

Khalsa Primary School – Southall



Child Protection and Safeguarding Policy

Committee with oversight for this policy – Teaching and Learning	
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Khalsa Primary School - Southall

Child Protection and Safeguarding Policy

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 2015 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.

Parents and carers are informed of this policy in newsletters, notices and it is published on the 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.

Procedural Matters

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.

Designated Safeguarding Lead - Ms Parmjeet Kaur Sehmi, Head teacher

Shadow Designated Safeguarding Lead - Mrs Ravinder Kaur Sidhu, Deputy Head

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.

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.

Curriculum Matters

We aim to integrate child protection within the existing curriculum for personal and social education, allowing for continuity and progression.

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' 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.

School Management of Child Abuse Concerns

1 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 make a direct referral to Children's Social Care Services (020 8825 8000). In the absence of the Designated Safeguarding Lead 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.

2 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.

3 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.

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. long term 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.

4 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.

5 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.

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:

- 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 years 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.

1. 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).
2. 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).
3. 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.
4. 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 recognized 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 newborn 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 and 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 Leone, 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 020 71612888
Dr Comfort Momoh (MBE)
FGM Specialist
Phone: 020 7188 6872
Mobile: 07956 542 576
E-mail: comfort.momoh@gstt.nhs.uk
Phone: 020 89604000
E-mail: naana@fowarduk.org.uk
Mobile: 07983 030488
07961797173
E-mail (via website): www.dofeve.org/IKWRO
Phone: 02092064607
email: www.ikwro.org.uk/

Child Sexual Exploitation

http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/educationcse_wda102177.html
(NSPCC advice)

http://www.barnardos.org.uk/tackling_child_sexual_exploitation.pdf (Barnardo's link to their leaflet on Child Sexual Exploitation)

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.

Pupils who disappear from school (Children missing from school)

These apply 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. (Attendance policy)

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 are 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.

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 (please also see Behaviour policy).

Temporary/Supply staff

Temporary and supply staff are given an information sheet and informed who the Designated Safeguarding Lead is. The information 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 is made aware of any children in their class who have medical needs.

Confidentiality

Pupils and their families are entitled to confidentiality, but school staff has 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 has a professional duty to report the concerns to the Designated Safeguarding Lead or directly to Children's Services.

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 Designated Safeguarding Lead is and of procedure at the beginning of their placement (see Induction sheet). 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 Designated Safeguarding Lead is and given a copy of the supply information sheet that also contains this information.

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, shadow CP teachers and the full GB receives child protection training once every two years. The Designated Safeguarding Lead 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. Annual training is offered by the CP teachers to all staff each year. All new staff are required to attend. All other staff are required to update their CP knowledge once every two years. The designated staff attend Designated Safeguarding Lead training once every two years. There are currently two staff trained in this capacity – Ms Sehmi (Headteacher) and Mrs Sidhu (Deputy). The staff receives training from the LA once every two years. The governors receive training from the LA once every two years.

The Governor with responsibility for safeguarding attends training at least once every three years. One member of the governing body has passed the safer recruitment training.

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 (please see Physical restraint policy).

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.

Recruitment of staff

Currently the Headteacher has completed and 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 Primary will have been police checked and will not be able to work in isolation with children, they will have supervised access, until full DBS clearance is given.

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.

Allegations against staff

The head teacher will refer to the agreed LA procedures. The 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.

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-judgemental 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 Safeguarding Lead, who will then consult with the shadow Designated Safeguarding Lead, 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 arrange a meeting with them after the investigation to discuss the parents feelings, the school's duty and the necessity of working in partnership to meet the pupil's needs.

Khalsa Primary 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).

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 safe guarding meets with the Designated Safeguarding Lead (Headteacher) annually to go through procedures, practice and the policy. A report is produced of the visit.⁹

Publication

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

Other policies of relevance to CP:

- Safeguarding policy
- Behaviour policy
- Anti-racist
- Racism
- Positive handling
- Safety
- Inclusion
- Health and safety
- Drugs
- Attendance
- Induction
- Whistle blowing

Designated Safeguarding Lead – Ms Parmjeet Kaur Sehmi, Head teacher

Shadow Designated Safeguarding Lead – Mrs Ravinder Kaur Sidhu, Deputy Head

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 if 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-deprecation.
- 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-complaint behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.

