated Safeguarding Lead of the situation.
 - Keep a log of all actions.
 - keeping an up to date list of at least two emergency contact phone numbers for different adults associated with each pupil;
 - monitoring individual and class attendance on a daily basis;
 - keeping the Head informed of attendance figures and trends;
 - organising meetings between the Headteacher and parents to discuss their child's poor attendance;
 - organising meetings between the Headteacher and parents to discuss their child's absence;
 - organising meetings between the Headteacher and parents to discuss their application for a term time holiday;
 - compiling attendance data reports for the Head, the Governing Body and the EWO;
 - ensuring registers are distributed to the teaching staff and are kept up to date.

4.0 Curriculum

4.1 We will ensure that pupils are taught about safeguarding, including online safety as part of a broad and balanced curriculum by covering relevant issues through:

- Relationships Education (Primary Schools)
- Personal, Social, Health and Economic (PSHE) Education
- Health Education (For all pupils in state-funded schools)

4.2 We want to equip children with the necessary skills and awareness to stay safe from abuse. We want them to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

Safeguarding Training

The key training elements are:

Induction Training – this is mandatory and should include;

- the Child Protection Policy;
- the Behaviour Policy;
- the staff Code Of Conduct;
- the safeguarding response to children who go missing from education; and

- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE (2020))
- DSLs must attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.
- All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Safer Recruitment training must be available to all relevant staff and governors who are involved in the recruitment process and at least one member on a recruitment panel should have completed the Safer Recruitment Training.

At Grange Park we:

- To provide refresher training for all school personnel annually, including governors and to raise awareness of a wide range of safeguarding topics throughout the school year.
- Ensure all school personnel and volunteers understand the safeguarding risks to children and how to report any concerns they may have.
- Keep an updated training attendance record and ensure that those who were absent from any training attend another follow up training session.
- Provide evidence for Inspectors that training has been effective and has been implemented.
- We ensure that all new school personnel undertake induction training in safeguarding and child protection procedures that covers aspects of:
 - Keeping Children Safe in Education (DfE 2020)
 - What to do if you are worried a child is being abused (DfE 2015)
 - Prevent Duty (DfE 2015)
 - Child Sexual Exploitation - definition and guide for practitioners (DfE 2018)
 - School Procedures

Case Conference and Child Protection

Contextual Safeguarding

- consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare when undertaking social care assessments;

The Designated Safeguarding Lead will attend:

- all Child Protection Case Conferences or send a representative;
- all Core Group meetings once a child has been placed on the Child Protection Register.
- all Child in Need meetings

Referrals

- To refer cases of suspected abuse to the local authority children's social care as required.
- To support staff who make referrals to local authority children's social care.
- To ensure parents are aware that referrals about suspected abuse or neglect may be made.
- To take appropriate action if a child's situation does not improve after a referral has been made by pressing for re-consideration;
- To record all child protection referrals.
- To co-ordinate action within the school.
- To provide support for any child at risk.
- To not promise confidentiality to any child but always act in the interests of a child.
- To refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- To refer cases where a crime may have been committed to the Police as required.

- To refer cases to the Channel programme where there is a radicalisation concern as required.
- To support staff who make referrals to the Channel programme.

Record Keeping

- To ensure an up to date child protection file is in place in order to make it easier to record and share information when required.
- To ensure all incidents are recorded, reported and kept confidential.
- To keep all paperwork up to date.
- To report back to the appropriate school personnel when necessary.
- To have in place a child protection file that is sub-divided into the following sections:

Administration:

A personal record of each pupil in the file:

- Name
- Date of birth
- Home Address
- Telephone numbers
- Names of parents / carers
- Siblings
- GP contact details

Outside agency involvement

- Health
- Ed. Psych.
- EWO
- Social worker etc

Chronology of events with the most recent at the top.

Internal Information

- Attendance
- School concern forms
- Notes of school meetings
- Notes of conversations with parents

External Information

- Record of phone calls
- Record of emails
- Referral forms etc
- Record of multi-agency meetings plus notes and all formal documents
- Record of the transfer of child protection files when a pupil leaves to join another school by recording the following:

Date of Transfer	Child's Name	D.o. B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

Legal documentation

Security of Information

- To ensure all child protection records are regarded as confidential and will be kept in a secure place.

Support

- To ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence.
- To ensure school personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

Fostering

- To inform a family of a child who we suspect is being privately fostered that it is their duty to inform the local authority of the private fostering arrangements.

Radicalisation

- To raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism.

