

# Khalsa Primary School – Southall



## Child Protection and Safeguarding Policy

Committee with oversight for this policy – Teaching and Learning	
Policy to be approved by the Full Governing Body	
Policy last reviewed by the Teaching & Learning Committee	12/10/2017
Policy last ratified and adopted by Full Governing Body	12/10/2017
Policy / Document due for review	October 2018

**Khalsa Primary School - Southall**

# Child Protection and Safeguarding Policy

## 1. Key Personnel

At Khalsa Primary, the Safeguarding, PREVENT and Child Protection Team is:

**Designated Safeguarding Lead and PREVENT lead:**

- Ms Parmjeet Kaur Sehmi, Head teacher.

**Safeguarding Team members:**

- Ms Pardeep Kaur, PSHE lead

- Ms Rajpreet Birk, KS2 coordinator.

**Safeguarding Governors**

- Mrs Davinder Lally and Mr Philip Dobison

**The Local Authority Designated Officers (LADO) are: (0208 825 8155)**

- Kogie Perumall: 0208 825 8155

- James Jose: 0208 825 8155

**The contact number for Ealing Social Services is 0208 825 8000**

## 2. Summary: what to do if you suspect child abuse or a child discloses to you:

- Listen to the child
- Do not make promises of not to tell – tell the child that you must tell someone who can help them
- Record factual information (do not probe the child for additional information), including body marks on the CP diagram
- Report immediately to the CP/Safeguarding/PREVENT lead
- Maintain confidentiality
- Follow the instructions from the CP/Safeguarding/PREVENT lead

## 3. Aims

At Khalsa Primary School it is our overall aim to make staff aware of their responsibilities to protect the children in their care and to work alongside other agencies to fulfil their duties in accordance with the Children Act 1989, Keeping Children Safe in Education 2016 and based on the 5 outcomes of Every Child Matters (2004). Safeguarding all the children in our care is a first priority for Khalsa Primary and we follow rigorous vetting and appointment procedures to ensure all children are safe.

This policy draws on all relevant publications including 'Keeping children safe in education', 'Safeguarding Children: Safer Recruitment and Selection in Education', 'Dealing with allegations of abuse against teachers and other staff' and guidance from the NSPCC. Other policies which should be read alongside this policy are the school's Health and Safety policy, Attendance policy, Behaviour policy, Physical Restraint policy, E Safety, Whistle blowing policy and Statement of procedures for dealing with allegations of abuse against staff.

Parents and carers are informed of this policy in newsletters, notices and it is published on the school website. Parents/carers can request a copy of the policy from the school office.

We feel that the Every Child Matters principles are still relevant to our school:

- Be healthy
- Achieve well being
- Enjoyment and achievement
- Stay safe
- Make a positive contribution

The school is committed to providing an environment in which children feel secure and their viewpoints are valued. Fundamental to our school values and practice is the principle of working with parents, carers, children and outside agencies in partnership to ensure the welfare of all our children.

At Khalsa Primary the welfare of the child is of paramount importance and must be safeguarded at all times. Confidentiality should be respected as far as possible (without compromising the first principle). Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in our school.

The school has a duty to take appropriate action in order to safeguard the well-being of pupils who may be in need of support.

We aim to be vigilant in cases of suspected child abuse, recognising signs and symptoms. All staff may raise concerns directly with Children's Social Care Services. There are clear, shared procedures whereby staff can also report concerns to the Designated Child Protection Teacher (Headteacher) or the designated shadow teacher in her absence. We are aware of local procedures so that information is effectively passed on to the relevant professionals in the social services and the police.

The Designated Safeguarding Lead must be informed if staff have safeguarding concerns about any adult(s) in school.

### **Objectives**

Our objectives are as follows:

- To raise awareness of both teaching and support staff of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children thought to be at risk.
- To emphasise the need for good levels of communication between all members of staff and visitors.
- To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
- To promote understanding and build relationships with outside agencies in order to work together more effectively.
- To support the child's development in ways which foster security, confidence and independence.
- To develop a network of support for young people and adult members of our school community.

### **4. Terminology**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## **Types of abuse: (see appendices information sheet for signs of each abuse)**

- Sexual abuse
- Physical Abuse (including Honor Abuse)
- Emotional Abuse (including Domestic Violence)
- Neglect (often the most difficult to judge, so regular and accurate information recording is essential to build a picture of neglect.)

## **5. Safeguarding legislation and guidance**

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that the functions are carried out with a view to safeguarding and promoting the welfare of children.

The Teacher Standards 2012 state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The statutory guidance **'Working Together to Safeguard Children' (16<sup>th</sup> Feb 2017)** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.

## **The statutory guidance 'Keeping Children Safe in Education' 2016**

Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. All staff should read Part One of this guidance and staff can find a copy in the staffroom and on the school intranet - Policies Folder in the staff shared area.

Research suggests that around 10 per cent of children will suffer some form of abuse, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

## **6. Good practice guidelines and staff code of conduct**

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. All staff will sign the LA Code of Conduct annually. Good practice includes:

- Staff to receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Treating all pupils with respect
- Setting a good example by conducting ourselves appropriately
- Involving pupils in decisions that affect them
- Encouraging positive, respectful and safe behaviour among pupils
- Being a good listener
- Being alert to changes in pupils' behaviour and to signs of abuse and neglect
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing

- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Applying the use of reasonable force only as a last resort and in compliance with school and LSCB procedures
- Referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care
- Following the school's rules with regard to communication with pupils and use of social media and online networking, risk assessments and DBS checks

A risk assessment is conducted on all volunteers to ascertain if a DBS check is required. All new staff, all governors and regular volunteers who have unsupervised access with children will have a DBS check and will not work with children on their own until positive DBS clearance has been confirmed.

### **Abuse of trust**

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

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent. The school and LA Code of Conduct sets out our expectations of staff and is signed by all staff members. This is documented on the SCR.

### **7. Vulnerable Groups:**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs
- Young carers
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Asylum seekers
- Living away from home – risk false fostering
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- Involved directly or indirectly in sexual exploitation

- Do not have English as a first language
- At risk of female genital mutilation (FGM) or forced marriage.
- Exposed to violent extremism

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

### **8. Looked After Children**

Looked after children (LAC) are particularly vulnerable. The GB has appointed a designated teacher to promote the educational achievement to children who are looked after. (Inclusion leader). The most common reasons for children becoming looked after is as a result of abuse and /or neglect.

Staff, on a need to know basis:

- The legal status of each looked after child in school,
- The contact arrangements with birth parents or those with parental responsibility,
- The child's care arraignments
- The levels of authority delegated to the carer by the la,
- Details of the child's social worker
- The name of the virtual school head in the LA that looks after the child.

All LAC must have a Personal Education Plan - to be started within 20 days of his/her arrival. A home/school agreement should be drawn up with the primary carer. Monitoring the child's attendance is of particular importance and his/her social worker should be informed if it falls below target levels.

### **9. Pupils who disappear from school**

This applies to any pupil on the school roll who ceases to attend and the parents/carers have not advised the school they are leaving; it also applies to those on pre-admission list/register in YR who do not arrive on the expected date; and pupils not returning after a school holiday or term-time holiday.

These procedures in the LA children Missing Education Policy do not replace any Safeguarding/child protection procedures or guidance but are to be used in conjunction with them; they aim to provide a minimum standard of safety for pupils to check their circumstances and follow them up when they are absent from school.

We follow the recommended procedures in the LA children Missing Education Policy. See check list in the "LA children Missing Education Policy - School and LA procedures for pupils leaving and joining school" document.

### **10. Pupils who plan to leave the school**

These regulations came into force on 1st September 2006 – regulation 8 of the Education Regulations. When a parent advises school that the pupil will be moving school or to a different area they should be given a LEAVING SCHOOL FORM FOR PARENTS. Parents are asked for their cooperation in completing this form -

1. Ask for the address of the school and planned start date or pupil's new address
2. Ring and ask the school if they can confirm transfer
3. If they cannot ESW will be asked to contact the family and they will advise the school
4. If ESW cannot make contact they will pursue information from other sources
5. If no contact is found ESW will confirm they should be removed from the roll and school will pass details to social services as either a pupil who has disappeared but there are no welfare concerns or where school is

concerned for the child's welfare. School will store records pending any future request for them.

If a pupil disappears from the roll and there is no preceding notice from the parent - school refers to ESW and steps 3 - 6 are followed. If there are concerns for the pupil's welfare an urgent referral will be made to social services.

### **11. Missing children**

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will report this to the Local Authority and monitor unauthorised absence, particularly where children go missing on repeated occasions.

### **12. Curriculum Matters**

We aim to integrate child protection within the existing curriculum for personal and social education, allowing for continuity and progression. Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

#### **Objectives:**

To provide a preventative curriculum which deals with the three aspects of:

- **Knowledge** - facts, dangers, possibilities, rights, agencies, keeping safe
- **Awareness** - self-esteem, self-awareness, confidence
- **Skills** - assertiveness, problem solving and communication

To enable pupils to develop an understanding of relationships, personal safety and responsibility and independence.

To provide a safe learning environment in which children can explore emotive issues - there must be clear ground rules. To acknowledge children's and young people's rights to:

- Express and share feelings, emotional ideas and opinions
- Be assertive and make judgements and choices
- Be shown respect for their own bodies and ideas
- Understand love and care
- Safety at home, at school, in the community
- Encouragement
- Tolerance - permission to experiment, make mistakes and learn their own way
- Be valued and accepted
- Respect as individuals without prejudice
- To recognise the contribution of the informal curriculum and ethos at the school, especially through adult examples of tolerance, sensitivity and negotiation.

- To provide information about helplines such as Child line through poster display

### **13. Procedures - School Management of Child Abuse Concerns**

#### **Reporting procedures inside the school**

Staff must record, indicating dates and times, ANY incident, bodily mark or conversation which may be considered unusual or which is not suitably accounted for. This information must be brought to the attention of the Designated Safeguarding Lead immediately or a direct referral made to Children's Social Care Services (020 8825 8000). In the absence of the Designated Safeguarding Lead, please speak with the Shadow Designated Safeguarding Lead.

Children can raise concerns with any member of staff who will pass this on to the designated teacher or make a direct referral to Children's Social Care Services. Children use a variety of strategies to raise these concerns, such as 'Circle Time' or speak directly with staff.

#### **Reporting procedures to outside agencies**

The Designated Safeguarding Lead will decide if/which other agencies need to be informed - social services (020 8825 8000) /ESW/NSPCC/doctor/police. The Designated Safeguarding Lead may take additional advice from the CP helpline. A form recording the necessary information for a referral will be filled (Appendix A) and a referral will be made by phone to social services. We acknowledge the school has a responsibility to report child abuse, not to investigate it. All staff are aware in cases of suspected sexual abuse the concerns must not be discussed with the parents or carers.

#### **Recording and monitoring concerns**

All class teachers at Khalsa Primary keep pastoral records and these can play a vital role in helping to monitor certain aspects of the child's progress and behaviour in school. This is particularly important when there has been no direct disclosure of abuse, when a child has communication problems or is too young to give much information. Monitoring in school is particularly valuable because teachers are in daily contact with children and are used to monitoring them. They are uniquely placed to observe the behaviour of large numbers of children and are likely to know what is 'normal' or 'usual' for a particular child.

Good records can be the basis of valuable contributions to child protection conferences and court cases, helping to ensure that sound decisions are made on the child's behalf. Great care needs to be taken with these records to ensure the safety and confidentiality of such information and they should be stored in locked cabinets. (Appendix B)

Recording needs to take place where there is concern over:

- Marks on the child's body (use body outline Appendix C, indicating front or back of the child)
- Unusual/different behaviour, including academic achievement
- Mood changes
- Children presenting with extremist views or attitudes
- Puzzling statements/stories from the child or information from others
- If requested by another agency e.g. following a child protection conference

#### **Staff must record the following (where relevant)**

- Patterns of attendance
- Change in moods

- Extremist attitudes – what was said
- Change in classroom functioning
- Relationships - with peers/adults
- Behaviour
- Statements, comments, stories, 'news' drawings
- General demeanour + appearance
- Parental interest and comments
- Home/family changes
- Medical
- Response to PE/sport
- Injuries/marks past and present
- Recording should be done as soon as possible after an event, noting time, date and context. It must be accurate and detailed separating fact from opinion.

Relevant information should be passed on to the Headteacher or in her absence the shadow designated teacher who will keep a record in the child protection folder, together with information from other services and conference reports.

The child protection folders are stored in the Designated Safeguarding Lead's locked filing cabinet in the Headteacher's office to which there is controlled access.

### **Attendance**

The ESW regularly checks attendance registers, recording irregular/poor attendance, unexplained absence or lateness. On the first day of a child's absence, if no phone call or letter is received, the school will telephone the parent/carer to find out the reason for non-attendance.

Where attendance falls below 95% in one term without there being an acceptable reason for absence e.g. longterm sickness, a letter will be sent expressing concerns of the damaging effect that this will have on a child's education. See attendance policy.

If the child's attendance does not improve during the second term, or shows signs of deterioration later on in her/his school career a further letter will be sent and the parent will be invited to meet with the head teacher to discuss reasons for the child's absences. The letter will also inform the parent/carer that the ESW may take further action to monitor the situation.

Children whose attendance falls below 80% will automatically be placed on the DFE list for persistent absentees and the ESW will monitor and support these families. (See also attendance policy)

Where late arrival is a persistent problem, parents are sent a strong letter outlining the importance of punctuality.

If there is no improvement over the next half term the parent will be invited to discuss this with the head teacher.

The letter will also inform the parent/carer that the ESW may take further action to monitor the situation.

### **Confidentiality**

Pupils and their families are entitled to confidentiality, but school staff have a duty to pass on confidential information if a pupil is at risk because of:

- The need to stop the abuse and protect the child from further harm
- The possibility of offering help to the child and family
- The need to protect other children (including siblings) from future harm
- The need for staff to protect themselves from carrying the burden of knowing that a child is at risk, because they alone cannot change the situation.

When reporting or monitoring concerns information should be shared only on a 'need to know' basis. Staff must not make promises to keep confidential the information children disclose. Staff have a professional duty to report the concerns to the Designated SL or directly to Children's Services.

### **Child Protection Register**

The Designated Safeguarding Lead (Headteacher) receives notification of children on the register and this will be shared with the shadow Designated Safeguarding Lead. Staff will be told when a pupil is on the register on a 'need to know' basis. The welfare of registered pupils should be monitored by regular discussion by all relevant staff.

Social services will be advised by the Designated Safeguarding Lead when a pupil leaves the school and their records will be sent on within 15 working days.

### **Child Protection Conference**

All staff are aware that in certain cases a case conference may be convened and the school will be invited to send someone to attend. It is school policy that a member of staff will attend the CP conference and this is usually the Designated Safeguarding Lead (Headteacher).

### **Information needed for a child protection conference -**

- Attendance and punctuality
- Presentation /Observation of child's general well being
- Academic standards and progress/difficulties in learning
- Behaviour/discipline issues
- School's contact with parents
- Details of child protection incident if referral is from school

## **14. Specific Issues**

### **Preventing Radicalisation and Violent Extremism**

Khalsa Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. We seek to protect our pupils and staff from all messages and forms of violent extremism and ideologies.

Khalsa Primary School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

### **Looked After Children**

All Looked after Children (LAC) must have a Personal Education Plan - to be started within 20 days of his/her arrival. A home/school agreement should be drawn up with the primary carer. Monitoring the child's attendance is of particular importance and his/her social worker should be informed if it falls below target levels. Looked

After Children are particularly vulnerable. The most common reasons for children becoming looked after is as a result of abuse and /or neglect.

Staff, on a need to know basis:

- The legal status of each looked after child in school,
- The contact arrangements with birth parents or those with parental responsibility,
- The child's care arrangements
- The levels of authority delegated to the carer by the la,
- Details of the child's social worker
- The name of the virtual school Head in the LA that looks after the child.

