High View Primary School

‘Pursuing Positive Pathways to Success’

POLICY FOR
SAFEGUARDING - CHILD
PROTECTION

Summer Term 2019

Date for review: Summer Term 2020
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1. Introduction

“THE WELFARE OF THE CHILD IS PARAMOUNT”

At High View Primary School the safety and welfare of our pupils is of the utmost importance and we expect everyone who works in our school to share this commitment. Because of the day-to-day contact with children, our staff are well placed to provide a safe environment for all of our children whilst also observing the outward signs of abuse. Adults in our school take all welfare concerns seriously and encourage children to talk to adults about anything that worries them. We always act in the best interest of the child. All adults working in the school must contribute to providing the safe environment (physically and emotionally) and to protect children from harm and abuse, being aware that any pupil may be at risk of harm or abuse. We have a duty to safeguard and promote the welfare of our pupils by identifying any child with welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our Safeguarding Policy, we have various policies to cover the roles of staff, pupils and parents in respect of Health and Safety, Anti-Bullying, Code of conduct, Whistleblowing, Equality and Discrimination. At High View children are taught about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum including: Computing; Personal, Social and Health Education (PSHE); and Science curriculum.

Our policy applies to all staff, governors and volunteers working in the school and parents are informed about this and our other policies in our Prospectus. There are a number of elements to our policy:

The governors and staff of High View Primary School fully recognise the contribution it makes to safeguarding children. We recognise all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

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

2. Aims of the Policy

The aims of this policy are to safeguard all children and protect vulnerable children by:

- Supporting the child’s development in ways that will foster security, confidence and independence.
- Raising the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensuring all adults within our school who have access to children have been checked for their suitability.
- Providing a systematic means of protecting children known, or thought to be, at risk of harm through careful monitoring and timely, appropriate referrals.
- Emphasising the need for good levels of communication between all members of staff.
- Developing a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- Developing and promoting effective working relationships with other agencies, especially the Police and Social Services.
3. Definition (as taken from Keeping Children safe in Education Part 1 –KCSiE September 2018)

“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s 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.”

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child and to promote the welfare of children who have suffered from, or may be at risk of physical injury, neglect, emotional abuse or sexual abuse including female genital mutilation (FGM), child sexual exploitation (CSE) and the Prevent Agenda in relation to schools.

Action should also be taken to promote the welfare of a child or young person (i.e. under 18 years of age) in need of additional support, even if they are not suffering harm or are at immediate risk.

Safeguarding is therefore broader than Child Protection and is the responsibility of everyone in the school community. It relates to action taken to promote the overall welfare of all children, as well as specific protection from harm, through appropriate provision and action.

Safeguarding may cover a variety of areas including:

- Neglect, physical abuse, sexual abuse, emotional abuse (see appendix 2)
- Bullying, including online and prejudice based (see Equality Policy, Online Policy, Anti-Bullying Policy)
- Racist, disability and homophobic or transphobic abuse (see Equality Policy, Anti-Bullying Policy)
- Gender based violence (see Equality Policy)
- Radicalisation (See appendix 8 part 5)
- Child Sexual Exploitation (See appendix 8 part 1)
- The impact of new technologies on sexual behaviour (see Online Policy and appendix 2)
- Substance abuse (see appendix 2)
- Domestic Violence (see appendix 2)
- Female Genital Mutilation (see appendix 8 part 3a)

4. Other Safeguarding Policies to reference:

- Anti-Bullying
- Behaviour
- Equality
- Online Safety
- Developing Safe Working Practices
- Whistle Blowing
- Health and Safety
- Recruitment, retention and Induction
- Acceptable Users
5. Procedures

The most current London Child Protection Procedures, (29th March 2019) – London Safeguarding Children Board, (available at www.londonscb.gov.uk) must be followed for any child deemed to be in “immediate danger or at risk of harm”.

The Sutton Local Safeguarding Children Board (LSCB) has adopted these procedures. This policy and procedure also accords with:

- DfE guidance – “Keeping Children Safe in Education” September 2018 ; and
- “Working Together to Safeguard Children” (HM Government 2018)
- What to do if you are Worried about a Child (HM Government 2015)

Within school any such concerns must be recorded on red forms (available in staff room) and given directly to the Designated Safeguarding Lead as soon as possible. They will then follow the Sutton LSCB procedures.

If lower level concerns or needs (i.e. not child protection) are identified about a particular pupil these concerns must be recorded on a pink form (available in staff room) and given directly to the Designated Safeguarding Lead as soon as possible. The Sutton Common Assessment Framework (flowchart available at www.scypp.org.uk) should be followed if deemed appropriate.

Our school procedures for safeguarding children will be in line with the current London Child Protection procedures. We will ensure:

- We have a designated safeguard lead who undertakes regular training. At present this person is the Head Teacher, Mrs Elizabeth Brailsford.
- We have members of staff who will act if the designated safeguard lead is not available. These are; the assistant heads- Mrs Tracy Pillay, Ms Leybourne and Mrs Rogers and the school business manager Mrs Jo Riches.
- We have a Child Protection nominated member of the Governing Board to act on their behalf. At present this is Mrs Farai Addy.
- All members of staff develop their understanding of the signs and indicators of abuse. (Appendix 2)
- Training is available to all members of staff as appropriate, in line with national guidance and at least annually.
- All members of staff know how to respond to a pupil who discloses abuse. (Appendix 1)
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- Our procedures are annually updated.
- All new members of staff are given a copy of our child protection procedures as part of their induction into the school.
- All staff read Part 1 of ‘Keeping Children Safe in Education September 2018’ and “What to do if worried a child is being abused”. The SCR will show that they have done so.
- Volunteers are given a summary of our safeguarding policy and asked to sign a form to show they will adhere to the policy.
6. Responsibilities

Everyone in the school must be alert to the possibility that any pupil, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect and must be familiar with these procedures.

The designated safeguard lead is responsible for:

- Adhering to the London Child Protection and school procedures with regard to referring a child in a timely fashion if there are concerns about possible abuse.
- Keeping written records of concerns on the red and pink safeguarding forms about a child even if there is no need to make an immediate referral.
- Uploading all pink and red forms along with notes of actions taken at least within 48 hours of the form being generated ensuring all such records are kept confidentially and securely in the Head teacher’s office and are separate from pupil records.
- Managing referrals from school staff or any others outside of school.
- Working with external agencies and professionals on matters of safety and safeguarding.
- Ensuring an indication of further record-keeping is marked on the pupil records.
- Ensuring any pupil currently on a child protection plan who is absent without explanation is referred to Social Services.
- Remaining up to date in their knowledge and attending full DSL training every 2 years and relevant updates at least annually.
- Ensuring child protection information is transferred securely to the next school.
- Raising awareness of safeguarding and child protection amongst staff and parents with relevant training delivered.
- Updating staff on safeguarding issues when appropriate using weekly e bulletin updates are used to inform DSL and to determine training required for other staff.

The Governing Board is responsible for ensuring:

- The Safeguarding Policy is relevant, robust and reviewed annually.
- The policy includes procedures for recruitment and selection of staff and volunteers and dealing with allegations against workers.
- All governors and staff have appropriate training.
- A member of the Governing Board is nominated to be a designated safeguard lead to manage child protection issues and be responsible for liaising with the school and partners.
- The designated safeguarding governor visits school bi-annually to audit safeguarding procedures (including health and safety, child protection, Esafety)
- An annual report is written by the designated safeguarding governor following the various audits.
- A member of the Governing Board is nominated to be a designated lead to manage any allegations against the HT and for liaising with the LADO (Local Authority Designated Officer).
• Relevant filtering and monitoring of IT and internet access is employed to ensure over filtering is not an issue.

The **Head Teacher** is responsible for ensuring:

• A senior person is the designated safeguard lead in school.

• Robust, clear and consistent child protection and safeguarding procedures are in place and followed.

• All relevant policies (Safeguarding, Whistleblowing, Anti-Bullying, Esafety, Safe Access, Acceptable Users, Behaviour, Equality, Safe working practices) are kept current and reviewed by staff and governors regularly.

• Relevant policies are made readily available for parents.

• Staff have appropriate training and are aware of all relevant policies.

• Staff have access to relevant information and contact details to make referral to appropriate agencies.

• The curriculum includes sufficient and age appropriate coverage of child protection and safeguarding issues (including SRE, Esafety and PSHE).

• Procedures are in line with the London Procedures for child protection.

• Induction of staff and volunteers includes familiarisation with all Safeguarding policies relevant.

• Safe recruitment practices are in place.

The **school community** will therefore:

• Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

• Refer all concerns to the designated safeguard lead as soon as possible after concerns have been raised recording all details on a red or pink form kept in the staff room.

• Ensure all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

• Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
7. Supporting Children

We recognise that safeguarding all children is the responsibility of everyone in the school community and this is ensured through the establishment of an ethos where children are listened to, are able to discuss issues that concern them and feel safe.

Our school will support all pupils (Safeguarding) by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Providing relevant “Early Help” through carefully identifying potentially vulnerable children and monitoring them at least termly to ensure appropriate support is provided (ELSA/ Parent support/ EHAT referrals).
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Recognising some children are more vulnerable and more likely to be abused. For instance those with SEND or Looked After Children. These children are carefully monitored through termly meetings with all designate leads.
- Children with special educational needs and disabilities can face additional safeguarding challenges because:
  - There may be assumptions that indicators of possible abuse such as behaviour mood and injury that relate to the child’s disability without further exploration
  - Children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing and signs
  - Difficulties may arise in overcoming communication barriers

At High View we identify children who may need more support to be kept safe or to keep themselves safe by ensuring their SEN needs are recognised and understood by all relevant members of staff and by regularly (weekly) monitoring of children causing concern with special emphasis on vulnerable pupils. This information is than disseminated to all staff where appropriate.

- In the case of the LAC, the designated teacher works closely with the Virtual School Head to determine the most effective support.
- Recognising and swiftly dealing with any suspected cases of peer on peer abuse (see appendix 5).

Our school will support children requiring specific support (Child Protection) by:

- Notifying the designated lead and/or Social Services as soon as there is a significant concern.
- Using appendix 2 to identify children possibly requiring child protection procedures to be in place.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil’s new school.
In addition we recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support these vulnerable children by:
- Identifying the child’s needs emotional, social, physical and considering ways in which the needs should be met.
- Providing appropriate personnel to listen and respond appropriately to the needs of the child (eg ELSA – emotional literacy support assistant, teaching assistant support, referral to Taming the Temper Dragon, Social service support etc.)

8. Confidentiality
- We recognise all matters relating to child protection are confidential.
- The Head Teacher or Designated Safeguard Lead will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff are made aware through child protection training that they have a professional responsibility to share information with other appropriate agencies in order to safeguard children.
- All staff are made aware through child protection training that they cannot promise a child to keep secrets.
- All volunteers are made aware through the Procedures for Helpers in School document that they have a duty to share any concerns about children with designated leads before leaving the school premises.
- All information sharing is in line with the DfE guidance document, “Information sharing: advice for practitioners providing safeguarding services” (DfE 2015)

9. Supporting Staff
We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the designated safeguard lead and to seek further support as appropriate.

10. Allegations against staff
We understand that a pupil might make an allegation against a member of staff. (Appendix 4)

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher. If the allegation is made directly to the Head Teacher the member of staff will be informed as soon as possible.

The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) for Child Protection.
If the allegation made to a member of staff concerns the Head Teacher, the Chair of Governors will be informed, who will then consult with the Local Authority’s Designated Officer (LADO) for Child Protection.

The school will follow the London procedures for managing allegations against staff, a copy of which will be readily available in the school.

11. Whistleblowing (see Whistleblowing Policy)

At High View we recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. We also recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school are referred to the Head Teacher without delay (or if the concern is about the Head Teacher to the chair of Governors) in accordance with the Whistle Blowing Policy.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

NSPCC whistleblowing helpline is 0800 028 0285

12. Recruitment, selection, induction, training and supervision of staff and volunteers (See Recruitment, Retention and Induction Policy)

In our recruitment and selection of staff and volunteers we will at all times adhere to the appropriate guidance (“Keeping Children Safe in Education DfE September 2018”).

In particular we will ensure that our interview panellists are appropriately trained, that we always follow up gaps in previous employment, that we always require specific references from employers for the last five years and that for all posts, paid and voluntary, the appropriate “Disclosure Barring Service” (DBS) checks are conducted.