Transition

- To ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;

Pupils Transferring to another School

To ensure the following procedures will take place if a pupil, on the child protection register, transfers to another school:

- To contact the case social worker.
- To pass on to the Designated Safeguarding Lead at the receiving school child protection records only if that school is in the same local authority.
- To ensure that if a child is moving to another local authority, then information will only be passed on with outline details of case conferences but not minutes of conferences.

Role of the Local Authority

The local authority will:

- be responsible for safeguarding and promoting the welfare of children by working in partnership with schools and other organisations;
- establish a **Hillingdon Safeguarding Children Partnership**

- appoint the chairperson to the; **Hillingdon Safeguarding Children Partnership**
- appoint other members to the **Hillingdon Safeguarding Children Partnership**;
- have in place a local authority designated officer;
- ensure the **Hillingdon Safeguarding Children Partnership** is run effectively;
- ensure schools undertake their responsibilities for the safeguarding of children;
- have excellent links with local organisations;
- provide advice, information and guidance to families in the local authority.

Role of the Local Authority Designated Officer

The Local Authority Designated Officer will:

- ensure safeguarding procedures are correctly applied and implemented throughout the local authority;
- provide advice, information and guidance to personnel in the local authority;
- provide advice, information and guidance to families in the local authority;
- be responsible for updating the local authority policy for safeguarding and child protection;
- provide training and meet the training needs of schools and other organisations;
- work closely with Social Services, the Police, Health professional and all other agencies;
- be the key link to Social Services or the Police during and following formal investigations;
- monitor the progress of cases to ensure that they following the appropriate procedures;
- keep up to date with all changes in legislation;
- will be the local authority representative on the **Hillingdon Safeguarding Children Partnership**.

Role of School Personnel and Volunteers

School Personnel will be aware of the following names:

- Designated Safeguarding Lead
- Deputy Designated Safeguarding Lead
- Second Deputy Designated Safeguarding Lead
- Nominated Governor for Safeguarding
- Chair of Governors: Person to contact regarding concerns about the Headteacher
- Local Authority Designated Officer

Understand the roles of all of the above; and be aware of the following telephone numbers of:

- Social Services Referrals
- Out of Hours Social Services
- Police
- NSPCC Whistle-blowing Helpline

Safeguarding and Child Protection

- To recognise that safeguarding and child protection is their main responsibility and will 'always act in the best interests of the child'.
- To read Part One of 'Keeping Children Safe in Education'.
- To provide a safe school and classroom environment in which children can learn, and ensure pupils:
 - feel safe and protected;

- feel safe to talk and where school personnel listen to children;
- know how to assess risk to themselves;
- know how to keep themselves safe;
- know how to raise a complaint or concern;
- know and recognise a trusted adult that they can go to and raise their concerns;
- feel supported and protected when they raise a concern;
- are kept informed of any actions that have been taken when they have raised a complaint;
- feel safe from discrimination and bullying;
- are made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.
- To be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect.
- To treat children's welfare with utmost importance.
- To be aware of the background of the children in their care.
- To be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training.

Relevant Documents

Read and be aware of the following documents:

- Keeping Children Safe in Education (2020) (Part One);
- School Personnel Code of Conduct
- Safeguarding and Child Protection Policy
- Pupil Behaviour and Discipline Policy
- Children Missing Education Policy

Referrals

- To remember to make a written record of all verbal conversations.
- To make a referral to children's social care or to the police if a child is in immediate danger or at risk of harm and then record the verbal conversation in writing.
- To then inform the designated safeguarding lead that a referral has been made.
- To maintain an attitude of 'it could happen here' where safeguarding is concerned'.
- To 'identify concerns early, provide help for children, and prevent concerns from escalating'.
- To speak with the designated safeguarding lead if they are unsure and then record the verbal conversation in writing.

Reporting Concerns

- undertake the following procedure if a pupil makes a disclosure to them:
- listen to the pupil;
- remain calm;
- offer reassurance;
- not ask the pupil to remove or adjust clothing if bruises are observed;
- not ask leading questions;
- let the pupil speak freely;
- accept what has been told them without challenge;
- not offer opinion or criticize or lay blame;
- reassure the pupil at the end of the disclosure telling them that they have done the right thing;
- not promise confidentiality but inform them that other people need to be told;
- record accurately and factually what the child has said in note form;

- record observed injuries or bruises on a map of the body;
- submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer;
- Undertake The Following Procedure If They Suspect A Child May Be A Victim Of Abuse:
- record accurately and factually what they have seen in note form;
- submit a completed critical incident sheet to the designated person;
- the Designated Safeguarding Lead will then:
- further investigate and keep records of this investigation;
- decide whether to take this referral further or to monitor the situation;
- inform the person making the initial referral of his/her decision;
- prepare in readiness for a case conference/core group meeting the following information on the child:
- attendance and punctuality data
- academic achievement
- child's behaviour and attitude
- relationships and social skills
- appearance and presentation
- any known incidents in or outside school
- school contact with parents/carers

If a parent makes a disclosure to school then the Designated Safeguarding Lead:

- should meet with the parent taking down all details;
- will assure the parent that the school will take the matter seriously;
- that he/she will have to take advice from the Local Authority Designated Officer about the disclosure;
- will get back to the parent when a decision has been taken and how to proceed.

