



**HARVINGTON PREP SCHOOL  
(including the EYFS)**

**SAFEGUARDING  
(CHILD PROTECTION)  
POLICY**

(see also Staff Code of Conduct Policy)

- \* ALL STAFF ARE RESPONSIBLE FOR ENSURING CHILDREN ARE SAFE
- \* ANY MEMBER OF STAFF CAN MAKE A REFERRAL

*This CP policy and procedures are reviewed annually*

**THE ROLE OF INDIVIDUALS**

**Designated Senior Lead and Deputy Designated Senior Lead (DSL and DDSL):**

**Anna Evans** (*the Headmistress*) is the **Designated Senior Lead (DSL)** for **Harvington Prep School** and the EYFS. Tel: 077332 63632 [aevans@harvingtonschool.com](mailto:aevans@harvingtonschool.com)

**Jane Wallace** (*the Head of EYFS*) is the **Deputy Designated Senior Lead (DDSL)** if Anna Evans is off site. Tel: 07813 480559 [jwallace@harvingtonschool.com](mailto:jwallace@harvingtonschool.com)

**Manjeet Mudan** is the designated governor for Safeguarding (DGS) Tel: 07905093776  
[mudan@btinternet.com](mailto:mudan@btinternet.com)

Paul Andrews (LADO)  
020 8825 8930  
Email: [asv@ealing.gov.uk](mailto:asv@ealing.gov.uk)

**Child Protection Manager** – Lisa Tingle  
Telephone: 020 8825 8155  
Email: [tinglel@ealing.gov.uk](mailto:tinglel@ealing.gov.uk)

*Updated – September 2021*

## EXTERNAL AGENCIES

### Ealing

**Local Area Designated Officer Paul Andrews (LADO)** 020 8825 8930 Email: [asv@ealing.gov.uk](mailto:asv@ealing.gov.uk)  
Website: <https://www.egfl.org.uk/services-children/safeguarding/child-protection/staff-allegations>

**Ealing Children's Integrated Response Service (ECIRS):** Perceval House, 2<sup>nd</sup> Floor Blue Area, 14-16 Uxbridge Road, Ealing, W5 2HL. Tel: 0208 825 8000 Fax: 020 8825 8000. [ecirs@ealing.gov.uk](mailto:ecirs@ealing.gov.uk). Website: <https://www.egfl.org.uk/services-children/ealing-childrens-integrated-response-service-ecirs-referrals>

**Family Information Service (FIS): Tel: 020 8825 5588. [EHAP@ealing.gov.uk](mailto:EHAP@ealing.gov.uk)/ Website:**  
<https://www.egfl.org.uk/services-children/early-help-assessment-and-plan-ehap>

**Prevent Coordinator:** 020 8825 8895 (Office hours 9am-5pm). For non-emergency local police dial 101

**Child Protection Advisors (CPA):** Ealing Children's Social care advice: 020 8825 8930

**Early Help Assessment and Plan (EHAP):** 020 8825 5588 (Mon-Fri 9-5pm)

From 29<sup>th</sup> Sept 2019 all local authority safeguarding became organised as 'strategic partnership areas'. This has not altered the fact in Ealing that we still refer to ECIRS in the same way as before, but the Ealing Safeguarding Children Partnership with information and guidance can be found at:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/escb.page?escbchannel=0>

**Ealing Service for Children with Additional Needs (ESCAN):** Carmelita House, 21-22 The Mall, Ealing W5 6PJ; 3

020 8825 8700; [carmelitahouse@nhs.net](mailto:carmelitahouse@nhs.net).

**SAFE 0-18:** Supportive Action for Families in Ealing: 020 8825 7606/ 020 8825 5080 **Frank Jenkinson, School Attendance Service Manager:** 020 8825 5973

### National

**Department for Education (DfE) helpline and mailbox:** for non-emergency advice for staff and governors: 020 7340 7264

**Children Missing in Education:** 020 8825 59447

**London Safeguarding Children Board:** [www.londonscb.gov.uk](http://www.londonscb.gov.uk)

**OFSTED:** Piccadilly Gate, Store Street, Manchester, M1 2WD, 0300 123 1231, [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

**NSPCC:** 42 Curtain Road, London, EC2A 2NH, 0808 800 500

**Childline:** 0800 1111

## MULTI-AGENCY CONTACTS:

### Ealing

Telephone: 020 8825 8364

### Hounslow

(Isleworth, Heston, Central Hounslow, Brentford and Chiswick Bedfont, Cranford, West Hounslow, Feltham and Hanworth) - 020 8583 6673 / 020 8583 6672

**Richmond** 020 8891 7969

**Hammersmith & Fulham** 020 8753 5392

Child Exploitation & Online Protection (CEOP) 0870 000 3344 including use of social media and ‘breach of trust’ and whistle-blowing procedures.

**Prevent** 101 non emergency police number and DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 0207340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

**Female Genital Mutilation** reporting to local police 020 7230 1212

## INTRODUCTION:

Harvington Prep School fully recognises its responsibilities for child safeguarding and has followed guidance from the DfE, Ealing Local Authority (LA) and the Independent School’s Inspectorate (ISI) in producing this policy. The policy has been developed in line with:

[Keeping Children Safe in Education \(Sept 2021\) \(KCSIE\)](#)  
[The use of social media for on-line radicalisation \(July 2015\)](#)  
[The Prevent duty: Departmental advice for schools and childminders \(June 2015\)](#)

[Prevent Duty Guidance: for England and Wales \(July 2015\) \(Prevent\)](#)  
[‘Working Together to Safeguard Children’ September 2018](#)  
[What to do if you’re worried a child is being abused \(March 2015\)](#)  
[Information sharing Advice for safeguarding practitioners \(2018\)](#)  
[Disqualification under the Childcare Act 2006 \(February 2015\)](#)  
[Teachers Standards \(as revised June 2013\)](#)  
[The Education \(Independent School Standards\) \(England\) Regulations 2010’](#)

[Ealing’s Assessment Protocol & Thresholds of Need Guide 2014 including FGM](#)

[DSL Prevent July 2015 amended August 2015](#)

Harvington Prep believes safeguarding and promoting the welfare of children (children in this policy refers to anyone under the age of 18) to be defined as:

*‘protecting children from maltreatment; preventing impairment of children’s mental & physical health or development; ensuring that children grow up with provisions 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 suffer significant harm, action will be taken to protect that child. Any concerns about the welfare of a child should be acted upon **immediately**. If staff have a concern they should speak to the DSL and their deputy who will most likely have a complete safeguarding picture. <sup>1</sup> Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering significant harm or are at immediate risk.<sup>2</sup>

*1 Such action might be taken under section 47 and section 44 of the Children Act 1989.*

*2 Such action might be taken under section 17 of the Children Act 1989.*

This policy is available to parents on request and via the school website.

Related Policies:

- Preventing Extremism & Radicalisation
- Induction of New Staff
- Internet safety
- Safer Recruitment Policy
- Staff Code of Conduct
- Whistle Blowing
- Equal opportunities Policy
- Anti- Bullying
- Health & safety Policy

### **Statement of Intent:**

The safety and well-being of all children at Harvington Preparatory School, including EYFS, is our highest priority. The school always considers the best interests of the child. We endeavour to know everyone as an individual and to provide a secure and caring environment so that every child can learn and develop holistically, in safety. Respect, good manners and fair play are expected to be shown by everyone so that every child can develop to their full potential and feel positive about themselves as an individual. All children should care for, and support, each other. Safeguarding encompasses all aspects of school life where a child's welfare may be compromised.

The school acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, mental health, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, children who are suspended from the School and children where English is an additional language, particularly for very young children, using the translation service if necessary.

The school acknowledges that 'Children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence' (KCSIE Sept 2020)

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. It is important to remember that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The School has a strong commitment to an anti-bullying ethos and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context.

The school will never tolerate any form of peer-on-peer abuse and should it occur it will not be passed off as “banter” or “part of growing up”. (Please refer to the Anti-Bullying, Behaviour and the Equal Opportunities Policies). The school will take seriously, any abuse by one or more pupils against another pupil, by:

- recording the incident and communicating to relevant staff and parents
- Reiterating to all staff, the importance of raising “any concerns” about children with the DSL or a deputy.
  
- supporting both the victim and perpetrator/s by pointing out the ‘no tolerance’ of abuse such as sexting (or sending nude or part nude photos), its contravention to school rules, its illegal implications and consequences. Empathy strategies will be used as will role play and this may generate whole class / school lesson / assembly
- reassuring all victims that they will be taken seriously and supported and kept safe
- risk assessing the threshold in order to determine whether there is ‘reasonable cause to suspect that a child is suffering or likely to suffer, significant harm’ and if so, any such abuse will be referred to local agencies. In such case, both victim and perpetrator/s will be treated as being ‘at risk’

Explaining to staff in more detail the risks associated with peer-on-peer online abuse and what this can look like.

- Making clear peer-on-peer abuse can happen outside the school or college. As with all forms of abuse, schools should protect a child who has been harmed or is at risk of harm wherever the abuse may have taken place.
  
- Highlighting that peer-on-peer abuse can sometime be hidden abuse and that just because there are not reports of it, does not mean it is not happening. it could be the case it is simply not being reported. The updated guidance requires staff to be vigilant and report any concerns. Victims must never be made to feel they are not taken seriously or that they are a problem if they are reporting abuse or sexual harassment or violence.
- Ensuring all safeguarding concerns regarding children should be appropriately recorded.

The school will risk assess the Prevent Duty for any pupils who may be at risk of radicalisation in order to consider the level of risk and identify the most appropriate referral that could be Channel or Children’s Social Care. No parental or pupil consent or communication with them is required before a referral to statutory agencies where there are concerns about the child’s safety; parental consent does **not** apply when a child is or may be at risk of harm; Harvington Prep School therefore, does not require the consent of parents to refer allegations to the LADO.

Our policy applies to all staff, governors and volunteers working in the school. There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child safeguarding issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse and neglect.
- Supporting children who have been abused in accordance with their agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.
- Ensuring that children are not exposed to extremism or radicalisation.

We recognise that, because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the child through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives children a sense of being valued.
- The school Behaviour / Discipline Policy, which is aimed at supporting vulnerable children in the school.
- The school will ensure that the child knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the child, such as Children's Social Care, Child and Adolescent Mental Health Service (CAMHS), Education Welfare Service, [Ealing Safeguarding Children Board](#) (ESCB) and the Educational Psychology Service.
- In order to ensure continuity of care and appropriate sharing of information, when a child on the child safeguarding register leaves, their information will be transferred to the new school immediately and the child's social worker will be informed of the relevant placement.

## **MENTAL HEALTH**

The school recognises that:

- children's traumatic adverse childhood experiences can have life long impact on their mental health, behaviour and education
- mental health problems can be an indicator of abuse, neglect or exploitation
- COVID has left residual concerns that require monitoring and imbedding in PHSE and circle time

As such Harvington acknowledges that it has a vital role in supporting children's mental health and well being. Records of concern are raised and sent to the DSL or in their absence to the DDSL. Staff must act immediately if a mental health concern is also a safeguarding concern. Untrained staff should not make a diagnosis but may make observations. (KCSIE Sept 2020)

This policy is applicable to all on and off-site activities undertaken by the children whilst they are the responsibility of the school.

**The Head must:**

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by (ESCB) and easily available for all staff and volunteers for reference.
- Liaise with the nominated governor on child safeguarding issues, Mr Manjeet Mudan and comply with school policy.
- Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with the LADO and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- Undertake two yearly training and have at least yearly updates.
- Undertake the role of Designated Safeguarding Lead (DSL) or appoint another member of staff to undertake the role.
- Appoint a Deputy Designated Safeguarding Lead for Child Protection (DDSL) to co-ordinate action within the school and liaise with other agencies on suspected abuse cases.
- Ensure that all members of staff are aware of who the DSL and DDSL are and what their role entails.
- Ensure that the DDSL receives appropriate Level 2 training and support.
- Understand the role of the DSL and DDSL
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions.
- Ensure that all staff are aware of the procedures to follow if they are concerned about the behaviour of a colleague
- Ensure that parents see copies of the safeguarding policy in order to alert them to the fact that they may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Make parents aware of the school's safeguarding policy via the school's website.
- Work with local partners and Children's Social Care Department to create a safe environment for children at the school.
- When a child leaves a school, we recognise the importance to record their destination and to report to the LEA, the name of their new school and / or new address, in line with The Education (Pupil Registration) (England) Regulations 2006 and (Pupil Registration) (England) (Amendment) Regulations 2016.
- Provide the LEA within 5 days of Admission the pupil's address, name of parent / carer with whom they live, contact details and start date.

### **The Designated Safeguarding Lead & Mental Health Lead**

The school must have arrangements in place for when the DSL is absent. In the absence of the DSL it is the responsibility of a DDSL to liaise with the relevant outside agencies. At Harvington Prep School, the DSL and Deputy DSL are also the Mental Health Lead and hold assemblies twice a term to promote Mental Health. The school acknowledges that mental health problems can also be a sign of abuse.

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to the Safeguarding Policy and Procedures and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

They should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support should be given. In the absence of the DSL, a DDSL should be the person to whom any member of staff, volunteers, contractors or visitors report cases.

The DfE has clear guidelines on what schools and governing bodies should do if they suspect a child has been abused or assaulted. It is not the responsibility of teachers and staff in other schools to investigate suspected abuse.

In cases where an allegation has been brought against a member of staff, the Head will liaise with the Local Authority Designated Officer (LADO), and will deal directly with the teacher against whom the allegation has been made.

To be effective the DSL must:

- The DSL must be a senior member of staff from the SLT and appointed by the governing body
- Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with the LADO, the ESCB and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- Should make a decision within one working day about a referral being made, about the type of response that is required and should let the referrer know the outcome
- Ensure that each member of staff has access to, and is aware of, the school's Safeguarding Policy. This is essential in respect of staff working perhaps part-time in school and supply teachers.
- Ensure that the school's Safeguarding Policy is reviewed and updated annually and work with the Designated Governor for Safeguarding (DGS) regarding this.
- Ensure the Board of Governors review the Safeguarding Policies annually.
- Be able to keep detailed, secure written records of referrals/concerns.
- Pay heed to contextual safeguarding – when making assessments of children give consideration of the wider environment affecting a child's life that may pose a threat to their safety and / or welfare.
- Provide as much contextual information as possible as part of the referral process
- Where children leave the school roll, ensure that their file is transferred to the new school as soon as possible.
- Check with ESCB as to information that should be sent on.
- The DSL should consider whether it is appropriate to share any information with a new school prior to the pupil leaving, in order for the new school to have appropriate support in place for the pupil's arrival
- Ensure that all staff and volunteers receive appropriate training. All members of staff:
  - have annual full staff Child Protection training provided by Ealing Council
  - have to complete an on-line child protection training and submit certificate to Head
  - have annual whole staff training on Child Protection procedures by Head
  - have annual training on the teaching of on-line safety through the curriculum, in PHSE and IT lessons
- The DSL must ensure that staff have the skills and understanding to keep LAC and previously LAC safe and must ensure all agencies work together to safeguard this vulnerable group
- The DSL has a responsibility for promoting the educational achievement of children who have care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England & Wales in addition to LAC
- DSL has an on-going responsibility to care leavers and must keep contact details of LA personal advisors and liaise with them as necessary
- The DSL must liaise with other agencies such as the police (for advice see [When to Call the Police: advice for School and Colleges](#)) and liaise with the LADO on behalf of the school, co-ordinate child protection procedures and to have a working knowledge of the Local Authority's safeguarding procedures and the school's Child Protection and Safeguarding Policy and procedures.

All school staff should be prepared to identify children who might benefit from pastoral support and with potential safeguarding concerns. Contextual safeguarding is emphasized in KCSiE (2020) with staff, especially DSLs needing to be aware that safeguarding behaviours or incidents can be associated with factors outside school, and that staff should always consider whether children are at risk of abuse or exploitation in these situations, particularly if happening outside their families. Extra-familial harms take a variety of forms, perhaps most obviously Child Sexual Exploitation and Child Criminal Exploitation.

Any staff member with concerns about a child's welfare should pass on their concerns to a DSL, although they can make a referral themselves. Our staff are important in providing early help to students with safeguarding issues so that as soon as a problem emerges then support will be provided as quickly as possible. Staff training ensures that they are aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989 - especially section 17 (children in need) and section 27 (children suffering harm). They are also trained to be aware of the different types of abuse and neglect so that they can identify cases of children who might be in need of help.

All students are taught PHSE in every year in a curriculum which teaches them about personal health and safety, safeguarding, online safety and Relationships and Sex Education:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

On-line safety is to be at the forefront of the planning of any online learning at home. (KCSiE 2020)

### **Disqualification from Teaching in EYFS**

Harvington follows the legal guidelines that it is an offence for the School to employ anyone in connection with our early years or later years provisions with children up to the age of eight who is disqualified from doing so. This applies to normal School activities and any before or after School clubs or activities. It is also a criminal offence for a disqualified person to provide early or later year's provision or to be directly concerned in its management.

The criteria for which a person will be disqualified from working in connection with early or later year's provision are not only that a person is barred from working with children (by inclusion on the Children's Barred List) but also include:

- Having been cautioned for, or convicted of, certain violent and sexual criminal offences against children and adults;
- Any offence involving death or injury to a child.
- Various grounds relating to the care of children, including where an order is made in respect of a child under the person's care;
- Having had registration refused or cancelled in relation to childcare or children's homes;
- Having been disqualified from private fostering

- living in the same household as another person who is disqualified from registration for early or later year's provision, or living in a household where a disqualified person is employed (disqualification by association). A person does not, however, commit an offence if they do not know, or have no reasonable grounds for believing, that they live in the same household as a disqualified person, or in a household where a disqualified person is employed. A household is defined by the DfE as anyone sharing "living space", including the use of a shared kitchen. The responsibility on individuals is to provide the School with information about people in their household "to the best of their knowledge". This means that a person, who lives in a shared house, renting with others, will not be expected to request this information from those with whom they are not overly familiar.

After making this declaration staff will be under an on-going duty to inform the School if their circumstances change in a way which would mean they subsequently meet any of the criteria for disqualification. Any failure to disclose relevant information now, or a future change in circumstances, will be treated as a serious disciplinary matter and may lead to dismissal for gross misconduct.

### **The Governing Body**

The governing body must sanction a robust safeguarding policy and procedures by reviewing the policy annually, monitoring and evaluating its effectiveness and be satisfied that it is being complied with. It must ensure that the DSL and DGS are in place.