Khalsa Primary School
Excellence through integrity
Child Protection Log
CAUSES FOR CONCERN

Name of Child:	Date of Birth:
Author:	Date of Concern:

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

Empty rectangular box for header information.

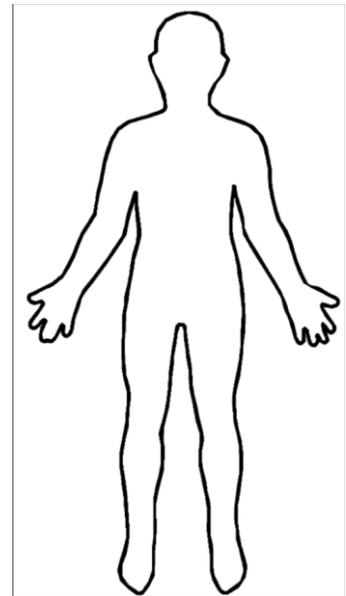
Signed

Author.....

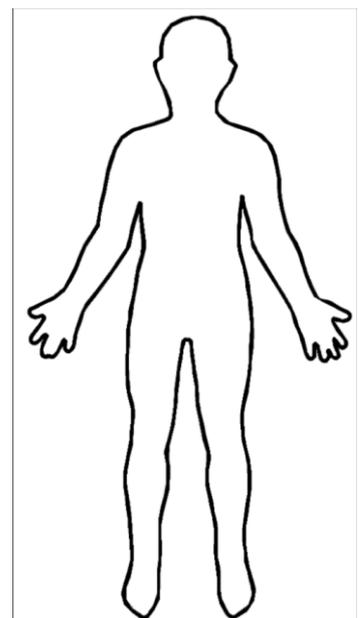
RECORDING OF INJURIES

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 and Y7 on **pre-admission list**, and **causal admissions offered a start date**, who **do not arrive on expected date** and parents has 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 only by Day 3; notes on phone calls made and any other information obtained before this should be attached. Assessment of vulnerability is essential on Day 1 and First Day Calling is strongly recommended.

The school is required to carry out 'Reasonable Enquiry' as follows:

Target for action – best practice	<p><u>SCHOOL ACTIONS CHECKLIST</u></p> <p>NAME OF PUPIL.....</p> <p>CLASS First Day of unexplained absence.....</p>	Date sent or done or not applicable	Date reply/ no reply
<p>DAY 1</p> <p>A</p> <p>B</p>	<p>FIRST DAY CALLING is advised best practice; It is essential for all targeted children – CP, LAC and those on school/ESW target list and ideally will be done for all pupil: The School Attendance Office</p> <ul style="list-style-type: none"> o Rings the parents and if no reply o All other contact phone numbers o Assesses vulnerability as B.2.3.2 above <p>If the child is subject of a CP plan, a Looked After Child or a vulnerable child, Children’s Social Care key worker must be informed at once or in line with agreed CP or LAC plan. Attendance administrator to speak with school’s Designated Teacher for CP to make decision about need to ring and who does so</p> <p>If there is good reason to believe that a crime may have been committed then referral to police and Children’s Social Care must be made immediately.</p>		
<p>DAY 2</p> <p>A</p> <p>B</p>	<p>If there are welfare concerns, and after assessing vulnerability as above, then the school should liaise with either Children’s Social Care or their EWO/ESW as appropriate, who will consider need to visit.</p> <p>The school should also seek information from staff,</p>		

<p>B</p>	<p>The school will send a letter (Letter c. School RE Letter 2 with 4 copies), to the last known address saying the pupil is shortly to be removed from the school roll, is being entered on Ealing’s CME register, and give advice about re-application if the family return; copies to</p> <ul style="list-style-type: none"> • CMEO • Children and Families • EWO/ESW/Attendance Worker • Pupil File 		
<p>DAY 25 (target) Or ASAP. A B C</p>	<p>When school (copy to Attendance worker) receive confirmation from CMEO that pupil has been placed on CME register, 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. Pupil details will also already be on S2S LPD as Day 15 above. This Checklist to be kept on pupil file. 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>		