Recording Information

- School personnel and volunteer helpers are asked to record any concern or incident in the following way:
 - Date
 - Time
 - Place
 - Nature of the concern
 - All facts
 - Observed injuries and bruises
 - Note the actual words of the child
 - Sign the notes and hand to the DSL

Confidentiality

- To observe confidentiality at all times as the protection of the child is paramount.
- To have a professional responsibility to share information with other professionals who are investigating a case.
- To ensure that when confiding information to a member of staff a child is made aware that for their own sake this information cannot be kept secret.
- To reassure a child that the information will only be shared with the designated teacher who will decide what will happen next.

Support and Counselling

- To receive support and counselling if they feel distressed from being involved with a case or incident.

Social Networking

- To be cautious when using social networking sites and must:

- set their profile as private;
 - not allow access to pupils or parents/carers;
 - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.
- To ensure that no contact can be made with pupils or parents/carers via telephone, text message, email or on social networking sites outside school hours.
 - To ensure not to give personal details such as mobile and home telephone numbers, home or email address to any pupil or parent/carer.

Meetings and Conferences

- To be prepared to attend a Strategy Meeting.
- To be prepared to attend a Child Protection Case Conference.

Conduct

- To ensure that they conduct themselves correctly at all times and do not put themselves at risk.

Safer Recruitment

- To be aware of the Safer Recruitment processes and checks.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance.

Safeguarding and Child Protection Policy Procedures

Equipping Children With The Skills Needed to Keep Them Safe.

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe.

The children take part in Personal, Social and Health Education (PSHE), which provides opportunities for them to learn about keeping safe; **and who to ask for help if their safety is threatened.**

Issues such as Domestic Violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable. Let children know that it is acceptable to talk about their own problems and signpost sources of help.

Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects need to be prepared for that possibility.

E- safety

If you are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child:

- Report to and discuss with the Designated Child Protection Officer in school and contact parents
- Advise the child on how to terminate the communication and save all evidence
- Consider the involvement of police and social services
- Inform the LA e-safety officer.

Use of technology

Images of children should only be taken of children involved in an activity and must only be taken on school owned devices including school cameras and tablets. Personal mobile devices must never be used to take photos of children.

Procedures For Staff Identifying and Reporting Concerns of Abuse

Any member of staff concerned about a child must inform the Designated Safeguarding Lead immediately.

The member of staff must record information regarding the concerns on the same day on the form provided. The recording must be a clear, precise, factual account of the observations.

The DSL will decide whether the concerns should be referred to the Social Services Department.

If a referral is made to Social Services, the DSL will ensure that a written report of the concerns is sent to the Social Worker dealing with the case within 48 hours. (Inter-Agency Referral Form)

The DSL will follow instructions given by the MASH team particularly with regard to informing parents in the likelihood of a section 47 assessment.

The DSL will share outcomes of referral with the staff member.

Particular attention will be paid to the attendance and development of any child who has been identified as at risk, or who has been placed on the Child Protection Register.

Following outcome of referral (TAF, CIN, Child Protection Plan or emergency fostering), procedures will be followed and the DSL will request the class teacher to complete a welfare progress report on the agreed form

If a pupil who is on the Child Protection Register changes school, the DSL will inform the Social Worker responsible for the case, and transfer the appropriate records to the receiving school.

When a new child joins the school, Grange Park will ask if there were any safeguarding concerns

Appendix 1

The following documentation is also related to this policy:

- COVID – 19; safeguarding in schools, colleges and other providers (DfE) (currently suspended following full opening of school, but will remain in case situation changes)
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium 2019)
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Sexting in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))
- Preventing youth violence and gang involvement (Home Office)
- Criminal exploitation of children and vulnerable adults: county lines guidance (Home Office)

We believe this policy should be viewed in **conjunction** with the following policies which have major relevance to safeguarding and promoting the welfare of children:

We believe this policy should be viewed in conjunction with the following policies which have major relevance to safeguarding and promoting the welfare of children:

- Safeguarding Part 2 of 4 : Roles and Responsibilities
- Safeguarding Part 3 of 4: Recognising the Signs of Abuse
- Safeguarding Part 4 of 4: Safeguarding Procedures
- Acceptable Use of ICT
- Administration of Medicines
- Advocates and Independent Visitors
- Anti-Violence, Aggressive and Anti-Social Behaviour
- Anti-bullying
- Anti-Cyber Bullying
- Child Gone Missing On or Off Site
- Child Missing Education
- Child Sexual Exploitation
- Confidentiality
- Dealing with Allegations Against School Personnel
- Dealing with Sexual Harassment and Sexual Violence
- Disciplinary Procedure
- Disclosure and Barring Service Checks
- Domestic Abuse and Operation Encompass
- Drugs Education and Managing Drug Related Incidents
- Eating Disorders

- Educational Visits
- Educational Visits and Terrorist Incidents
- Equal Opportunities
- Exclusions
- E-safety
- Female Genital Mutilation
- Health and Safety
- Hygiene
- Intimate Personal Care
- Intruders
- Knife Crime • Looked After Children
- Manual Handling
- Medical and First Aid
- Mobile Phone Safety and Acceptable Use
- Mental Health
- Parent and Community Use of Social Media
- Parent Involvement (Engagement)
- Pastoral Care
- Photographic and Video Images
- Positive Handling (Restraint of Pupils)
- Prevent Duty - Dealing with Extremism and Radicalisation
- Pupil Absence on Medical Grounds
- Pupil Behaviour and Discipline
- Relations Education, Sex Education and Health Education
- Safe Physical Contact with Pupils
- Safer Recruitment and Retention
- School Based Counselling
- School Personnel Code of Conduct
- School Security
- Searching, Screening and Confiscation
- Self-Harm
- Sharps and Needles
- Sick Child
- Special Educational Needs and Disabilities
- Students on Placement
- Sun Protection
- Supervision of Pupils
- Supporting Pupils with Long Term Medical Conditions
- Troubled and Vulnerable Children
- Uncollected Child
- Visitors, Visiting Speakers and Contractors
- Walking to and From School
- Whistle Blowing

Appendix 2

Causes for Concern

Staff should be concerned if a pupil;

- Has any injury which is not typical of the bumps and scrapes normally associated with children's activities.
- Regularly has unexplained injuries.
- Frequently has an injury, even when apparently reasonable explanations are given.
- Offers confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age.
- Discloses an experience in which he or she may have been significantly harmed.

Dealing With a Disclosure

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality, as it might be necessary to refer the case to Social Services.
- Reassure the pupil that what has happened is not their fault.
- Stress that it was the right thing to tell.
- Listen, do not ask direct questions or probe the child.
- Ask open questions rather than leading questions if necessary, for clarification.
- Explain what has to be done next and who has to be told.

Record keeping

When a pupil has made a disclosure, the member of staff should:

- Make some brief notes as soon as possible after the conversation.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any bruising or other injury on a body outline.
- Record statements and observations, rather than interpretations or assumptions.
- All records concerning suspected or confirmed child abuse together with the minutes of any conferences will be kept in the Head's office, separate from the child's other school records.
- Establishing a safe environment in which children can learn and develop.
- Extended Schools and Before and After School Activities
- The Governing Body of a school controls the use of the school premises both during and outside school hours, except where a transfer of control agreement has been made. The other body, known as the 'controlling body', will control the occupation and use of the premises during the times specified in the agreement.

Transferring control of the premises to local community groups, sports associations and service providers can enable school facilities to be used without needing ongoing

- management or administrative time from school staff.
- Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for Child Protection will apply.
- Where services or activities are provided separately by another body, the Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and Child Protection, and there are arrangements to liaise with the school on these matters where appropriate.

Intimate and personal care / Personal care

- All staff working in school must ensure they carry out activities with children in an open and honest way.
- Where a child has had an accident or injury the child should be encouraged to remove clothing themselves and to dress themselves if needed, after an accident, in clean clothes provided by staff.

Staff should allow the child privacy to dress themselves such as a toilet cubicle where the member of staff can be nearby but not over looking. Parents are told if a child has had a change of clothing at school.

Intimate care

- If a child has had an accident and needs help to change or clean themselves staff should ensure another adult is present and aware of what is happening and that the member of staff explains to the child what is happening and why.
- Incidents requiring intimate care are recorded in the welfare log books and the parents of the child are informed

Key Terminology

Universal Services:

Those services that all children access

Early Help:

Preventative work that supports children and families and reduces risk of problems becoming serious

Child In Need:

Social Work support where a child is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly impaired without the provision of services

Child Protection:

The activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm