



Khalsa

VA Primary School

Child Protection and Safeguarding Policy

FGB Committee with oversight for this policy	
Policy to be approved by the Headteacher	
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Summary of key changes in KCSIE 2025

Keeping children safe in education 2025 introduces changes to the guidance as set out below.

Online safety

The 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news.

Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).

Filtering and monitoring

KCSIE 2025 includes a link to the DfE guidance Generative AI: product safety expectations. This guidance on generative artificial intelligence (AI) explains how

filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.

Alternative provision

The updated guidance provides additional information to clarify and reflect existing alternative provision guidance, highlighting how schools should:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

Children who are absent from education

The updated guidance makes clear that the DfE's Working together to improve school attendance is now statutory guidance.

Virtual heads

As of September 2024, the role of Virtual School Head includes a non-statutory responsibility to promote the educational achievement of all children in kinship care.

A full list of changes can be found in Annex F of Keeping children safe in education 2025 (DfE, 2025).

Summary of Key changes in KCSIE 2024

- Amending the definition of ‘safeguarding and promoting the welfare of children’ in line with Working together to safeguard children 2023.
- Additional information around when children may require early help, in accordance with guidance in Working together
- A recommendation for school staff, governors and trustees to use the DfE Data Protection guidance for schools to understand data protection
- Clarification that schools continue to be responsible for the safeguarding of pupils they place with an alternative provision provider.

Definition of safeguarding

The definition of ‘safeguarding and promoting the welfare of children’ has been updated to reflect the changes made in Working together to safeguard children (DfE, 2023a). The definition now includes the additional points of:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online.

Early help

The guidance on ‘Early help’ has also been amended in line with Working together. The update adds that professionals should be alert to the need for early help for a child who:

- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a parent or carer in custody or is affected by parental offending.

Abuse, neglect and exploitation

Where applicable, ‘abuse and neglect’ has been changed throughout the document to ‘abuse, neglect and exploitation.’

The definition of ‘abuse’ has also been changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

Children absent from education

In outlining the signs that children may be at risk of harm, the guidance updates ‘deliberately missing education’ to read ‘unexplainable and/or persistent absences from education.’

Data protection

The updated guidance recommends that education professionals read the DfE Data Protection guidance for schools (DfE, 2024b). This guidance is aimed at school staff, governors and trustees and sets out how to: comply with data protection law; develop data policies; understand what staff and pupil data to keep; and prevent personal data breaches.

Alternative provision

The updated guidance clarifies that when a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil.

Children who are lesbian, gay, bisexual or gender questioning

The 'Children who are lesbian, gay, bisexual, or gender questioning' section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

Children and the court system

The updated guidance now directs schools to two guides that support children in the court system, one for 5 to 11 year olds (HM Courts and Tribunals Service, 2017a) and the other for 12 to 17 year olds (HM Courts and Tribunals Service, 2017b).

Holding and sharing information

The updated guidance highlights that, as well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.

A full list of changes can be found in Annex F of Keeping children safe in education 2024 (DfE, 2024a).

Summary of key changes in KCSIE 2023

Make sure staff are aware what filters and monitoring systems are in place, and how to escalate concerns KCSIE has gone into a bit more detail that you need to make sure staff are aware of, and understand what provisions your school has to keep pupils safe online, and how to escalate concerns (paragraph 140).

Part 1 – key things to know.

There are new paragraphs on:

- Explaining that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the DSL (paragraph 19)
- Domestic abuse (paragraph 43), notably:
 - Children who witness domestic abuse are also victims
 - Witnessing domestic abuse can have a lasting impact on children

- Children can be victims in their own relationships too

Part 2 – key things to know.

- New sections adding greater detail on the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED) - the duties aren't new, but KCSIE explains how they apply to safeguarding (paragraphs 83 to 93).
- Schools play a crucial role in preventative education (paragraph 130). This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by:
 - Your school's behaviour policy
 - A pastoral support system
 - A planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment
- A focus on reinforcing the importance of online safety, including making parents aware of what your school ask children to do online (e.g. sites they need to visit or who they'll be interacting with online) (paragraph 139)
- Child-on-child abuse is the new name for peer-on-peer abuse (paragraph 155)
- New paragraphs around the additional barriers faced by children who are lesbian, gay, bi or trans (LGBT). See paragraphs 202 to 204. KCSIE highlights that:
 - These children can be targeted by other children
 - It's vital your school provide a safe space for these children to speak out and share their concerns with members of staff

Part 3 – key things to know

It's added that:

- Your school should consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online (paragraph 220)

Part 4 - key things to know

Additional clarity for your school around low-level concerns, including that:

- Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure (paragraph 427)
- Schools should have procedures in place for confidentially sharing low-level concerns and clarity around the role of the DSL and headteacher in this (paragraph 432)
- In the examples of adult behaviour that could be a low-level concern, KCSIE has replaced sexualised language with 'humiliating pupils' (paragraph 425)

Part 5 - key things to know

- The DfE's standalone guidance on sexual violence and sexual harassment is now absorbed fully within KCSIE (this is explained on page 7 of their [consultation response](#))
- It should be clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them (paragraph 468)
- Your school should consider intra familial harms and any necessary

support for siblings following a report of sexual violence and/or harassment (paragraph 482)

- Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements (paragraph 492)
- Children who have experienced sexual violence can display a wide range of responses, so schools should remain alert to the possible challenges of detecting those signs and show sensitivity to their needs (paragraph 533)

Annex C - key things to know

The DSL is expected to be aware that children must have an 'appropriate adult'.

Schools now need to pass on Safeguarding info to new school within 5 days (previously 15 days).

Key Personnel

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

Designated Child Protection, Safeguarding and PREVENT lead:
Ms. Parmjeet Kaur Sehmi, Headteacher.

Deputy Designated Child Protection, Safeguarding and PREVENT lead:
Mrs Jaspreet Birk

Safeguarding governor
TOC

The LADO (Local Authority Designated Officer) is:
Mr. Emmanuel Adofo
asv@ealing.gov.uk / child.protection@ealing.cjsm.net
020 8825 8930 (Allegations Against Professionals)

The contact number for Ealing Social Services is 020 8825 8000

Key Actions - What to do if you suspect child abuse or a child discloses to you

- Listen to the child (remember the 'One Chance Rule.')
- Stay Calm
- Reassure the child / adult
- Do not make promises of not to tell – tell the child that you must tell someone who can help them (tell them that 'you will have to pass the information on to the one person in the school who can help them and support 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

What NOT to do, DO NOT

- Interview the child
- Ask leading questions

- Appear shocked or angry
- Make judgements
- Confront or question an alleged abuser

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Aims

At Khalsa Primary School it is our overall aim to ensure that all the children in the school are safe. We will achieve this by making 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 (2025). 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' (2025), '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, whistleblowing 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.

For specific safeguarding issues, the school will refer to key information contained in KCSIE 2024 which provides a list of professional organisations which can provide up-to-date guidance and practical support on specific safeguarding issues.

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 wellbeing 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 Lead (Headteacher) or the designated Deputy Safeguarding Lead 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.

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The role of the Designated Safeguarding Lead

What training does a designated safeguarding lead need?

The designated safeguarding lead (and deputies) should attend training to enable them to carry out their role. This should be updated every two years as a minimum.

What are the responsibilities of the designated safeguarding lead?

The DSL should:

- Work with the Senior Leadership Team to ensure that safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
- Liaise with the headteacher to keep her informed of any safeguarding issues, especially if ongoing enquiries and police investigations.
- As required, liaise with the local authority case manager or the designated officer at the local authority if a concern has arisen concerning a member of staff.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff

Referrals

- Refer cases of suspected abuse to Children's Social Care, and then support staff who have raised concerns about a child or have made a referral to Children's Social Care.

- Make referrals to the Channel Programme where there are concerns about radicalisation and offer support to other staff who have concerns about radicalisation.
- Refer cases to the Disclosure and Barring Service (DBS), Disclosure Scotland or Access NI where a member of staff has been dismissed following concerns they posed to a child.
- Refer cases to the police where a crime has or may have been committed.

Training and knowledge development

In addition to formal training, the DSL should keep knowledge and skills up to date via online training, e-bulletins, and opportunities to network with other DSLs and attend locally arranged briefings.

These opportunities should be taken up at least once a year but more regularly if possible so that the DSL:

- Understands the referral and assessment process for early help and intervention.
- Knows about child protection case conferences and reviews and can contribute to these effectively when required.
- Ensures that all staff have access to and understand the school's child protection policy.
- Is aware of the needs of any vulnerable child i.e. those with special educational needs, young carers, and those receiving support from the local authority including a child in need, a child on a child protection plan or a looked after child.
- Keeps detailed, accurate and secure records of concerns and referrals.
- Understands the role of the school in terms of the Prevent duty when required.
- Attends refresher and other relevant training.
- Encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them.

Raise Awareness

The DSL's role is to:

- Work with the Governing Board to ensure the school's child protection policy is update and renewed annually and that all members of staff have access to it and understand it.
- Provide regular briefings and updates at staff, departmental and governor meetings to help ensure that everyone is kept up to date on the latest policy developments and reminded of their responsibilities.
- Ensure that the child protection policy is available publicly and that parents are aware of the policy and that schools may make referrals to children's social care if there are concerns about abuse or neglect.
- Link with the three safeguarding partners (see below) to keep up to date with training opportunities and the latest local policies

Safeguarding partners are:

- The local authority
- A clinical commissioning group for an area any part of which falls within the local authority area

- The chief officer of police for an area any part of which falls within the local authority area)

Record Keeping

It is also the DSL's responsibility to keep detailed, accurate and secure written records of safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails.

Where a child leaves the school, the DSL must ensure that their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the pupil file, ensuring secure delivery with confirmation of receipt.

Training of other staff

It is the role of the DSL, working with the headteacher to ensure all staff:

- Have induction training covering child protection policy, an understanding of safeguarding issues including the causes of neglect and abuse.
- Are able to identify the signs and indicators of abuse, respond to disclosures and respond effectively and in a timely fashion when they have concerns.

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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 stepparents, foster carers and adoptive parents.

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

Sexual abuse

Physical Abuse (including Honour 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.)

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 their 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 (2018) 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 Safeguarding Partners to monitor the effectiveness of local services, including safeguarding arrangements in schools.

The statutory guidance Keeping Children Safe in Education (2025).

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.

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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 Single Central Record.

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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 a 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.

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Looked After Children/Children in Care

Looked after children (LAC) / children in care are particularly vulnerable. The Governing Board has appointed a designated teacher (Headteacher) to promote the educational achievement to children who are looked after. The most common reason for children becoming looked after is as a result of abuse and /or neglect.

The designated member of staff for children in care should know the following information and only share this with 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.

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.

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 checklist in the "LA Children Missing Education Policy - School and LA procedures for pupils leaving and joining school" document.

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:

- Ask for the address of the school and planned start date or pupil's new address
- Ring and ask the school if they can confirm transfer
- If they cannot, ESW will be asked to contact the family and they will advise the school
- If ESW cannot make contact, they will pursue information from other sources
- 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, the 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.

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.

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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

1. To provide a preventative curriculum which deals with the three aspects of:
 - a. knowledge - facts, dangers, possibilities, rights, agencies, keeping safe
 - b. awareness - self-esteem, self-awareness, confidence
 - c. skills - assertiveness, problem solving and communication
2. To enable pupils to develop an understanding of relationships, personal safety and responsibility and independence.

3. To provide a safe learning environment in which children can explore emotive issues
- there must be clear ground rules.
4. To acknowledge children's and young people' rights to:
 - a. express and share feelings, emotional ideas and opinions
 - b. be assertive and make judgements and choices
 - c. be shown respect for their own bodies and ideas
 - d. understand love and care
 - e. be safe at home, at school, in the community
 - f. feel encouragement
 - g. show tolerance - permission to experiment, make mistakes and learn their own way
 - h. be valued and accepted
 - i. show respect as individuals without prejudice
5. To recognise the contribution of the informal curriculum and ethos at the school, especially through adult examples of tolerance, sensitivity and negotiation.
6. To provide information about helplines such as Childline through poster display

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Curriculum Design

The curriculum deals with safeguarding in two ways:

Firstly, the curriculum, in subjects like PSHE, discusses relevant issues with the children. Topics include such themes as drugs, sex and relationships, British values, democracy, the Khalsa way, fairness, respect, faith, FGM and stranger danger. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues with the subject are discussed and safe practices taught, such as using equipment properly in PE, design and technology, computing and science. At all times there has to be appropriate staffing levels and when the curriculum is taking place out of school, appropriate and agreed pupil/adult ratios must be maintained. The lead adult always assesses visits as to the level of risk and all trips are authorised by the headteacher. See also the trips and visits policy.

Visiting speakers with correct clearance are always welcome at Khalsa so that they can give specialist knowledge to the children.

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Best practice procedures - reporting procedures inside the school

On hearing a disclosure, or speaking with a child who has made a disclosure, staff:

- must not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example with the designated safeguarding lead or the children's social care) to discuss the next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps are and who the report will be passed to.
- need to recognise that a child is likely to disclose to someone they trust: this could

be anyone on the school staff. It is important that the person to whom the child discloses, recognises that the child has placed them in a position of trust.

- should be supportive and respectful to the child; listen carefully to the child, be non-judgemental and clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions (where, when, what, etc.)
- need to make a record of the report. Best practice is to wait until the end of the report and immediately write up a summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not distracted by the note taking. Either way, it is essential a written record is made.
- must only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.
- need to be aware of searching, screening and confiscation advice (for school) and UKCCIS sexting advice where the report includes an online element. However, this may not always be possible.
- must manage reports, if possible, with two members of staff present, (preferably one of them being the DSL or deputy. This may not always be possible.
- must inform the designated safeguarding lead (DSL) or deputy as soon as practically possible, if the DSL or deputy is not involved in the initial report.

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Recording procedures

What to record

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 in the absence of the DSL to the deputy DSL or make a direct referral to Children's Social Care Services (020 8825 8000).

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 DSL will decide if/which other agencies need to be informed - social services (020 8825 8000) ESW/NSPCC/doctor/police. The DSL may take additional advice from the CP helpline. A form recording the necessary information for a referral will be filled (Appendix 1) 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 2)

Recording needs to take place where there is concern over:

- Marks on the child's body (see body outline Appendix 2, 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 and 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.

October 2021 onwards – Khalsa Primary School uses the 'Safeguard My School' platform for reporting safeguarding concerns. Staff are trained to report any concerns using the online portal. All current and new records, including those shared with or from other agencies, will be stored on the portal and will be accessible by the Headteacher and other designated safeguarding leads

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

Full attendance is expected of every child and when a child is unwell, the parent/carer must confirm absence by a telephone immediately. If there is no notification, the school has a policy of phoning home to ascertain each child's whereabouts. Calls will be made at 10:00 a.m.

The school works closely with the local authority's educational social worker whenever a child's attendance or punctuality causes concern or both. Attendance rates are reported each term to the local authority, annually to the government and annually in the pupil report to parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

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 96% 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 90% 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.

Staff are made aware that being absent, as well as missing education, can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation, and that they must follow the school's attendance policy (refer to KCSIE 2025).

Confidentiality

Pupils and their families are entitled to confidentiality, but school staff have a duty to pass on confidential information if a pupil is a 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.

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Child Protection Register

The Designated Safeguarding Lead (Headteacher) receives notification of children on the register and this will be shared with the deputy DSL. 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 DSL when a pupil leaves the school and their records will be sent on within 15 working days.

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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 DSL (Headteacher).

The following information may be 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

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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.

Staff 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. This is particularly important in light of the Prevent duties around extremism. Staff are well placed to notice behavioural changes in children who are at risk of radicalisation – a child may display a change in behaviour or seek to hide their views.

“Even very young children may be vulnerable to radicalisation by others whether in the family or outside and display concerning behaviour...teachers must take caution when they observe behaviour of concern.” The Prevent Duty p6. If there are concerns about a child being exposed to radicalisation or extremist views then the CP procedures must be followed with a referral to social services CHANNEL department.

As a minimum training requirement, the DSL will attend training on Prevent awareness biannually.

The DSL will speak with the victim, their parents and any other professionals involved, to discuss and agree the best form of support. Such support may be through the school counselling service, referral to a GP and private counselling, or referral to another service may be more appropriate.

Further information:

If you are a parent and have some concerns or questions about the school's role in the wider UK Prevent strategy, please come and talk to the school

DfE guidance: Protecting children from radicalisation – The Prevent Duty (17th August 2015)

If you are concerned about extremism in a school or organisation that works with children or want further advice on what to do if you think a child might be at risk of extremism, contact our helpline on 020 7340 7264. Open Monday to Friday from 9am to 5pm (excluding bank holidays).

Further advice and support is available from the Prevent team on:

Email: prevent@ealing.gov.uk

Telephone: 020 8825 9849 (non-emergency)

If you have a safeguarding concern and believe there is a child at risk or a vulnerable adult contact Ealing Social Care 020 8825 8000 (office hours are 9 a.m. until 5 p.m.). Outside of these hours call the emergency duty team (EDT) on 020 8825 5000.

If you believe there is an immediate threat of harm to an individual or others, call the police on 999.

National advice

- [Prevent duty guidance](#) click here
- [Channel guidance](#) click here

- Other useful information [Education against hate](#) click here

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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. Staff can assist in identifying those at risk and 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 and repeated both immediate and long-term risks.

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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 and Reporting

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

If a member of staff thinks that a girl is at risk of FGM or that FGM may have taken place this must be reported immediately as with any other form of child abuse.

The Child Protection Advisor must be informed.

A referral must be completed to children’s social care

In urgent cases, contact must be made with 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.

Project Azure, Metropolitan Police Tel: 020 7161 2888	Dr Comfort Momoh (MBE) FGM specialist Tel: 020 7188 6872 Mob: 07956 542 576 Email: comfort.momoh@gstt.nhs.uk	FORWARD Tel: 020 8960 4000 Email: naana@forward.org.uk	Daughters of Eve Mob: 07983 030 488 07961 797 173 Email (via website) www.dofeve.org	IKWRO Tel: 020 9206 4607 Email (via website) www.ikwro.org.uk
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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)

February 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 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.
- 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.

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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;
- self-harm or significant changes in emotional wellbeing.

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.

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.

Allegations of abuse made against other children – Child on child abuse

Staff should recognise that children are capable of abusing their peers. Child on child 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".

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues.

However, it may be appropriate to regard a child's behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the two children concerned; or
- the perpetrator has repeatedly tried to harm one of more other children; or
- there are concerns about the intention of the alleged child.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive, whether or not severe harm was actually caused.

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 abuser also needs investigation, support and management. Abusers may well have suffered abuse themselves, but their abuse of others will need to stop and all victims protected. The school will refer all cases where there is a risk of harm to children even when the alleged abuser is another child. This ensures both the victim and the abuser get the appropriate response.

Forms of child-on-child abuse could, for example, include:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;

- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- inappropriate touching a child being touched in a sexual way
- upskirting, which typically involves taking a picture under a person's clothing without their knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; note The Voyeurism (Offences) Act came into force on 12th April 2019 and has now been referenced in the definition of upskirting.
- sexting – also known as youth produced sexual imagery; and
- initiation/hazing 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
- cyber bullying

Procedures to minimise the risk of child-on-child abuse

At Khalsa we will minimise the risk of allegations against another pupil by encouraging children to report all forms of abused understood from assembly and the PSHE curriculum. Reporting mechanisms include: counselling service, access to worry boxes in class, daily access to trusted staff, speaking with parents, providing a developmentally appropriate PSHE, SMSC and British Values curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

The school has a robust e-safety programme which develops pupils' knowledge, understanding and skills to ensure personal safety and self-protection when using the internet and social networking. There are robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using IT in school. Systems are in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.

Children are encouraged to report all forms of abuse.

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:

- the incident involves an adult.
- 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).
- 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
- the imagery involves sexual acts and any pupil in the imagery is under 13.
- there is 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 child-on-child abuse. The support may be through: School counselling service, referral to GP and private counselling, referral to another service more appropriate.

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Sexual harassment, online sexual abuse and sexual violence

Part five of the DfE's keeping children safe in education, the statutory guidance for schools and colleges, provides guidance about managing reports of child-on-child violence and sexual harassment.

Sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, in and around the school setting and community. Staff should be alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

DFE definitions:

Sexual harassment: unwanted conduct of a sexual nature that can occur online and offline, which includes the following:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- Sexual "jokes" or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence.
- This may include the following:
 - Non-consensual sharing of sexual images and videos
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including on social media
 - Sexual exploitation, coercion and threats.
 - Sexual violence: the sexual offences of rape, assault by penetration and sexual assault.
- Harmful sexual behaviour: an umbrella term for problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage.

A whole-school approach involves all parts of the school working together with a commitment to preventing and responding to harmful sexual behaviours. Within this is also the need to challenge negative influences and attitudes, gender stereotyping, and discriminatory or sexist language. It needs partnership working between senior leaders, governors, teachers and all school staff, as well as parents, carers and the wider community.

Although sexual harassment, abuse and violence would not be directly covered with young children, the foundations for this learning should be introduced from key stage one – including, for example, learning about the following:

- Asking, giving and not giving permission
- What makes a good friend?

- Boundaries and privacy
- Body parts that are private.

This essential foundation enables future learning on the signs of an unhealthy relationship, the effects of pornography, the concept of consent and so on, as pupils' progress through the later key stages.

Laying the foundations in primary schools

In key stages one and two, teachers can begin to lay the foundations for respectful, consensual and healthy peer relationships as children grow. It is essential to ensure this content is planned and taught in an age and developmentally appropriate way, and we make use of baseline assessments, local data and guidance from planning documents, such as the PSHE Association's programme of study.

PSHE, assemblies and Statutory Relationships Education content in the primary PSHE curriculum helps pupils to explore:

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, how to manage these situations and how to seek help or advice from others, if needed
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- What a stereotype is, including gender stereotypes, and how stereotypes can be unfair, negative or destructive
-

The importance of permission-seeking and giving in relationships with friends, peers and adults.

This understanding will support primary pupils' current safety while preparing them for specific learning about sexual harassment and sexual violence at the secondary phase.

Procedure:

All incidents of sexual harassment, online sexual abuse and sexual violence must be reported to the DSL in person, or on Safeguard My School.

We recognize that in all reporting incidents, a child may choose anyone in the school to disclose to, and all staff have received appropriate training

There is annual staff training and policy review and update regarding child-on-child sexual violence and sexual harassment which reminds staff:

- Staff will listen to and take all pupil concerns seriously.
- Staff should reassure any victim coming forward that you will take their allegations seriously, support them and keep them safe
- Do not promise confidentiality when a child makes an allegation
- Staff should be non-judgemental, not ask leading questions, be supportive and respectful, and use open questions
- The best time to make a record of the details of the report is after the child has finished, and

then immediately write up a thorough summary and report to the DSL. You should express no personal opinions in the report.

- The school will ensure appropriate sanctions and support are in place to support the victim and perpetrator and follow the school behaviour policy.
- The curriculum will reflect policy through PSHE and RSE.
- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment considered on a case-by-case basis. Refer to KCSiE: [Keeping children safe in education \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444042/keeping-children-safe-in-education.pdf)
- The school will work with other agencies such as ECIRS as appropriate.

Resources that may be useful for staff to refer to:

- *The PSHE Association*
 - *Childnet provides a wealth of relevant resources and support for young people, teachers, and parents and carers.*
- *Just a joke is an online sexual bullying teaching toolkit for use with 9 to 12-year-olds, which contains a teaching guide, lesson plans, practical activities and a quiz to run with young people*
- *Online sexual bullying: advice for parents and carers of 9 to 12-year-olds*
- *Foster carers: advice for talking to 9 to 17-year-olds about online sexual harassment*

Resources to support the Home Office's 'disrespect nobody' and 'something's not right' campaigns

- *Alice Ruggles Trust's relationship safety resources*
- *Medway Public Health's materials on 'managing healthy and unhealthy relationships'*
- *University of Exeter's 'working out relationships' lesson plans*

Childnet International has written guidance for school leaders on online sexual harassment. Online sexual harassment: understand, prevent and respond covers the following:

- *Defining online sexual harassment and the behaviours it describes*
- *The impact of online sexual harassment*
- *The reasons behind online sexual harassment*
 - *Statutory and legal responsibilities for schools and educational settings*
- *Preventative education*
 - *Improving multi-agency working*
- *Responding to disclosures*
- *Increasing reporting among young people*

[Preventing and responding to sexual harassment and sexual violence between children and young people\(naht.org.uk\)](https://www.naht.org.uk/resources/preventing-and-responding-to-sexual-harassment-and-sexual-violence-between-children-and-young-people/)

The UK Safer Internet Centre, a partnership of three leading organisations, promotes the safe and responsible use of technology for young people. This is another reliable source of information, advice and resources to support schools to keep their pupils safe online.

Serious Violence

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that the child has been approached by or involved with individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools is provided by the Home Office's Preventing Youth Violence and its Criminal Exploitation of Children and Vulnerable Adults: County Lines guidance.

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Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should not attempt to make a diagnosis of a mental health problem but seek advice from appropriately trained professionals. Staff are, however, well placed to observe children day-to-day and identify those whose behaviour suggest that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern and immediate action should be taken. The member of staff should complete a care card and make a referral to the DSL.

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Visitors to Khalsa - Raising awareness

All visitors to Khalsa must sign in at Reception and are given a visitor's badge which they must display and return at the end of the visit. Each visitor is given a copy of the information they require in terms of emergency procedures and safeguarding.

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.

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.

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. 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 clearance where appropriate.

Publication

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

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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 a.m. and 4.30 p.m. 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 two staff trained in this capacity – Ms Sehmi (Head), and Mrs Rajpreet Birk (Teacher). 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.

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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. In the event of allegations of abuse made against the Headteacher the CP/Safeguarding governor:

- 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 schools 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.

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Safer recruitment

Currently, the Headteacher, deputy 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 the interview. Contracts are given once two references have been received and the appropriate documentation and DBS clearance has been given. As a minimum all staff working at Khalsa will have been police checked but will not be able to work in isolation with children. They will have full supervision

until full DBS clearance has been given.

The following documentation and information are required:

- Identity check using photo ID
- DBS check – number
- Barred list check – with DBS or separately if appropriate
- Prohibition check for teachers
- Verification of the person's right to work in the UK
- Overseas records check
- Verification of qualifications
- Written references
- Verification that the person has the mental and physical fitness needed 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 undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.
- obtain 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 and Barring Service or the Secretary of State is complied with.
- Inform shortlisted candidates that online searches may also be done as part of pre-recruitment checks. (Further details in KSCIE guidance 2025)

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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.

Khalsa provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore, everyone on site must adhere to the rules which govern it. Any laxity can cause potential problems to safeguarding.

Therefore:

- Gates must be locked except at the start and end of the school day.
- Gates are operated with a key or a fob/code
- The gates are opened in the morning when the premises staff and the duty team come on duty. Gates close at 5.00pm.
- Gates are opened at the end of the day.
- Doors that open onto the outside are kept open throughout the day
- Visitors and volunteers must only enter through the main entrance and sign in at the main office.

- Children will only be allowed home with adults with parental responsibility or confirmed permission. Once the school has received written confirmation, children in years 5 and 6 may walk home unaccompanied by an adult.

Should a child leave the school site without permission the parents/carers and police will be informed of the circumstances.

Extended school and off-site arrangements / use of school premises by other organisations

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.

The school follows up allegations relating to incidents occurring when an individual or organisation uses the school premises. (refer to KCSIE education 2025).

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Photography Images and Mobile Technology (cameras, phone, tablets and iPads)

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 and devices 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.
- ensure that the photographs taken on school cameras are downloaded onto the system as soon as possible and then deleted from the cameras immediately.

Parents and carers taking photographs at school events

In any school, there are children with sensitive backgrounds whose privacy need to be protected. Therefore, parents and carers are not to take any photographs or video record children performing in events at the school. At the end of the performance an opportunity is given for parents/carers to take a photograph of their child. We recommend that all photographs are taken for personal use only and to protect children further, great consideration should be given before uploading any photograph onto social media sites.

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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.

Children should be encouraged to use the internet as much as possible but at all times in a safe way. Parents are asked each year if they agree to their child using the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a member of staff or a child, the issue should be reported to the headteacher without delay. This is found in the schools E-Safety and Acceptable Use Policy.

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

All staff receive training and, on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The school takes note of the DfE's new filtering and monitoring standards (DfE 2025b), in relation to policies and practices. The school has an SLA with LGfL for support and expert guidance in the whole area of E Safety.

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Allegations against staff and volunteers

The headteacher 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 Whistleblowing policy.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (2025).

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".

Domestic Abuse

(more detail added 2025)

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, religion, socio-economic status, sexuality or background.

Domestic abuse is not always physical violence. It can also include:

- coercive control and 'gaslighting' (*Gaslighting is a common form of domestic abuse when someone is manipulated into doubting their memory, perceptions and judgements. It is a specific type of psychological and emotional abuse. Gaslighting is used to destabilise a victim's beliefs.*)
- economic abuse
- online abuse
- threats and intimidation
- emotional abuse

- sexual abuse

Children who witness domestic abuse are victims. Witnessing domestic abuse can have a lasting impact on children. Children can be victims in their own relationships too. If you have concerns or a child discloses that there is domestic abuse at home, report this to the DSL.

[Domestic abuse: how to get help - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Free, confidential support and advice is available to victims and their concerned family members or friends, 24 hours a day.

Nation	Helpline	Contact
England	Refuge's National Domestic Abuse Helpline	0808 2000 247 Online live chat Web form
UK-wide	The Men's Advice Line run by Respect is a confidential helpline specifically for male victims.	0808 801 0327 info@mensadvice.org.uk

Low-level concerns

(Additional detail and clarification 2025)

It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inappropriate. A member of staff who has a concern about another member of staff should inform the Head Teacher about their concern using a Low-Level Record of Concern Form. If the Head Teacher cannot be contacted, the Chair of Governors should be contacted instead.

The importance of reporting low-level concerns.

Low level concerns can arise from a range of sources – suspicions, complaint or a disclosure. Low-level concerns should always be reported to the DSL because they hold all the pieces of previously reported information regarding that child and can look at this as one coherent picture and act accordingly. What might seem trivial may be very important in safeguarding a child or family. Report it! Adult behaviour that could be a low-level concern includes humiliating pupils.

The following is taken from Keeping Children Safe in Education September 2021

407. As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

408. Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one)) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about

professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low level concern?

409. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and*
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.*

410. Examples of such behaviour could include, but are not limited to:

- being over friendly with children;*
- having favourites;*
- taking photographs of children on their mobile phone;*
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,*
- using inappropriate sexualised, intimidating or offensive language.*

411. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

412. It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

Allegation

Behaviour which indicates that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Low-Level Concern

Any concern – no matter how small, even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with an organisation’s Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

Appropriate Conduct

Behaviour which is entirely consistent with the organisation’s Code of Conduct, and the law.

Storing and use of Low-Level Concerns and follow-up information

LLC forms and follow-up information will be stored securely within the schools safeguarding systems, with access only by the Headteacher and other DSLs. This will be stored in accordance with the school’s UKGDPR and data protection policies.

The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Head Teacher or those aware in the senior leadership team.

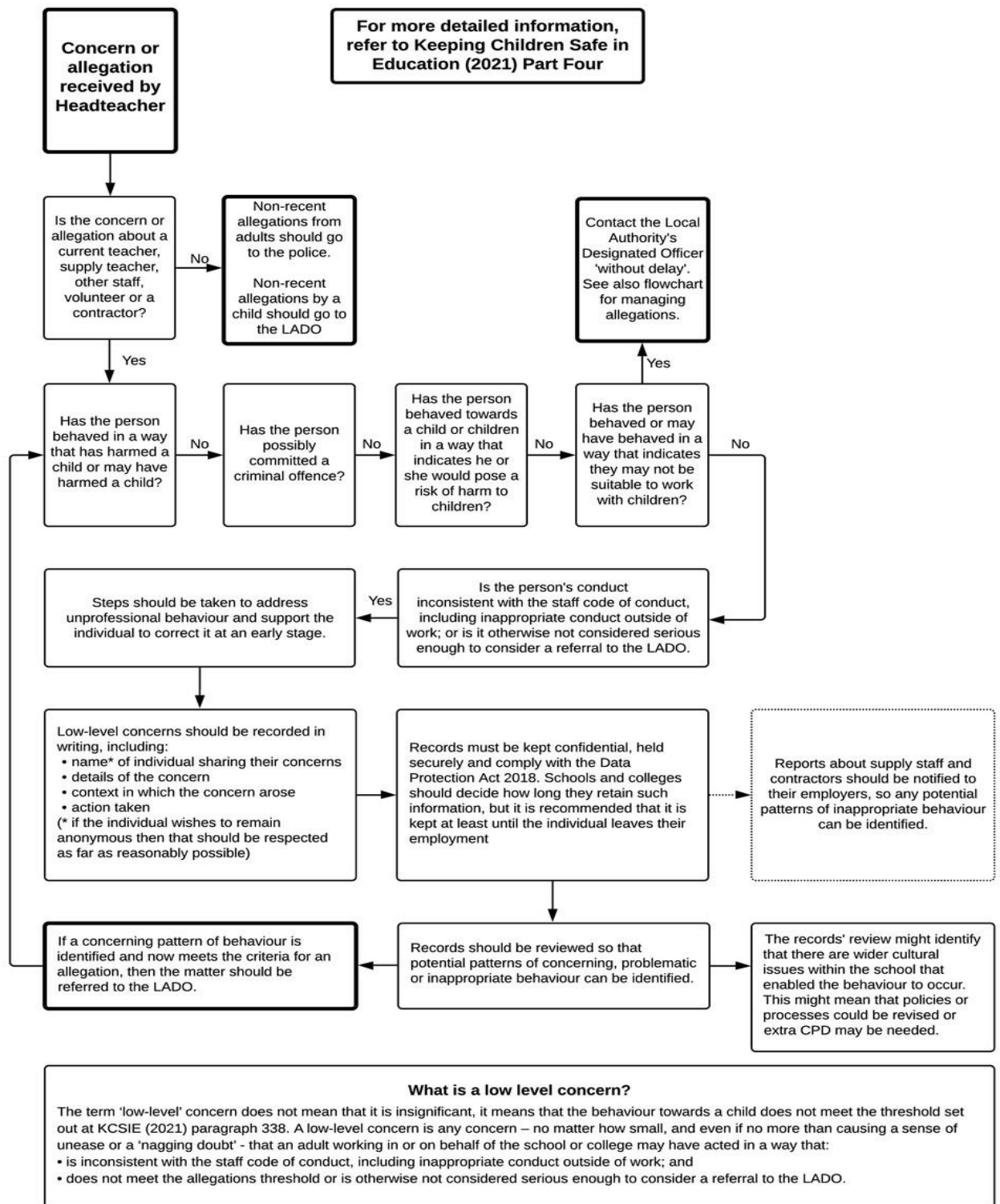
Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures.

Whenever staff leave Khalsa Primary School, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept. Consideration will be given to:

(a) whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice; or

(b) if, on balance, any record is not considered to have any reasonably likely value, still less actionable concern, and ought to be deleted accordingly.

Process to follow when a Low-Level Concern is raised



Low Level Concern Form

This form will be available to staff on the shared drive

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

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Safeguarding staff:

Staff can help to safeguard themselves by:

- acting professionally at all times
- using social media sensibly and not communicating with pupils via this type of media not using personal electronic devices in school or to take photographs or videos of pupils
- wearing ID badges at all times
- ensuring that they sign in and out when leaving the site
- maintaining excellent timekeeping

Volunteers and visitors

All volunteers and visitors to the school site, including parents helping in school, must either have a current DBS or a risk assessment that is undertaken by the school.

All visitors to Khalsa must sign in at Reception and are given a visitor's badge which they must display and return at the end of the visit. Each visitor is given a copy of the information they require in terms of emergency procedures and safeguarding. Visitors may only work with children if fully and continually supervised by a member of staff who has school security, DBS and safeguarding clearance. The visitor must not be left alone with children.

Work experience volunteers aged 15 and under are exempt from DBS checks. However, if the work experience individual is aged over 15 then a risk assessment needs to be applied.

When professional visitors are booked, the member of staff making the booking must ask for evidence of identity and safeguarding checks.

Volunteers for events requiring transport.

All parents and carers who take children to and from events, including sporting events, must be risk assessed by the school.

NB If a member of staff drives children to events, then the car insurance must be fully comprehensive and include within the policy a clause that allows staff to use the car for business use – driving children to and from work premises.