### **Early Years Foundation Stage (EYFS) and the use of mobile phones**

As Khalsa Primary is an early year's provider, the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

### **Safeguarding in the EYFS**

All safeguarding policies listed in this policy will apply equally to children in early years settings so far as they are relevant to that age group.

### **Child Protection and the Use of Mobile Phones in the EYFS**

Early years settings within the school will follow the child protection procedures set out in this policy.

### **In addition, the school has the following child protection policies:**

- Parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile
- Parents are prohibited from taking any photographs of children in the early years setting the only exception would be in the event of a class assembly
- Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose
- Staff must use mobile phones during breaks in the staff room and not whilst children are present unless in an emergency situation
- School cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home.
- The use of personal mobile phones and camera by staff to take photos of children both in and out of school is not permitted.
- A statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

### **Female Genital Mutilation FGM**

All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non – medical reasons.

### **Procedures**

Female genital mutilation is classified into four major types.

- Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
- Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia

majora (the labia are "the lips" that surround the vagina).

- Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
- Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

### **FGM is child abuse**

FGM is recognised by the United Nations as a violation of the human rights of girls and women. It reflects deep rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors (between infancy and age 15) and is a violation of the rights of children. It is illegal in the UK and it is child abuse. FGM is under reported in this country. Over 24,000 girls under the age of 15 years in England and Wales are at risk from undergoing FGM either in this country or abroad. The summer holidays are the period when girls are mostly at risk of FGM. With your help, we can identify those at risk and together we can protect girls from undergoing FGM.

### **No health benefits, only harm**

FGM has no health benefits, and it harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies. Immediate complications can include severe pain, shock, haemorrhage (bleeding), tetanus or sepsis (bacterial infection), urine retention, open sores in the genital region and injury to nearby genital tissue

### **Long term consequences can include:**

- Recurrent bladder and urinary tract infections;
- Cysts;
- Infertility;
- An increased risk of childbirth complications and new-born deaths;
- A need for further surgery. For example, the FGM procedure that seals or narrows a vaginal opening (type 3 above) needs to be cut open later to allow for sexual intercourse and childbirth. Sometimes it is stitched again several times, including after childbirth, hence the woman goes through repeated opening and closing procedures, further increasing repeated both immediate and long-term risks.

### **Who is at risk of FGM?**

The communities in the UK that girls are most at risk of FGM include the Somali, Sudanese, Sierra Leonean, Gambian, Liberian, Egyptian, Nigerian, Ethiopian and Eritrean communities. Non-African communities that practice FGM include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim communities.

### **FGM indicators**

- The girl may confide that she is to have a "special procedure" which will make her a woman or talk of a ceremony taking place for her or other siblings. There may be talk of vaccinations or talk of absence from school. Girls are more at risk of FGM during school summer holidays
- A girl or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent. This is not enough on its own but might be significant when added to other concerns.
- A mother or an older sibling had already undergone FGM

### **Signs that FGM may have occurred**

- Prolonged absence from school with a noticeable change in behaviour on return
- Finding it difficult to sit still and appears to be experiencing discomfort or pain
- Spending a long time away from class for toilet breaks
- Asking to be excused from PE or swimming
- Suddenly visiting the school nurse more frequently
- A sudden change in dress

### **Prevention & Reporting**

School staff can play a key role in protecting girls from FGM.

If you think a girl is at risk of FGM or that FGM may have taken place you must report it immediately as you would any other form of child abuse.

- 1) You must inform your Child Protection Advisor
- 2) A referral must be completed to children's social care
- 3) In urgent cases, contact children's social care or police direct.

It is essential that the young person's parents are not spoken to before a referral is sent to children's social care. A full risk assessment will be conducted and any decision to contact the young person's parents will be made jointly by children's social care and police.

It is essential that all professionals within education are aware of this heinous crime and follow the above safeguarding procedures.

### **For additional support:**

Project Azure,  
Metropolitan Police  
Tel 0207 161 2888

Dr Comfort Momoh (MBE)  
FGM Specialist  
Phone: 0207 188 6872  
Mobile: 07956 542 576  
E-mail: [comfort.momoh@gstt.nhs.uk](mailto:comfort.momoh@gstt.nhs.uk)  
Phone: 0208 960 4000

E-mail: [naana@fowarduk.org.uk](mailto:naana@fowarduk.org.uk)  
Mobile: 07983 030488  
07961797173

E-mail (via website): [www.dofeve.org/IKWRO](http://www.dofeve.org/IKWRO)  
Phone: 02092064607  
Email: [www.ikwro.org.uk/](http://www.ikwro.org.uk/)

### **Child Sexual Exploitation**

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/educationcse\\_wda102177.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/educationcse_wda102177.html)  
(NSPCC advice)

[http://www.barnardos.org.uk/tackling\\_child\\_sexual\\_exploitation.pdf](http://www.barnardos.org.uk/tackling_child_sexual_exploitation.pdf) (Barnardo's link to their leaflet on **Child Sexual Exploitation**)

Feb 2017 the definition from the DFE 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 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.'

Like all forms of child sexual abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year olds who can legally consent to having sex.
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Schools are well placed to teach pupils how to make positive choices and informed decisions in their relationships so that they can protect themselves from sexual exploitation. Positive relationships with school staff will encourage children to disclose any worries about their own safety or the safety of another pupil.

Linking the teaching with relevant school policies, including those on sex and relationships education, e-safety, anti-bullying and child protection will help to ensure clear links with the whole school ethos. It will also help to take account of cultural and faith dimensions.

Key messages about healthy relationships can be taught to all ages using age and stage appropriate language to explore topics such as friendships, appropriate touch, keeping safe, recognising and assessing risk and knowing how and where to get help when needed.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

### **Potential indicators of child sexual exploitation**

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- 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.

Practitioners should also remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present.

**Any practitioner working with a child who they think may be at risk of child sexual exploitation should follow the guidance set out in Working Together and share this information with the designated Lead for CP, safeguarding and PREVENT who will refer to the local authority children's social care. 020 8825 8000. If you believe a child is in immediate risk of harm, you should contact the police.**

### **17. Children displaying sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

### **18. Allegations of abuse made against other children**

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways. **Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up"**.

Forms of peer on peer abuse could, for example, include:

- Girls/boys being sexually touched/assaulted
- Girls/boys being subject to initiation/hazing type violence. (Hazing is the practice of rituals, challenges, and other activities involving harassment. Hazing activities can involve forms of ridicule and humiliation within the group or in public.)
- Sexting
- Cyber bullying

## **Procedures to minimise the risk of peer on peer**

Children are encouraged to report all forms of abuse.

Reporting mechanisms include: Counselling service, SPACE, daily access to trusted staff, speaking with their parents.

## **For Sexting incidents the school will follow the guidelines set out in [Sexting in Schools UKCCIS \(UK Council for Child Internet Safety.\)](#)**

A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

### **When an incident involving youth produced sexual imagery comes to the school's attention:**

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

### **Initial review meeting**

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response?
- Whether the imagery has been shared widely and via what services and/or platforms, this may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

### **An immediate referral to police and/or children's social care should be made if at this initial stage:**

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13

5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above apply then the school may decide to respond to the incident without involving the police or children's social care (the school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.

The decision taken will be based on consideration of the best interests of the young people involved. This should take into account proportionality as well as the welfare and protection of the young people. The decision should be reviewed throughout the process of responding to the incident.

"If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care. If you have any doubts about whether to involve other agencies, you should make a referral to the police." [Sexting in Schools UKCCIS](#)

The designated CP lead will speak with the victim, their parents and any other professionals involved to discuss and agree the **best form of support for victims** of peer on peer abuse. The support may be through: School counselling service, referral to GP and private counselling, referral to another service more appropriate.

### **19. Raising Awareness:** **Child/child abuse**

The school will respond to the risk of abuse of pupils from any source. Where that abuse is from other children the victim will still need to be protected even if the alleged abusers also need investigation, support and management. Abusers may well have suffered abuse themselves but their abuse of others will need to stop and all victims be protected. School will refer all cases where there is risk of harm to children even when the alleged abuser is another child. This ensures victim and abusers get the appropriate response.

### **Temporary/Supply staff**

Temporary and supply staff are given an induction sheet and informed who the Designated Safeguarding Lead is. The induction sheet also outlines their responsibility to report all safeguarding concerns to the Designated Teacher.

Information about vulnerable children with medical needs is kept in the welfare room and supply staff are made aware of any children in their class who have medical needs.

### **Parent/carer helpers and volunteers/students**

Class teachers must make parent helpers in their classrooms aware of the need for **complete confidentiality of information** in school and the necessity to pass on any concerns/conversations with regards to child protection issues which come to their notice. Volunteers must be informed of who the Child Protection designated teachers are and of procedure at the beginning of their placement. All volunteers must be risk assessment checked.

### **Visiting Staff**

Supply staff are DBS checked by the agencies and the school is informed of the checks. When supply staff visit they must be informed of who the child protection designated teacher is and given a copy of the supply induction form that also contains this information.

## **Publication**

This policy is published in the school website and parents/carers are informed of its review and availability through the school newsletter.

## **20. Training and support**

The Child Protection and Consultation service offers advice to schools if you are unsure whether a referral to social services is appropriate. They can be contacted on 020 8825 6134 on Monday, Wednesday and Friday between 9.30 & 4.30pm. Details required: Child's name, date of birth, contact details and any other relevant information.

The designated teacher, deputy CP teachers and the full GB receives child protection training once every two years. The DCPT is trained at Level 2 CP training.

All school staff need emotional support and training on child protection as these issues are complex and sensitive in nature. Training is provided by the CP teachers to all new staff. All other staff are required to update their CP knowledge once every two years, this is led by a member of the LA. The designated teachers attend Designated Teacher training once every two years.

There are three staff trained in this capacity – Ms Sehmi (Headteacher), Ms Birk (KS2 coordinator) and Ms Kaur (PSHE coordinator). The staff receive training from the LA once every two years. The governors receive training once every two years.

The Governor with responsibility for child protection attends training at least once every two years.

It is important to remember some staff may have suffered abuse in the past. The LA provides regular courses for all staff. Every member of staff has access to the child protection policy.

## **21. The role of Governors**

Governors monitor child protection and social service referrals each term through the head teacher's termly report.

The governor with responsibility for child protection and safeguarding meets with the head teacher (designated teacher) each year to go through policies and practice.

The Child Protection/safeguarding governor writes a report and feeds back to the full governing body.

The CP/Safeguarding governor is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.