We also ensure all staff are inducted in safeguarding procedures thoroughly including compulsory reading of the following before commencing working at the school:

- Keeping Children Safe in Education Part 1
- What to do if you are worried about a child 2015
- The Child Protection Policy
- Developing Safe Working Practices Policy
- Anti-Bullying Policy
- Behaviour Policy

Whole staff training on a variety of safeguarding issues (CSE, HSB, FGM, HBV, DV, CME) is termly and designed to cover all issues on a two year cycle. Weekly updates are given in staff training sessions where appropriate.

We keep a central record of all staff with the date and outcome of their Disclosure Barring Service check as well as a record of staff training for safeguarding so that at all times staff, pupils and parents can be assured this has been completed.

13. Contractors and outside services

We expect all contractors providing services within the school, whose staff have access to school premises, to comply with this policy and the attached procedure. They must agree to this in writing.

In particular we require any contractor or organisation delivering a service on behalf of the school or using our premises, to provide evidence that they adhere to the above requirements in terms
of recruitment, selection, training and supervision of their staff and any volunteers, in particular Disclosure Barring Service checks.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

This Policy should be read in conjunction with the Policies listed in section 3.
Appendix 1 - Flowchart of Safeguarding Concerns at High View

**Concern Raised**
Child tells you something or you observe something that worries you. Do not question the child.

**Let the Designated Safeguarding Lead know:**
Liz Brailsford (DSL), Tracy Pillay, Jo Riches, Donna Leybourne or Jody Rogers - Deputies
Complete a red or pink form (kept in staff room in Child Concern file) with as much detail as possible.

**Make sure the DSL or one of the deputies has acknowledged receipt.**
You *should* ask what has been done and remember that *anyone* can make a referral to the MASH or phone for advice on 0208 649 0418.
Appendix 2- Recognition of Child Abuse

The London Child Protection Procedures gives the following definition of child abuse and neglect.

- ‘Child abuse and neglect’ is a generic term encompassing all ill treatment of children including serious physical and sexual assaults, including FGM, CSE (Child sexual exploitation) and Radicalisation/Extremism as well as cases where the standard of care does not adequately support the child’s health or development.
- Children may be abused or neglected through the infliction of harm, or through the failure to act to prevent harm.
- Abuse can occur in a family or an institutional or community setting. The perpetrator may or may not be known to the child.

There are four main categories of abuse, which are used for the purposes of registration:

- Neglect
- Physical abuse (including FGM)
- Sexual abuse
- Emotional abuse

Other welfare concerns may arise as a result of the following:

- Parental substance abuse
- Domestic violence
- Poor parenting

These categories overlap and an abused child does frequently suffer more than one type of abuse. All of the below are taken from: Keeping Children Safe in Education DfE September 2016

**Physical Abuse**

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child, including FGM. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

**Sexual Abuse**

Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing..

They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
<table>
<thead>
<tr>
<th><strong>Emotional Abuse</strong></th>
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<tr>
<td>Persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or “making fun” of what they say or how they communicate.</td>
</tr>
<tr>
<td>It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction.</td>
</tr>
<tr>
<td>It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</td>
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<table>
<thead>
<tr>
<th><strong>Neglect</strong></th>
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<tr>
<td>The persistent failure to meet a child’s basic physical and psychological needs, likely to result in the serious impairment of the child’s health or development.</td>
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<td>Neglect may occur during pregnancy as a result of maternal substance misuse.</td>
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<td>Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or to ensure access to appropriate medical care or treatment.</td>
</tr>
<tr>
<td>It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</td>
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</tbody>
</table>

The first indication of concern about a child’s welfare is not necessarily the presence of a serious injury. Concerns may be aroused by:

- Bruises or other marks on a child’s body.
- Several different explanations provided for an injury.
- Remarks made by the child, another child, a parent or another adult.
- Observations of the child’s behaviour or reactions.
- Self-harm, self-mutilation and suicide attempts.
- Unexplained changes in the child’s behaviour or personality.
- Evidence of disturbance or explicit detail in a child’s play, drawing or writing.
- Neglect or failure to thrive including failure to gain weight or actual weight loss, clothing inappropriate for prevailing weather conditions etc.
- In the case of FGM it may be triggered by knowledge of a family travelling to an area where FGM is practised.

For further information on recognising the four types of abuse please refer to “Keeping Children Safe in Education” part 1 Annex A and/or “What to do if you are worried about a child” 2015 (on staffroom notice board).
Appendix 3 Child Protection Procedures

High View Primary School will follow the procedures laid down in the London Child Protection Procedures. For in school procedures we will proceed as below:

**Do not delay**

Early referral gives more time to offer help to the pupil and family before the situation becomes severe or serious.