Copies of insurance documents must be photocopied and handed into the School Office for their records.

Contractors

Contractors will be asked for evidence of ID and DBS clearance on arrival. If the contractor is not able to provide this evidence, a risk assessment should be undertaken. However,

- the contractor must be supervised by a member of staff while they work or
- the contractor can come back when there are no children on site.

All contractors must sign in and wear the visitor badge visibly

Governors and Staff

All governors are DBS checked.

All staff are DBS checked.

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DBS and CRB information

Once an adult has been given DBS clearance, they should bring the certificate to the school to show the School Business Manager (SBM) who will add essential information to the Single Central Record (SCR).

The SCR is updated by the SBM on the school system. The SCR is checked randomly on a monthly basis by the Chair of Governors.

Parents and Carers

The school works closely with parents and carers of all its pupils. Information is disseminated through the weekly school newsletter, letter, advisory publications and via Twitter. Parents and carers are advised of health and safety issues and supported in keeping their children safe: for example, “Sun Safety” and E-safety notices. The school also supports parents and carers working with other external agencies such as social services, the education social worker (ESW), health services and the police.

Newsletters and school policy make it clear that parents and carers should share any concerns with school staff and not to approach children or other parents/carers directly.

Health and Safety Policy

Khalsa has a health and safety policy which is monitored and reviewed annually by the Full Governing Board. School staff and governors liaise closely with the premises staff and LA team to ensure a safe, secure site and building. Any health and safety concerns from staff are reported to the office and the premises staff carry out an initial check to assess what specific action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the building. The school conducts a termly fire risk assessment based on the outcome of the drill. The drill is documented and kept in the fire file in the headteacher's office.

Each year as part of the welcome back to school induction, staff are made aware of their responsibilities for their own health and safety and those of the children in their care. Risk assessments that cover procedures and activities in school are reviewed regularly.

Through the curriculum and assemblies, pupils are taught about keeping safe and taking responsibility for their own safety and that of others. This includes such areas as classroom activities, play times, bullying as well as road safety and stranger awareness.

There is a critical incident emergency plan that details what staff and parents/carers should do in the case of emergencies.

The school catering company is ISS. They comply with government policies regarding food, drink and hygiene. Regular meetings are held between the school and ISS.

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First Aid

At Khalsa, there are trained members of staff who oversee first aid; there are six members of staff trained in first aid at a paediatric first aid trained level. Each classroom has its own first aid kit. When a child is ill, or has suffered an accident in school or on the playground there is a protocol to follow:

- A trained first aider is called
- The accidents are logged in the accident log on the computer
- For head injuries, a bumped head sticker is given to the child and the parent/carer is informed by telephone. The class teacher or suitable adult is informed and keeps a close eye on the child, if the child stays in school. A letter is given to parents at the end of the day with information about possible side effects and action to take.

Khalsa has adopted and follows Ealing guidance for the administration of medicines.

Staff are not permitted to administer paracetamol-based medication, including Calpol and Nurofen, unless they have been prescribed by a GP. Clear dosage and times of administration must be recorded. The school must also have a written record of when the parent/carer last administered the medication to the child to prevent over administration.

In the case of a pupil needing paracetamol-based medication during the day, parents/carers are welcome to come into the school and administer correct dosages. For the majority of other medicines, a dose before and after school is perfectly adequate. Naturally, parents/carers should consult the doctor before giving any form of medication.

Khalsa has a number of children who suffer from medical conditions, such as allergies to nuts, diabetes, ADHD and epilepsy. For these children, the school nurse has a health care plan which is drawn up with the parents/carers for each child and kept in the medical room following GDPR guidelines.

For matters of an intimate nature, staff are informed to deal with a child with the utmost

sensitivity and always seek guidance from the headteacher or deputy head. In almost all situations, the parents/carers will be asked to come into school immediately so that they are part of the decision-making process for such matters.

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Appointment of staff and induction of newly appointed staff and work placements

All staff that are appointed to work in the school have a DBS (Disclosure and Barring Service) check. This search highlights people who have a criminal record or if previous allegations have been made against them. The headteacher or deputy sits on all appointment panels where the candidates are external applicants. The headteacher, deputy and one governor have undertaken the NCSL training on safer recruitment.

New staff are inducted into safeguarding practices. Newly appointed staff received an induction which is overseen by the deputy head, assistant head or key stage leader. It is the responsibility of mentors to familiarise new staff with procedures and policy which affect the health and safety of all at school but especially the children.

Induction of volunteers

Volunteers must be risk assessed by the school for extended contract for children when children would be left alone with an adult for extended periods of time, a DBS check will be required.

Welcoming visitors

It is assumed that visitors with a professional role (that is the school nurse, Ofsted or members of the police) already have relevant clearance but the office staff will check their identity before admittance is granted and a note made of anyone entering without clearance these visitors will need to be escorted by a member of staff. If no member of staff is available, they will be asked to return with evidence of appropriate checks (see also site security). All visitors are required to sign in to demonstrate they have read and understood the key information sheet.

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Policies

Behaviour Policy

Good behaviour is essential in any community and a counsellor we have high expectations of this. Our behaviour policy details the rewards and sanctions available to staff. Although the emphasis is always on the positive there are also times when children have to have clear discipline in order to maintain the safety and security of all children.

Anti-bullying Policy

We are clear that bullying is unacceptable how approach is set out in our anti bullying policy, which also gives examples of how to deal with bullies and their victims pupils are regularly reminded that adults must be informed immediately and action will be taken.

Bullying at school is rare at Khalsa, but the school always acts swiftly with the process of investigation communication and action. Bullying behaviour will not be tolerated.

Positive Handling Policy

Khalsa's positive handling policy provides guidance to staff on initially avoiding situations where physical intervention may be necessary and how to successfully deal with it. The school follows the most up to date DfE guidance which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him or herself or to another. It also asserts that on no occasion should physical contact be used as a punishment. Our policy is that any form of restraint should be a last resort and ideally avoided altogether. If physical handling is used the details must be recorded.

All allegations of abuse by or complaints of a teacher will be dealt with following the local authority child protection procedures. For any complaints about the head teacher, the chair of governors should be contacted directly.