- Appoints a DSL for child protection who is a member of the senior leadership team and who has Undertaken training in inter-agency working, in addition to basic child protection training
- Ensures that the DSL role is explicit in the role holder's job description
  - Has a child protection policy and procedures, including a staff code of conduct, that are consistent with LSCB and statutory requirements, reviewed annually and made available publicly on the School's website or by other means
- Has procedures for dealing with allegations of abuse made against members of staff including
- Allegations made against the headteacher and allegations against other children
- Follows safer recruitment procedures that include statutory checks on staff suitability to work with Children
- Develops a training strategy that ensures all staff, including the headteacher, receive information
  - About the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB. The DSL receives refresher training at two-yearly intervals
- Ensures that all temporary staff and volunteers are made aware of the school's arrangements for Child protection

- Ensures that the school contributes to inter agency working and plans
- Provides a coordinated offer of early help when additional needs of children are identified
- Considers how pupils may be taught about safeguarding, including online as part of a broad and Balanced curriculum.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with the LSCB and national guidance.

An external audit will be carried out once every four years. Any weaknesses will be rectified without delay.

## **22. Safer Recruitment of staff**

Currently the Head and one governor have passed safer recruitment training. Safer recruitment recommendations and practice are followed for all aspects of staff recruitment. References are always taken before interview. Contracts are given once two references have been received and the appropriate documentation and DBS clearance has been received. As a minimum, all staff working at Khalsa will have been police checked and will not be able to work in isolation with children, until full DBS clearance is given, in the interim they will have supervised access.

The following information is required:

- Identify checks using photo ID
- DBS check – number
- Barred list check – with DBS check or separately if appropriate
- Prohibition order check for teachers
- Verification of the person's right to work in the UK
- Overseas record checks
- Verification of qualifications
- Obtaining written references
- Verification that the person has mental and physical fitness for the role.

The school will also:

- Ensure that at least one member of each recruitment panel will have attended safer recruitment training.
- Ensure that all new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.
- Obtains written confirmation from supply agencies that agency staff have been appropriately checked.
- Maintain a single central record of recruitment checks undertaken.
- Verify the preferred candidate's mental and physical fitness to carry out their work responsibilities.
- Ensure that where required the duty to refer, either to the disclosure & barring service, national college for Teaching & Leadership or the Secretary of State is complied with.

## **Volunteers**

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils.

## **Supervised volunteers**

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

## **Contractors**

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

## **23. Site security**

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **24. Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

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

## **25. Photography images and Mobile Technology (cameras, phones, tablets & I pads)**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

### **To protect pupils we will:**

- Seek their consent for photographs to be taken or published (for example, on our website or in Newspapers or publications)
- Seek parental consent
- Use only the pupil's first name with an image
- Ensure pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.
- Ensure that parents and carers are asked to switch off mobile phones if they are coming into the setting and leave the setting if they need to use their mobile
- Ensure that parents are prohibited from taking any photographs of children in the setting. The only exception would be in the event of a class assembly
- Ensure that only school equipment is used for the purpose of taking photographs
- Ensure that staff are aware that the use of personal mobile phones and cameras to take photos of children both in and out of school is not permitted.
- Ensure that if a member of staff carries a mobile phone with them during the day, it should be on silent mode or switched off. The member of staff should not use the mobile phone in front of children to send or receive texts, messages or calls. Staff who need to use their mobile phone must only do so during
- Breaks in the staff room and not whilst children are present unless in an emergency situation.
  - This is with the exception of the Headteacher and Deputy Head who need *work-related* mobile access. Photographs of children should not be taken on personal mobile phone devices.

- Ensure that only school cameras will be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home.

## **26. e-Safety**

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy (available on the school website, polices folder and on the staff shared area) explains how we try to keep pupils safe in school.

Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media. This is found in the schools E-Safety and Acceptable Use Policy.

Staff also receives advice regarding the use of social networking and electronic communication with pupils. This is found in our E-Safety and Acceptable Use Policies.

## **27. Allegations against staff and volunteers**

The head teacher will refer to the agreed LA procedures. The Designated Safeguarding Lead (Designated Safeguarding Lead) must be informed if staff have safeguarding concerns about any adult(s) in school. Allegations will be referred to the LA designation officer (LADO) **within one day**.

If a person has been dismissed or removed due to safeguarding concerns or who would have been had they not resigned then a referral will be made to the DBS (Disclosure and Barring Service). Failure to refer when the criteria are met is a criminal offence.

### **Where the allegation is against the Headteacher:**

There will be some cases where it is not appropriate to raise concerns with your Headteacher/Manager, for example where you suspect your Headteacher/Manager already knows about the malpractice and appears to be 'turning a blind eye', or where you suspect your Headteacher/Manager may be involved. In those cases, you should report your concerns to the Governors. You may alternatively raise the matter with one of the following if for whatever reason you are unable to raise your concerns with one of the above: Head of Schools Human Resources (020 8825 9478), the Head of Audit (020 8825 8794) or the Head of Legal Services (020 8825 8615).

Ealing Council operates a 24-hour fraud hotline, tel. 0800 328 6453 (free call) where information can be left anonymously. Also refer to the Whistle Blowing policy.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)*.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

### **What to do if you have concerns about safeguarding practices within the school**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate [whistleblowing procedures](#), which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: General guidance can be found at [Advice on whistleblowing](#)

The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **28. Summary:**

### **Key points for staff to remember when taking action are:**

- In an emergency take the action necessary to help the child, for example, call 999
- Report your concern to the DSL asap
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a record of concern
- Seek support for yourself if you are distressed.