When the matter is already severe or serious, early referral gives more time for others to protect the pupil.

If you have a concern about a child, speak to the designated safeguarding lead as soon as you can. Do not leave the red safeguarding form in the designated safeguarding lead’s pigeonhole as they may not get back to check their post until the end of the day once the child has gone home.

Make written notes of your concerns, record facts accurately and make it clear when you are expressing an opinion and what this is based upon. Notes should be legible, signed, dated and recorded on the red safeguarding form.

Give a copy of these notes (or pink form) to the designated safeguarding lead who will take the appropriate action and upload the form electronically to My Concern, filing the paper copy.

If there is still concern about a child the Head Teacher will consult the Borough School Attendance Service or Children’s Social Services (in Sutton, ‘MASH’ – Multi Agency Safeguarding Hub). From here the London Child Protection Procedures is followed.

**When concerns arise from a statement made by the child or another:**

- **Listen** – do not ask questions or interrogate. The child must not be pressed for information, led or cross examined or given false assurances of absolute confidentiality. Such well intentioned actions could prejudice police investigations, especially in cases of sexual abuse.

- **Remain calm** – if you are shocked, upset or angry the pupil will sense this and this could stop them from saying more

- **Reassure** – the pupil has done nothing wrong – tell them it is alright to talk.

- **Do not promise to keep it secret** – tell the pupil you cannot keep the matter secret and will need to take advice from someone who can help.

- **Clarify the concerns**

- **Offer re-assurance** about how they will be kept safe

- **Explain what action will be taken.** Whilst the child’s view should be considered, it remains the responsibility of the professional to take whatever action is required to ensure the safety of that child and any other children.

**Remember**

- If in doubt consult.
- Do not ignore concerns, even if these are vague.
- Always make written notes.
- Your first responsibility is to the pupil.
- If you need help or support to manage your own feelings, this can be provided.
- You can make a referral direct if you remain concerned.
Recording

- All staff use the red or pink safeguarding forms available in the staff room to record details regarding safeguarding and pass to the designated safeguarding lead as soon as possible following the concern.
- All safeguarding issues are recorded on “My Concern” secure electronic system. All DSLs have access to the system and emails are automatically sent to all DSLs when a concern is recorded or updated. DSLs record tasks required using the system wherever possible.
- When children leave the school the electronic file is securely transferred to the receiving school. A copy is automatically kept at the sending school.
- Half termly meetings are held with all DSLs to rag rate all children with safeguarding records on My Concern. The system is then updated.
- All paper records relating to child welfare concerns are kept in a child’s individual file in the Head Teacher’s room or if the first occasion in the Head Teacher’s file. Both these files are kept secure.
- Information from records (electronic and paper) red and pink forms are only shared on a ‘need to know’ basis.
- Staff will need to know when a child has a child protection plan, so that they can monitor the child’s welfare.
- Professional records relating to the child’s welfare will remain on the child’s file as long as the child is a pupil at the school.
- When the child leaves the school, the new school will be advised in writing that the school’s records contain information about child protection concerns even when these are no longer current. Records are transferred securely either through My Concern or in person at school transfer meetings. A copy of any child protection records is kept at school following the child leaving until the child would be 25 years old.

Contact with the family

- Contact with the family should be discussed with the Head Teacher (designated safeguarding lead) who may consult the Children and Family Social Work Service or the Borough School Attendance Service.
- In cases where a physical injury causes concern, it may be appropriate to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the child from harm) the parent or carer will be informed of the need to refer the matter to the Children and Family Social Work Service.
- In cases of possible neglect or emotional abuse, the concern is likely to have built up over a period of time. There will probably have been discussion between school staff and the family about sources of help (e.g. ELSA (Emotional Literacy Support Assistant) or Social Services Department) but if concerns persist, the Head Teacher will need to refer to the Social Services Department, and will normally advise the family of this.
- In cases where there are suspicions of sexual abuse or FGM, the Head Teacher (designated safeguarding lead) will make an immediate referral to Multi Agency Safeguarding Hub (MASH) and must not discuss the matter with the family first.

In addition if there is a suspicion that informing the parent will put the child in immediate danger referral will be made directly.
Appendix 4 - Allegations about a member of staff (see Whistleblowing Policy)

Allegations or concerns about a member of staff should immediately be brought to the attention of the Head Teacher (the Chair of Governors or nominated Governor if the concern is about the Head Teacher).

The Head Teacher (or nominated Governor) will decide on appropriate action. The procedures in “Keeping Children Safe in Education” (DfE, September 2016) and the Sutton LSCB Procedure will be followed in such cases.

It is important to bear in mind that although such concerns may relate to an individual pupil, other pupils may also be at risk.

Where appropriate, consideration will be given to referral of a member of staff to the Secretary of State to consider inclusion of their name on “List 99” (list of people prohibited from working with children in an education setting) and the Disclosure Barring Service.

Appendix 5 - Peer on Peer Abuse (see Anti-Bullying Policy)

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy. However occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature and that safeguarding issues can manifest themselves via peer on peer abuse. Safeguarding issues raised in this way may include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- emotional abuse
- sexual violence and sexual harassment and exploitation;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Children who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Abuse or concerns about abuse or harm by any other children are subject to the same
safeguarding procedures as in respect of children being abused by an adult and will not be tolerated.

At High View we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

At High View we support the victims of peer on peer abuse by making contact with the child daily to determine if the situation is resolved, contacting all adults concerned (both in school and adults that care for the child at home), providing a link adult of the child’s choice at school, establishing good communication links between home and school to ensure a robust monitoring of the situation and providing any therapy support as required (ELSA, Nurture Group, Play Therapy etc.) (see Anti-Bullying Policy for more details.)

For full details of how any suspected or reported bullying will be dealt with see the Anti-Bullying Policy.

Possible signs of peer on peer abuse include:

- Changes in demeanor
- Sudden reluctance of refusal to participate or engage
- Avoiding other children or caregivers
- Clinging to adults
- Seeking constant attention
- Significant decline in performance
- Unexplained injuries
- Vague disclosures
- Reluctance or refusal of routine activities
- Sudden development of sexualised behaviour
- Excluding self
- Servitude
- Sudden dissatisfaction
- Change in physical appearance (dishevelled, loss or gain of weight etc.)

**Sexting**

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.
Appendix 6- Information needed when making a referral

<table>
<thead>
<tr>
<th>Information</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Full names, date of birth and gender of child</td>
<td></td>
</tr>
<tr>
<td>Family address</td>
<td></td>
</tr>
<tr>
<td>Identity of those with parental responsibility</td>
<td></td>
</tr>
<tr>
<td>Names and date of birth of all family members (if known)</td>
<td></td>
</tr>
<tr>
<td>Ethnicity, first language and religion of children and parents/carers</td>
<td></td>
</tr>
<tr>
<td>Any need for an interpreter, signer or other communication aid</td>
<td></td>
</tr>
<tr>
<td>Any special needs of child/ren</td>
<td></td>
</tr>
<tr>
<td>Any significant/important recent or historical events/incidents in child or family's life</td>
<td></td>
</tr>
<tr>
<td>Cause for concern including details of any allegations, their sources, timing and location</td>
<td></td>
</tr>
<tr>
<td>Child's current location and emotional and physical condition</td>
<td></td>
</tr>
<tr>
<td>Referrers relationship and knowledge of child and parents/carers</td>
<td></td>
</tr>
<tr>
<td>Known current or previous involvement of other agencies/professionals</td>
<td></td>
</tr>
<tr>
<td>Information regarding parental knowledge of, and agreement to, the referral</td>
<td></td>
</tr>
</tbody>
</table>

The above information is needed when making a referral but absence of any of the information must not delay referral. The referrer should confirm verbal and telephone referrals in writing within 48 hours using an interagency MASH referral form.
Appendix 7- General issues

Requests for assistance by other agencies

Schools are required to assist local authority Social Services Department and/or the Police when they are making enquiries about the welfare of children, the London Procedures promotes inter-agency working.

Information about a child will therefore be shared on a ‘need to know’ basis with other agencies.

When telephone requests for information are received, they should always be directed to the Head Teacher (designated safeguarding lead) or deputy designated safeguard lead when the Head Teacher is not available.

Requests for attendance at inter-agency meetings about individual children e.g. Child Protection conferences, should be notified to the Head Teacher or deputy designated safeguard lead when the Head Teacher is not available, who will arrange for a report to be prepared where necessary and for attendance at the meeting.