Racial Tolerance

Our anti-racist policy clearly states that racism will not be tolerated. All racist incidents are recorded and dealt with by senior staff to reinforce the message that racism is unacceptable. In addition, they are reported termly to the governors.

Disability Equality Scheme

The disability equality scheme and action plan confirmed the school's commitment to equality and specifically the needs and rights of children and adults who have a disability. The scheme outlines how the school meets its statutory needs and works to enable disabled pupils to have greater access to education at Khalsa. The scheme is also linked to our Special Educational Needs Policy and Accessibility Plan.

Whistleblowing

The school has adopted the local authority whistle blowing policy which is reviewed annually. All staff are reminded annually of what the policy is. If members of staff ever have any concerns about people working in the school, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence that any such matters will be dealt with sensitively and with the necessary degree of confidentiality. The details are set out in our whistleblowing policy.

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Good practice in the event of school closure to all but a few children (holiday periods, long-term school closure – COVID-19)

There are occasions when the DSL may not be on site for example holiday clubs unexpected so closure due to an outbreak for example COVID-19 as in 2020. In the event there is a CP or safeguarding concern the club or staff member on duty would continue to follow school procedures putting the welfare of the child first.

If there is a concern, the staff or club leader should:

- log the facts;

- call the DSL on duty usually the head teacher unless specified. For private clubs you also need to follow the procedure provided by your company;
- note that all private clubs will have been vetted and had to provide DPS evidence;
- note that all private clubs operating in holiday time need to provide a first date on site and will be made aware of the fire regulation route and requirements a folder is provided with this information.

For other unprecedented times, when the school is closed to all but a few a few pupil groups for example during COVID-19 the children of the most vulnerable or key workers, the head will assign a first aider and fire warden from the staff on duty. The premises staff are also fire wardens. Risk assessments exist for these roles.

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.

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Concerns and Disclosures

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 the child 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. Explain that you will pass the information on to one person and this is the person who is able to help them.
- 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.
- Report the incident as soon as possible following the reporting procedures.
- 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 the subject of the concern is). 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.

Khalsa Primary School 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

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.

Staff briefings are held over the year to refresh knowledge and using soft voice glean information about the clarity of the policy and its effectiveness.

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Other policies of relevance to Child Protection and Safeguarding

Administration of Medicines
Anti Bullying Policy
Attendance
Behaviour Policy
Intimate Care Policy
Use Of Photographs Policy
Confidentiality
Disability Equality Scheme
Drugs and Drug Prevention
First Aid
Health and Safety
Inclusion
Induction

Internet and E-Safety
Positive Handling
Racial Equality
Recruitment of Ex-Offenders
Staff Handbook Relationship
Sex Education Policy
Whistleblowing

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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-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.

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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.
- 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 devices 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.
- All photographs or recordings of pupils taken on school equipment should be transferred onto the school computer system as soon as possible and then immediately deleted from the mobile device.
- 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.

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Appendix 1 - Child Protection Log (If Safeguard My School cannot be used for some reason)

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 designated child protection office.

Action

Signed Author.....

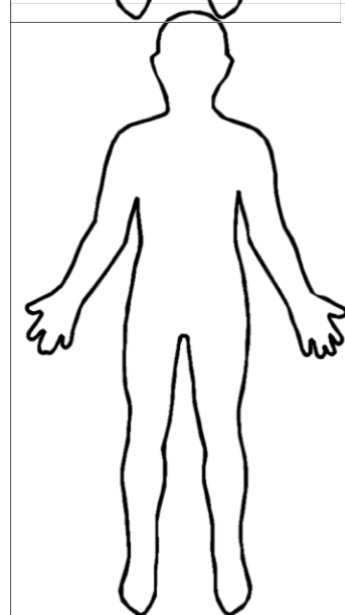
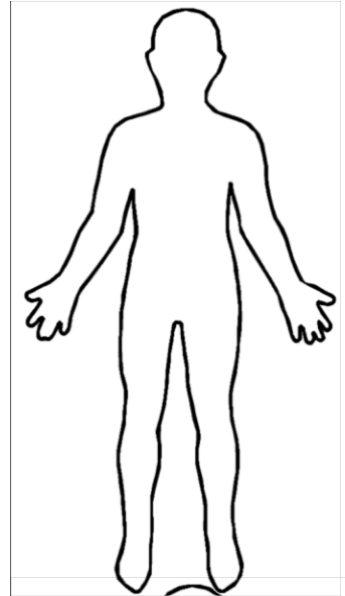
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Appendix 2 - RECORDING OF INJURIES

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.....

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DAY 2 A	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.		
B	The school should also seek information from staff, pupils and other parents, and other schools with siblings, about the family circumstances as they may know, for example, the family were intending to move or go on holiday.		
DAY 3 A	Where no information has been obtained, phone calls should be repeated, and undertaken at the latest for all pupils, within 3 days. Phone Number 1: Phone Number 2:		
B	If a child is absent for 3 days without contact between the school and parents, then it is best practice for the school to write (Letter b. School RE Letter 1 with 2/3 copies) to the home asking parent/occupant to advise school immediately for reason for absence and likely return date, or if the family have moved and any forwarding details such as address or phone number, or details of any relatives or friends who may be able to assist (copy to Children and Families where there is known involvement), keeping 2 copies for Day 10 below.		
C	Some school have staff who may make a home visit – detail if done or if not applicable.		
D	If know of siblings at other schools, ring their schools to check phone numbers and if they have information.		
E	PRINT OFF CHECKLIST and complete to date, attach any notes on phone calls already made		
Day 10 A	If there are no responses to letters or phone messages left within a week, then on day 10 of absence, the school must notify the LA ESWS – Primary Schools, by referring to the Link School Attendance Worker (EWS/SWO) High School, by referring to their School Attendance officer and the ESWS Team Manager by giving them a copy of Letter B. School RE Letter 1 (and copy Letter B. School RE Letter 1 to go in pupil file).		
DAY 15 A	School Administrator must upload the child's CTF on the s2s website, entering XXXXXXXXXX into the destination field, Lost Pupils Database so any new school will be able to make contact.		

<p>Day 20 (target) Or ASAP</p> <p>A</p> <p>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 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 CMEO Children and Families EWO/ESW/Attendance Worker Pupil File</p>		
<p>DAY 25 (target) Or ASAP.</p> <p>A</p> <p>B</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.</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>		

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