### **If you are concerned about a pupil's welfare**

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the class logs to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

### **During their conversations with the pupils' staff will:**

- Allow them to speak freely
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘this isn’t your fault’, ‘you are doing the right thing in talking to me’
- Not be afraid of silences – staff must remember how hard this must be for the pupil
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- Tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the DSL even if the child has promised to do it by themselves
- Write up their conversation as soon as possible on the child protection incident form and hand it to the designated person
- Seek support if they feel distressed

### **Notifying parents**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care.

### **Referral to children’s social care**

The DSL will make a referral to children’s social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated senior person, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that any member of staff can contact children’s social care if they are concerned about a child.

**Child protection information will be stored and handled in line with Data Protection Act 1998 principles.**

Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the headteacher who is the DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

**Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- The situation is an emergency and the designated senior person, their deputy, the headteacher and the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety
- For any other reason they make a judgement that direct referral is in the best interests of the child.

### **Working with parents/carers**

With reference to our school mission statement, we aim to work in partnership with parents but our paramount concern is the welfare of all the children in our school. We aim to have a non-judgmental attitude towards parents, respecting confidentiality and recognising their feelings of guilt, shame, anger and betrayal.

However, it is our duty to contact social services on child protection issues before discussing concerns with parents.

All child protection concerns are taken to the designated teacher, who will then consult with the deputy before referring to social services. Social services and the school will together decide who is to contact the parents and when this will be done.

To maintain a working relationship with parents, the head teacher will speak with the parents to reinforce the

school's duty and the necessity of working in partnership to meet the pupil's needs.

Mayfield has a child protection statement within the school prospectus and the head teacher makes new parents aware of the school's duty towards these issues at nursery and reception parents meetings. The school has details of agencies that parents could contact for advice (Appendix E).

### **29. Monitoring, Evaluation and reporting**

The head teacher monitors and reports child protection updates to the governing body on a termly basis. The impact of intervention is discussed with reference to the number of children who have been referred, or who have moved to Children in Need or a Child Protection Plan.

The nominated governor for child protection and safeguarding meets with the designated teacher (Head) annually to go through procedures, practice and the policy. A report is produced of the visit.

### **30. Other policies of relevance to Child Protection and Safeguarding:**

- Bullying
- Positive handling
- Inclusion
- Health and Safety
- Attendance
- Induction
- Whistle blowing

#### **Signs and symptoms of abuse**

These are lists of some of the signs and types of behaviour which may indicate that a child is being abused. In themselves they are not evidence of abuse, but they may suggest if a child exhibits several of them and if a pattern emerges.

Remember that there can be other explanations for a child showing such signs or behaving in such ways. There is a good deal of overlap between the signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

Lists of signs and symptoms are not fail-safe mechanisms, but they are often helpful indicators in certain combinations of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons, as they move through the inevitable stages of growing up, and their families experience changes.

#### **Possible signs of physical abuse**

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Improbable explanations for injuries.
- Untreated injuries or lingering illness not attended to.
- Admission of punishment which appears excessive.
- Shrinking from physical contact.
- Fear of returning home or of parents being contacted.
- Fear of undressing.
- Fear of medical help.
- Aggression/bullying
- Over compliant behaviour or a 'watchful attitude'.
- Running away.
- Significant changes in behaviour without explanation.
- Deterioration of work.

- Unexplained pattern of absences which may serve to hide bruises or other physical injuries.

### **Possible signs of emotional abuse**

- Continual self-deprivation.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Self-harm or mutilation
- Compulsive stealing/scrounging.
- Drug/Solvent abuse
- 'Neurotic' behaviour – obsessive rocking, thumb-sucking, and so on.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention seeking behaviours
- Eating problems, including overeating and lack of appetite.

### **Possible signs of neglect**

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor social relationships.
- Compulsive stealing or scrounging.
- Constant tiredness.

### **Possible signs of sexual abuse**

- Bruises, scratches, burns or bite marks on body.
- Scratches, abrasions or persistent infections in the anal or genital regions.
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, vocabulary, games, and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety and tearfulness.
- Withdrawal from friends.

### **Possible signs in older children**

- Promiscuity, prostitution, provocative sexual behaviour.

- Self-injury, self-destructive behaviour, and suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-compliant behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.

**Khalsa Primary School**

**Child Protection Log**

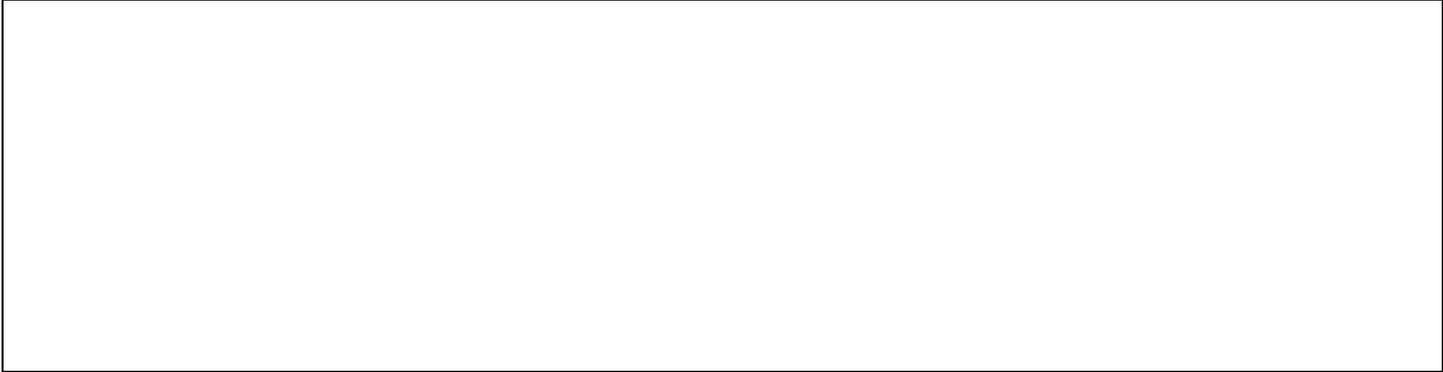
**CAUSES FOR CONCERN**

<b>Name of Child:</b>	<b>Date of Birth:</b>
<b>Author:</b>	<b>Date of Concern:</b>