Reports should contain information on the child’s:

- Education progress
- Attendance
- Behaviour
- Relationships with children and adults
- Family
- Any other relevant matter

Reports should be objective and distinguish between fact, observation, allegation and opinion. Reports are made available to all members of the conference, including the family.

Child Protection Plan

The relevant Social Services Department will advise the school when a child is subject to a Child Protection Plan whether this is the London Borough of Sutton or another local authority.

The name of the key social worker must be clearly recorded on the child’s record and any subsequent changes noted.

The school will participate fully in the work of Core Groups for these pupils, to assist with the objectives of the Child Protection Plan for the pupil.

When a child is subject to a Child Protection Plan, the school will report all unexplained absences even if only for a day.

When a child is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker.

When a child who is subject to a Child Protection Plan leaves the school for another school all the child protection information will be transferred to the new school.

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCB) or national guidance.
Appendix 8: Key information on CSE, FGM, Honour Based Violence & Prevent from KCSIE September ‘18

1. Further information on Child Sexual Exploitation (CSE)

The definition of CSE is:

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Potential vulnerabilities include:

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

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

**More information can be found in:**
Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

2. **Private Fostering**

   A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

   A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

   Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

   Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

   Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

   School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

   On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

3. **Further information on so-called ‘honour based’ violence**

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

   a) **Female Genital Mutilation (FGM)**

   **Definition:**

   Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

   Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.
FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

**Risk factors** for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a ‘special’ procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an ‘at-risk’ country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

**Indications that FGM may have already taken place** may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

**Mandatory Reporting Duty**

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

The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

4. **County Lines (taken from NCA County Lines Violence, Exploitation & Drug Supply Report 2017)**

A typical county lines scenario is defined by the following components:

a. A group (not necessarily affiliated as a gang) establishes a network between an urban hub and county location, into which drugs (primarily heroin and crack cocaine) are supplied.
b. A branded mobile phone line is established in the market, to which orders are placed by introduced customers. The line will commonly (but not exclusively) be controlled by a third party, remote from the market.

c. The group exploits young or vulnerable persons, to achieve the storage and/or supply of drugs, movement of cash proceeds and to secure the use of dwellings (commonly referred to as cuckooing).

d. The group or individuals exploited by them regularly travel between the urban hub and the county market, to replenish stock and deliver cash.

e. The group is inclined to use intimidation, violence and weapons, including knives, corrosives and firearms.

5. **Children Missing in Education (CME)**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
   a. leave school to be home educated
   b. move away from the school’s location
   c. remain medically unfit beyond compulsory school age
   d. are in custody for four months or more (and will not return to school afterwards)
   e. are permanently excluded

We ensure that pupils who are expected to attend the school, but fail to take up the place are referred to the local authority.

When a pupil leaves the school, we record the name of the pupil’s new school and their expected start date.

6. **Further information on Preventing Radicalisation**

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may
appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

a) Prevent

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school’s core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

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

2. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

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

4. Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

b) Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

Additional government guidance is available from GOV.UK for the following areas: bullying, children missing in education, child sexual exploitation, domestic violence, drugs, fabricated illness, faith abuse, female genital mutilation, forced marriage, gangs and youth violence, gender based violence, hate, mental health, private fostering, preventing radicalisation, relationship abuse, sexting and trafficking.

In addition useful information may be accessed on websites such as TES/ NSPCC and MindEd.
Appendix 9 - Acronyms

KCSiE - Keeping Children Safe in Education
FGM - female genital mutilation
CME - children missing in education
CSE - child sexual exploitation
CTSA - Counter-Terrorism and Security Act
HBV - Honour Based Violence
DfE - Department for Education
MASH - Multi Agency Safeguarding Hub
LSCB - Local Safeguarding Children’s Board
DBS - Disclosure Barring Service
ELSA - Emotional Literacy Support Assistant
DSL - Designated Safeguarding Lead
LADO - Local Authority Designated Officer
NSPCC - National Society for the Prevention of Cruelty to Children
PSCHE - Personal, Social, Cultural, Health Education
SRE - Sex and Relationship Education
SCR - Single Central register

Agreed by staff               Summer 2019
Agreed by Governors          Summer 2019
To be reviewed               Summer 2020