It must recognise the importance of the role of the DSL and support them, ensuring that the training necessary to be effective is undertaken. It should ensure cover is provided when necessary and appreciate the additional duties undertaken by these members of staff when carrying out the role, especially when there are on-going child safeguarding issues.

It must recognise the contribution the school can make to helping keep children safe throughout the teaching of self-safeguarding skills and encouragement of responsible attitudes to adult life through Personal, Social and Health Education/Citizenship curriculum.

The governors recognise the importance of children's traumatic adverse childhood experiences can have life long impact on their mental health, behaviour and education and that mental health problems can be an indicator of abuse, neglect or exploitation. The governors regularly check to ensure, that the systems the school has in place to identify and support children with mental health safeguarding issues are in place and effective.

As such Harvington acknowledges that it has a vital role in supporting children's mental health and well being. Records of concern are raised and sent to the DSL or in their absence to the DDSL. Staff must act immediately if a mental health concern is also a safeguarding concern. Untrained staff should not make a diagnosis but may make observations. (KCSIE Sept 2020)

The governing body must ensure that children are being taught about safeguarding as part of a broad and balanced curriculum.

The governing body ensures that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to the KCSIE (2020) guidance document. In particular, all safer recruitment procedures are to be applied to supply teachers also, in line with latest KCSIE (2020) guidance. An annual review of the school's child protection policies takes place, including an update and review of the effectiveness of procedures and their implementation. The governing body ensures that staff with appropriate training and experience in safeguarding, contribute to the writing of the policies.

## **The Designated Governor for Safeguarding**

The DGS has received Safeguarding training and is aware of the guidance issued by the DfE.

NB: In the event of the above Governor being involved in any aspect of a child protection issue, the Head will consult with the Vice Chair of Governors.

## **PROCEDURE FOR RAISING A CONCERN RELATING TO A CHILD**

The role of the school is one of *informed observation*. It is the responsibility of children's services to investigate child abuse allegations.

If a child is considered to be **in need** Children's social should be contacted.

If a child is considered to be **at risk** Children's social care, and the Police if a crime has been committed, must be contacted immediately.

A child may confide in any member of staff and does not always go to a teacher. The person who has identified the concern should discuss concerns with the Head/DSL or a DDSL in their absence and produce a dated confidential record of concern. If appropriate the Head/DSL or DDSL will report the matter to the Referral and Assessment Team, and send a report to the LADO.

## **Discussion with Head/DDSL**

Dealing with child abuse is rarely straightforward. In some cases a child's disturbed behaviour or an injury may clearly suggest that a child has been abused. In many situations the signs will not be clear-cut and the decisions about what actions to take may be difficult.

Having checked out any suspicions as appropriately as possible, those dealing with these issues must trust in their own judgement. Evidence may be inconclusive but if it is combined with information from other professionals/agencies it may take on greater significance. By working together with health/children's services, a fuller picture may soon emerge that supports the concern.

## **Responding to a child**

1. Under no circumstances must the child be questioned at this time. The person to whom the child has confided must simply listen to what the child has to say and should not interrupt if the child is freely recalling significant events.
2. Any points which require clarification should be framed in an open manner and not lead the child in any way.
3. Reassure the child that they are not to blame and were right to tell.
4. Reassure the child that they will be protected.
5. A written account must be recorded as soon as possible after the conversation, which must be passed on to the DSL. The note must record the time, date, place and people who were present, as well as what was said – this may be used in any subsequent court proceedings.

## **Confidentiality**

It is important not to promise confidentiality. A child must be told that if they are being hurt, they will have to tell other people. Honesty is essential to ensure that a child is not betrayed when they have already been betrayed by an abuser.

If staff members have the slightest suspicion that a child is being physically, emotionally or sexually abused, they should bring this to the immediate attention of the Head (or if not available, a DDSL). Suspicious bruising or other injury must be mentioned at once so that information can be gathered and appropriate action taken.

## **Responding to parents**

In cases of alleged abuse, especially in cases of sexual abuse, children's social care must be informed first, in case the alleged abuser is part of the household and they might put pressure on the child to deny or withdraw the allegation.

Staff must be careful neither to blame parents nor to dismiss allegations because they believe the parents are considered to be not the sort of people who would abuse their children.

## **PROCEDURE FOR RAISING A CONCERN RELATING TO A MEMBER OF STAFF OR VOLUNTEER**

Allegations made against members of staff and volunteers must be managed according to the following procedure:

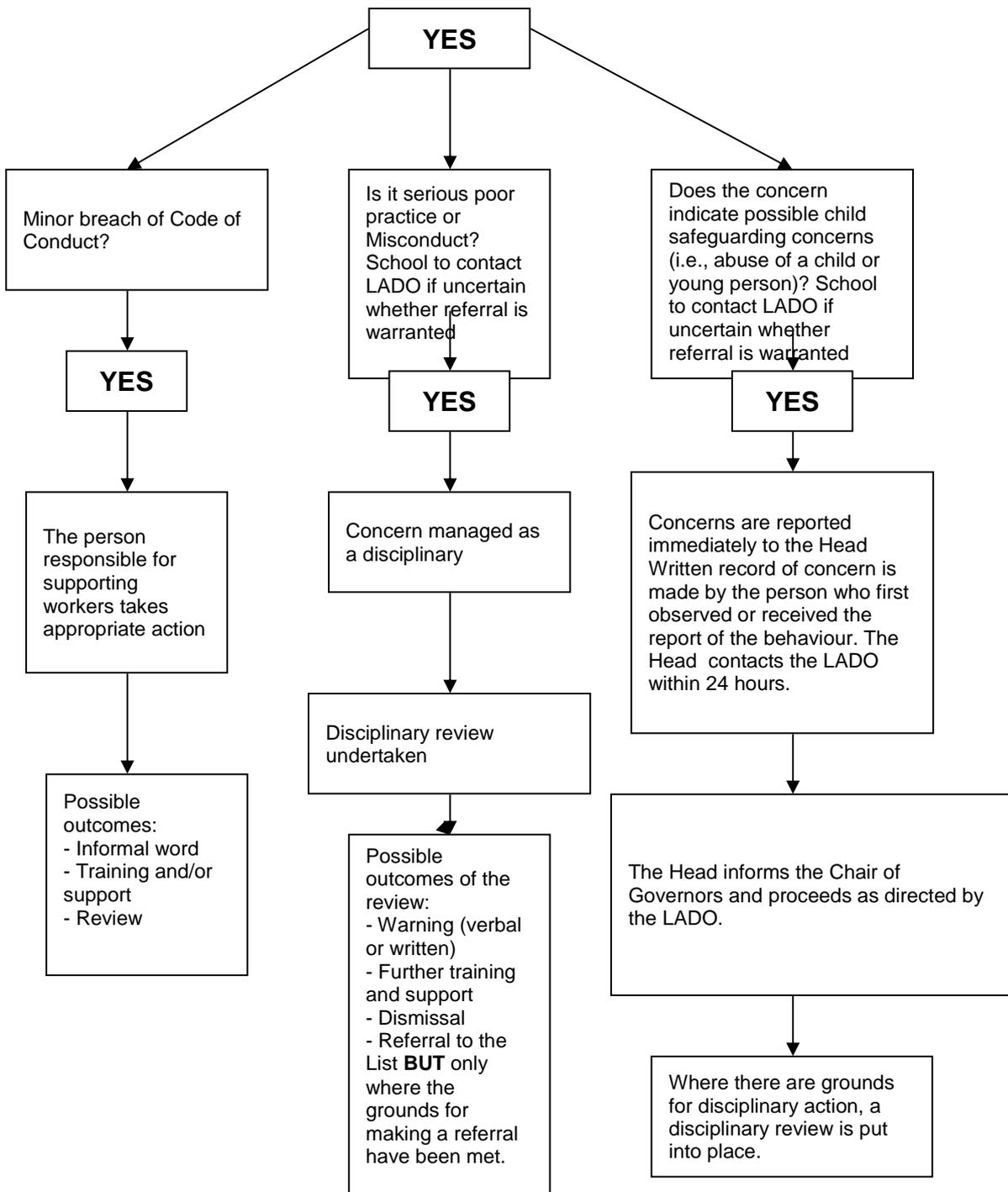
1. The allegation must be reported immediately to The Head.
2. On receiving the concerns, the head must contact the Local Authority Designated Officer (LADO) within 24 hours and act on any advice given.
3. The individual who first received/witnessed the concern must make a full written record of what was seen, heard and/or told as soon as possible after observing the incident/receiving the report. It is important that the report is an accurate description. The Head can support the person during this process but must not complete the report for them.
3. The Head should add any steps that she has also undertaken (e.g. contact with LADO/and or Police) and summarise any advice given by the child safeguarding agencies.
4. The individual and The Head should sign and date the report.
5. A copy of the record must be passed to LADO and/or Police. The original record must be stored in a secure place such as a locked cabinet.
6. Where the Police have advised that it is appropriate to inform the person that an allegation has been made against them, the person should be told this and the organisation should consider suspending the person whilst an internal review is carried out.
7. It is important that any internal review carried out does not compromise the work of the child safeguarding agencies or involve questioning the child or young person about the nature of the abuse that is being alleged.
8. Where the internal review suggests that the person's actions have breached the Code of Conduct the disciplinary procedure must be followed. Sanctions may involve dismissal or removing the person from access to children where their actions are considered to be a serious breach of the Staff Code of Conduct.
9. The DBS will be informed if a member of staff is dismissed or removed, or would have been had they not decided to leave voluntarily.
10. Acts of professional teaching misconduct will be reported to the Teaching Regulation Agency (TRA)

Complaints against The Head will be dealt with by the Chair of Governors who will immediately inform the LADO, without informing the Head.

Where the internal review indicates that the person harmed or placed a child at risk of harm and should be removed from access to children, a referral to the DfE and DBS should be made.

**STEPS TO BE TAKEN IF YOU ARE CONCERNED ABOUT THE BEHAVIOUR OF A MEMBER OF STAFF OR VOLUNTEER**

The flow chart below gives a summary of the steps suggested for managing different levels of concerns relating to a member of staff or volunteer.



## **TRANSPARENCY**

Harvington Preparatory School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Harvington Preparatory School. Copies of this policy, together with our other policies relating to issues of child protection, will be available on our website, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always arrange for any concerns to be investigated thoroughly. Open communication is essential. The school will not undertake such investigations without the consent of the LADO.

## **SAFER RECRUITMENT PRACTICES**

Harvington Preparatory School follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff, including managers, at the school, including part-time staff, temporary and supply staff, and visiting staff such as musicians and sports coaches, are checked with the Disclosure and Barring Service (DBS) and the National College for Teaching & Leadership who maintain a list of people who are subject to prohibition orders before starting work. The school pays heed to, [Disqualification under the Childcare Act 2006 \(March 2015, updated Sept 2018\)](#), that relates to staff working in the early years and those involved in the care of children under the age of eight and concerns people who are disqualified under the Childcare Act 2006, including by association with others. All staff sign a declaration of disqualification form.

All Governors, volunteer helpers and contractors working regularly during term-time such as contract catering staff, are also vetted. Governors are checked with TRA Teacher Services to determine whether they are barred. Manjeet Mudan, (DGS) Anna Evans (Head / DSL) and Jane Wallace (Head of EYFS / DDSL) are trained in safer recruitment processes. Our policies are reviewed by Governors annually.

## **CHILD PROTECTION OFFICER**

Our Head, Mrs Anna Evans, is the Child Protection Officer for the whole school (including the EYFS) and the senior designated person (DSL). Our Head of EYFS, Mrs Jane Wallace is the deputy senior designated person (DDSL).

Mrs Evans and Mrs Wallace have been fully trained for the demands of this role in child protection and inter- agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice in child protection and inter-agency working. The Head reports at least once a year to the Board of Governors on the child protection issues outlined above.

The school's records on child protection are kept locked in the Head's office and are separated from routine child records. Access is restricted to the DSL and DDSL.

### ***Role of the designated safeguarding lead (KCSIE Sept 20 Annex B)***

*The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This is explicit in the role- holder's job description. This person should have the appropriate status within the SLT and authority within the school to carry out the duties of the post. They should be given the time,*

*Updated September 2021*

*funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter- agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. Information should be shared with teachers and leadership staff.*

### ***Deputy designated safeguarding leads***

*It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.*

*Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.*

### ***Manage referrals***

*The designated safeguarding lead is expected to:*

- refer cases of suspected abuse to the local authority children’s social care as required;*
- support staff who make referrals to local authority children’s social care;*
- refer cases to the Channel programme where there is a radicalisation concern as required;*
- support staff who make referrals to the Channel programme;*
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and*
- refer cases where a crime may have been committed to the Police as required.*

### ***Work with others***

*The designated safeguarding lead is expected to:*

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;*
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and*
- 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.*
- DSLs should help to promote educational outcomes by sharing information about welfare, safeguarding and child protection concerns that children including those with a social worker are experiencing*
- Information should be shared with teachers and leadership staff (KCSIE Sept 2020)*

### ***Training***

*The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.*

*The designated safeguarding lead should undertake Prevent awareness training.*

*In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:*

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;*
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;*
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;*
- are alert to the specific needs of children in need, those with special educational needs are able to keep detailed, accurate, secure written records of concerns and referrals;*
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;*
- obtain access to resources and attend any relevant or refresher training courses; and reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.*
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.*

### ***Raise Awareness***

*The designated safeguarding lead should:*

- ensure the school or college's child protection policies are known, understood and used appropriately;*
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;*
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and*

### ***Child protection file***

*Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Contact with the new school will be made prior to the child leaving in order for a smooth transition. Contact will be maintained after the child has left.*

### ***Availability***

*During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available"*

*means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.*

## **INDUCTION AND TRAINING**

Every new member of staff, both teaching and non-teaching, including part-timers, receives training on their responsibilities in being alert to the signs of abuse and bullying, and on the procedures for recording and referring any concerns to a DSL. All staff are asked to read Part 1 KCSIE (Sept 2020) and Annex A and to sign a confirmation that they have done so. Each time Part One of KCSIE is updated by the DfE, existing staff will be updated. All members of staff and volunteers in regulated activity will have training on Child Protection at least every 3 years, as well as yearly updates. This includes on-line safety training. Induction training for new staff, temporary staff and volunteers, will include the whistle-blowing policy and the staff code of conduct policy that relates to the acceptable use of technologies.

All Safeguarding training is also given to new Governors, any contracted catering staff, independent sports coaches and peripatetic music staff. Everyone attends refresher training each year.

We will follow the procedures set out by the ESCB and take account of [‘Working Together to Safeguard Children,\(Sept 2018\)](#) and [Keeping Children Safe in Education \(KCSIE Sept 2021\)](#) issued by the Department for Education (DfE).

The following procedures are also part of the child protection process of our school:

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns first verbally, and then in writing, to the DSL.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child safeguarding by setting out its obligations in the school prospectus.
- Follow up unexplained absences of any child with a telephone call from the School Office on the morning of the first day of absence.
- Notify children’s services if there is an unexplained absence of more than two days of a child who is on the child safeguarding register.
- Notify the Local Education Authority when a child moves to a new school at any point during their time at Harvington.
- Investigate effective links with relevant agencies and co-operate as required with their enquiries regarding child safeguarding matters, including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main child file, and in locked locations.
- Records of concern will be copied and sent on to receiving schools by registered post, addressed to the designated child safeguarding officer.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed and that staff involved in recruitment are supported with appropriate training.
- Staff who are deemed unsuitable to work with children (including supply staff) are staff that have behaved in a way that has harmed or may harm children; possibly committed a criminal offence against or related to a child; behaved towards a child/children in a way that indicates she/he may pose a risk of harm to a child; behave or may have behaved in a way that might indicate unsuitability to work with children (transferrable risk) eg domestic abuse (KCSIE Sept 2020)

We recognise that the school is an agent of referral and not of investigation: no action will be taken knowingly that might undermine a criminal investigation.

## **STAFF CODE OF CONDUCT**

New members of staff and volunteers are given copies of the Safeguarding Policy together with a copy of the school's Staff Code of Conduct. They are asked to sign-off that they have read these policies. Discussion of the procedures set out in that document forms a vital part of our induction procedures. The code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse but must be read in conjunction with the school's various policies. It is not intended to be a substitute for proper training.

Mrs Evans, our designated Child Protection Officer, who has received specialist training in this area, should always be informed if a member of staff has any concerns in order that she may activate the appropriate procedures.

## **RAISING AWARENESS WITH CHILDREN**

Harvington Preparatory School prides itself on its culture of open and effective communication between staff and children, and on its excellent pastoral support structures. We prepare all of our children to make reasoned, informed choices, judgements and decisions. Time is allocated in PHSE and class time for discussion of personal safety, and in developing in children the confidence they require to recognise abuse and to stay safe. On occasion the Senior Leadership Team (SLT) will base their assemblies on related topics.

All children know that there are adults to whom they can turn if they are worried, including all teaching staff, the Head, the Deputy Head, the Head of EYFS, playground assistants, administrative staff and the First Aid Co-ordinator. In particular:

- All children may request access to a telephone in school, enabling them to call for support from a helpline (The number for Child Line (0800 11 11) is available in the School Office).
- We will ensure that children who have been abused are supported in accordance with their agreed protection plan.

Any allegations against staff, volunteers or the DDSL should be reported to The Head. If the Head is absent, the allegation must be passed to the Chair of Governors. If the allegation concerns the Head, the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head. In case of serious harm, the police should be informed from the outset.

We also recognise the need to be alert to the risks posed by strangers or others who may wish to harm children in school, or when travelling to and from school, and we will take all reasonable steps to lessen such risks through talks for children.

## **USE OF CAMERAS, COMPUTERS AND MOBILE PHONES (including specific reference to the EYFS setting)**

The use of ICT has grown considerably over the last few years and staff now rely heavily on ICT to support children's learning and development. Technology is also an integral part of teaching throughout EYFS and key stages 1 and 2, with children receiving timetabled sessions in ICT.

Parental permission is sought for the taking of photographs or videos. This information is held in the school office. All computer equipment and internet access within our school are subject to appropriate controls and internet safety rules. Use of any ICT equipment is closely supervised, and we expect this level of supervision to be applied in the home. All safety controls within school are permanently in place. If in a one-to-one situation with a child, or in situations where there may be some intimate procedure necessary, ie changing rooms or toilets, no member of staff should use a

camera or mobile phone for any purpose. Staff are expected not to use any computer for personal reasons during school hours, unless this is essential, and then, only during their non-contact time, and when children are not present.

Staff use of personal mobile phones and other personal mobile devices is restricted to the staffrooms and school office areas. They must not be used in the classrooms, corridors or any common areas that children have access to, unless the Head has given one-off permission because of an extenuating circumstance. However, out of school hours and during periods when classes are not in their classroom the rooms will be considered to be staff office areas. When off-site staff are permitted to use their personal mobile phone for school related business. The taking of photographs of children is only permitted when using school portable devices. For the avoidance of any doubt, the taking of photographs of the children, both on and off school premises, using personal mobile devices is strictly prohibited.

Technology offers fantastic opportunities for children. However, it can be misused, and this can be very painful for those, both children and teachers, who are the targets of cyberbullying. Adults need to help the children and young people prepare for the hazards whilst promoting the many learning and social opportunities available.

*“Cyberbullying is the unacceptable face of new technology, and we need concerted action across society to address it.”*

(Kevin Brennan, Parliamentary Secretary of State for Children, Young People and Families.)

Any form of cyberbullying will not be tolerated at Harvington.

If staff contribute to internet blogs or access social networking sites such as Facebook, they must not mention Harvington School in a negative way. Staff are also advised not to communicate with parents or children via social networking sites, as they may inadvertently place themselves in compromising situations, which may cause themselves embarrassment or bring the school's name into disrepute.

## **PROMOTION OF WELFARE**

The ethos of Harvington Preparatory School is to promote social and moral well-being, to promote fundamental British values, including democracy, the rule of the law, individual liberty and mutual respect and tolerance of different faiths and beliefs, to teach children to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. This is promoted through Assemblies, PSHE and the School Council. All our children take part in a large number of charitable activities, including supporting those that work on behalf of children living in less favourable conditions. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards society as a whole.

## **EQUAL TREATMENT**

Harvington Preparatory School is committed to equal treatment for all, regardless of an individual's gender, race, ethnicity, religion, sexual orientation or social background. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each child. (Please refer to our Equality Opportunities Policy).

## **BULLYING**

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our children, their parents/carers and staff fairly and with consideration. We expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. (Please refer to our Anti-Bullying Policy). Staff should be vigilant of any sexual harassment or sexual violence issues with regard to peer-on-peer-abuse.

## **FEMALE GENITAL MUTILATION (FGM)**

In **October 2015**, it became mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should discuss such a case with the DSP and involve children's social care as appropriate.

## **EARLY HELP ASSESSMENTS** <sup>[L]</sup><sub>[SEP]</sub>

An Early Help Assessment or (EHA) is a means for families to access a range of support from a range of agencies other than school. This process is used as a supportive measure. If there are concerns around a child's health or development the school may invite parents or guardians to complete an EHA to consider what help can be provided. <sup>[L]</sup><sub>[SEP]</sub>

Harvington will support its children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as its relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school. <sup>[L]</sup><sub>[SEP]</sub>
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children. <sup>[L]</sup><sub>[SEP]</sub>
- Notifying Children's Services as soon as there is a significant concern. <sup>[L]</sup><sub>[SEP]</sub>
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new school and ensuring the school medical records are forwarded as a matter of priority. <sup>[L]</sup><sub>[SEP]</sub>

Harvington staff should look out for and recognise the following indicators for early help:

- Children showing signs of being drawn into anti-social or criminal behaviour including gang involvement and association with organised crime groups
- The child is at risk of modern slavery, trafficking or exploitation
- The child is showing early signs of abuse and/or neglect
- The child is at risk of being radicalised or exploited
- The child is privately fostered

The DSL leads when early help is appropriate. Any assessments

## **CHILD MISSING FROM EDUCATION**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to

establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

Harvington will inform the local authority of any child who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education
- have ceased to attend school
- have been certified by a medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age,
- have been permanently excluded.

The local authority must be notified when a child is deleted from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the child's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The school will inform the local authority of any child who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, or at intervals determined by the Secretary of State.

## **HONOUR BASED VIOLENCE**

Honour based violence is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

It can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.

### **Protection and Action to be Taken**

Any suspicion or disclosure of violence or abuse against a child in the name of honour will be treated equally seriously as any other suspicion or disclosure of significant harm against a child. However, there are significant differences in the immediate response required. Bearing in mind the specific practice issues set out, where the concerns about the welfare and safety of the child or young person are such that a referral to Children's social care should be made the school's procedure for making a referral should be followed. Children may face significant harm if their families realise that they have asked for help. All aspects of their

safety need to be carefully assessed at every stage. Initially this needs to address whether it is safe for them to return home following a disclosure. The child will need practical as well as emotional support and information about their rights and choices.

In cases of violence in the name of honour and of forced marriage, it is essential to consider other siblings in the family that may be experiencing, or at risk of, the same abuse.

As with all safeguarding and child protection issues, accurate record keeping in all cases of violence/abuse in the name of honour is important. Records should:

- . Be accurate, detailed, clear and include the date;
- . Use the person's own words in quotation marks;
- . Document any injuries - include photographs, body maps or pictures of their injuries;
- . Only be available to those directly involved in the person's case.

Staff must take care that information which increases the risk to the child is not inadvertently shared with family members.

### **The 'One Chance Rule'**

Staff working with victims of honour based violence need to be aware of the 'one chance' rule. That is, they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. Staff must be aware of their responsibilities and obligations when they come across these cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted. Some families go to considerable lengths to find their children who run away, and young people who leave home are at risk of significant harm if they are returned to their family. They may be reported as missing by their families, but no mention is made of the reason. It is important that underlying reasons are explored before any decisions are made.

## **SPECIFIC SAFEGUARDING ISSUES**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE – Feb 2017\)](#) – (also see Annex 1)
- [bullying](#)
- [online/cyberbullying](#)
- [peer on peer abuse](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\) and honour based violence](#)– (also see Annex 1)
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [hate](#)
- [faith abuse](#)
- [children missing education](#)
- [fabricated or induced illness](#)
- [private fostering](#)

- preventing radicalisation
- relationship abuse
- sexting
- teenage relationship abuse
- trafficking
- child criminal exploitation & County Lines

**It is vital to remember that abuse, neglect and safeguarding issues are complex and can overlap with one another.**

**SEE THE FOLLOWING:**

Annex 1: What is child abuse?