**Full Objective details of the concern (Details of any injuries to be recorded on chart overleaf)**

**This information must be discussed with the Headteacher (the designated child protection officer) or in her absence the Deputy.**

**Action**



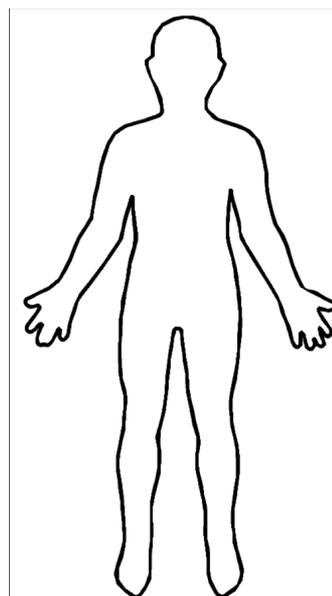
**Signed**      **Author**.....

**RECORDING OF INJURIES**

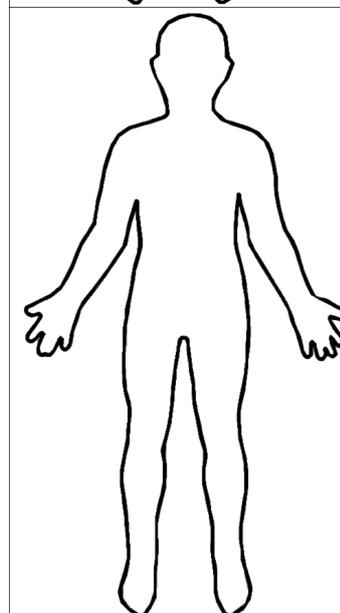
**This body outline, which can be the front or back of the child, is to be used to record marks or bruises.**

Please label the diagram and provide any further information in the space below:

Front



Back



Signature of Author.....

Date of Observation.....

Time of Observation.....

**B.2.3.3 SCHOOL ACTIONS CHECKLIST (REASONABLE ENQUIRY)**

**To be used when** a pupil is absent without explanation (**including** all pupils in YR on **pre-admission list**, and **causal admissions offered a start date**, who **do not arrive on expected date** and parents have not notified school of later starting date or alternative education arrangements made) **and** where the school has tried but been unable to make contact with the parent.

The checklist needs to be printed and used by Day 3; notes on phone calls made and any other information



<p><b>D</b></p> <p><b>E</b></p>	<p>Some schools have staff who may make a home visit – detail if done or if not applicable.</p> <p>If know of siblings at other schools, ring their schools to check phone numbers and if they have information.</p> <p>PRINT OFF CHECKLIST and complete to date, attach any notes on phone calls already made</p>		
<p><b>Day 10</b> <b>A</b></p>	<p>If there are <b>no responses to letters or phone messages left within a week</b>, then on <b>day 10 of absence</b>, the school <b>must notify the LA ESWS –</b></p> <p><b>Primary Schools</b>, by referring to the Link School Attendance Worker (EWS/SWO)</p> <p><b>High School</b>, by referring to their School Attendance officer <b>and</b> the ESWS Team Manager by giving them a copy of Letter B. School RE Letter 1 (<b>and</b> copy Letter B. School RE Letter 1 to go in pupil file).</p>		
<p><b>DAY 15</b> <b>A</b></p>	<p><b>School Administrator must upload the child’s CTF on the s2s website, entering XXXXXXXXX into the destination field, Lost Pupils Database so any new school will be able to make contact.</b></p>		
<p><b>Day 20</b> <b>(target)</b> Or ASAP <b>A</b></p> <p><b>B</b></p>	<p>After the ESW has carried out ‘reasonable enquiry’ as below and feeds back to the School Attendance Lead, and it is still not known if the child has been admitted to a new school, then ESW will copy this checklist to CMEO.</p> <p>The school will send a letter (Letter c. School RE Letter 2 with 4 copies), to the last known address saying <b>the pupil is shortly to be removed from the school roll, is being entered on Ealing’s CME register</b>, and give advice about re-application if the family return; copies to</p> <ul style="list-style-type: none"> <li>• CMEO</li> <li>• Children and Families</li> <li>• EWO/ESW/Attendance Worker</li> <li>• Pupil File</li> </ul>		
<p><b>DAY 25</b> <b>(target)</b> Or ASAP. <b>A</b></p> <p><b>B</b></p>	<p><b>When school (copy to Attendance worker) receive confirmation</b> from CMEO that pupil has been placed on CME register, <b>THEN the school will remove the child’s name from the school roll. This means the pupil is on this school roll OR a new school roll Or on CME register.</b> Pupil details will also already be on S2S LPD as Day 15 above.</p> <p>This Checklist to be kept on pupil file.</p> <p>If a new school subsequently makes contact about an enquiry for or actual admissions, the Ealing school is asked to advise the CMEO so the CME register can be updated.</p>		