Annex 2: Guidance on record keeping

Annex 3: Symptoms

Annex 4: Procedure to be followed in the event of a parent failing to collect a child at the appointed time

Annex 5: Procedure to be followed in the event of a child going missing

Annex 6: Registering the children to before and after school activity

Annex 7: Personal care guidelines

Annex 8: Unaccompanied Visitors

**ANNEX 1: WHAT IS CHILD ABUSE?**

**TYPES OF ABUSE AND NEGLECT**

**Abuse:**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Physical abuse:**

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

**Upskirting:**

This typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal act under the Voyayerism act of February 2019. The Act specifically states that the culprit cannot claim that images were just taken for a ‘laugh’.

**Emotional abuse:**

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse:**

The 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 sexual assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Also, sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect:**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

'All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship 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 children have been approached by, or are involved with, individuals associated with criminal networks or gangs.' **KCSiE 2020**

### **Domestic Abuse:**

This is not directly the abuse of children but its significance for young people's wellbeing means that it is emphasized in KCSiE (2020). It is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass psychological, physical, sexual, financial and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass operates in the majority of police forces across England, but has not yet incorporated all the schools in Ealing. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. The National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

<https://safelives.org.uk/sites/default/files/resources/Safe%20Young%20Lives%20web.pdf>

### ***The NSPCC defines child abuse:***

*“Child abuse is the term used when an adult harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long-term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.*

*“A child may be experiencing abuse if he or she is:*

- *Frequently dirty, hungry or inadequately dressed*
- *Left in unsafe situations, or without medical attention*
- *Constantly “put down,” insulted, sworn at or humiliated*
- *Appearing afraid of parents or carers*
- *Severely bruised or injured*
- *Displaying sexual behaviour which does not seem appropriate for their age*
- *Growing up in a home where there is domestic violence*
- *Living with parents or carers involved in serious drug or alcohol abuse*

*“Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you. Abuse is always wrong and it is never the young person's fault.”*

## **FURTHER INFORMATION ON CHILD SEXUAL EXPLOITATION AND FEMALE GENITAL MUTILATION**

### **Child sexual exploitation (CSE Feb 2017):**

“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”.

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM and **must report it to the police**. Staff with teaching responsibilities have a legal duty to act with regards to concerns about FGM carried out on a girl under 18 years, but all staff must speak to the DSL where there are concerns. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## **Annex 2: GUIDANCE ON RECORD KEEPING**

### **Record of concerns**

This is useful where a Case Conference is called. The record should include the following information:

- The physical or behavioural signs arousing concern
- A child disclosing that they have been sexually abused (this **MUST** be reported)
- Conversations with a child
- Conversations with a parent
- Each contact with, or a referral to, another agency

### **Records and reports for child safeguarding**

Good practice for keeping child safeguarding records include noting the date, event and action taken.

**All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome. (*KCSiE Sept 2021*)

Reports prepared for child safeguarding conferences should focus on the child's:

- Educational progress and achievements
- Attendance
- Behaviour
- Participation
- Relations with other children
- Appearance, where appropriate
- Interaction with other children and adults

If relevant, reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

The school should:

- Make reports available to the child's parents prior to the child safeguarding conference unless to do so would place the child at risk of significant harm.
- Provide written reports to the child protection conference.
- Arrange for an appropriate person from the school to attend the child safeguarding conference.
- Ensure that child safeguarding records are held securely with limited access and separate from the main school child file.
- Transfer any child safeguarding records if the child moves schools.

Child safeguarding records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse, which come to court, the school may be required to provide its child safeguarding records.

### **Annex 3: SYMPTOMS**

Symptoms that can be valuable pointers to an underlying problem:

#### **Signs of physical abuse**

- Unexplained physical injuries or burns
- Improbable excuses given for injuries
- Refusal to discuss injuries
- Admission of excessive punishment
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

#### **Signs of emotional abuse**

- Delay in physical, mental and emotional development
- Admission of excessive punishment
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour, e.g. rocking, hair twisting, thumb sucking
- Self mutilation
- Fear of parents being contacted

- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing/scavenging

### **Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour
- Running away
- Compulsive stealing or scavenging

## **Annex 4: PROCEDURE TO BE FOLLOWED IN THE EVENT OF A PARENT FAILING TO COLLECT A CHILD AT THE APPOINTED TIME**

### **Procedure**

At the end of the school day all children wait with their form teacher in the playground.

Should a parent fail to collect:

- The child is taken to the After School Care and the school office notified if they are not collected within the next 15 mins.
- The admin team to contact person due to collect the child via telephone. (All numbers are in emergency contact folders in school office).
- If no reply, use other contact numbers for that person in the first instance. Then, try other numbers on emergency contact form until contact has been made and an arrangement made for the collection of the child.
- If a notification of a late collection has not been received and a child has not been collected within 30 minutes of the time they were taken to the After School Care, the Head should be alerted.
- Continued attempts must be made to communicate with all contacts the school has for the child.
- If contact has not been established and there has been no indication why the child has not been collected within 90 minutes of the scheduled collection time for that day the Duty Social Work Team at Ealing should be contacted.

## **Annex 5: PROCEDURE TO BE FOLLOWED IN THE EVENT OF A CHILD GOING MISSING**

- Alert the Head and/or Deputy Head.

- Ensure safe supervision of remaining children. Then, all available staff to search inside and outside the building.
- Premises manager to study CCTV film with school secretary and/or Head.
- Inform parent if not found within 15 minutes
- Alert the police if not found within 15 minutes
- After the event Head to conduct a full review and produce a written report

## **Annex 6: REGISTERING THE CHILDREN TO BEFORE AND AFTER SCHOOL ACTIVITIES**

- All children are registered for before (Breakfast Club) and after school activities. Registers are either stored in the school offices or with club leaders, so that, in the event of a fire or evacuation, it is known who is in attendance. All registers in the office, in the event of an evacuation, will be taken out to the Fire Assembly Point by office staff.

## **Annex 7: PERSONAL CARE GUIDELINES**

- Planning for ‘unplanned’ events means that should a child have a wetting or soiling accident it is dealt with swiftly and in a sympathetic manner. Parents of EYFS children need to provide spare clothes which are kept in school, in the child’s PE bag. For other year groups spare sets of school uniform and underwear are to be kept in a suitable place on each floor.

Staff should take care (both verbally and through their body language) to ensure that the child is never made to feel as if they are being a nuisance.

It is important that consideration is given to a suitable place for changing children and that privacy and dignity are ensured at all times

- For hygiene and infection control these are the procedures to follow when a child accidentally wets or soils or is sick while on the premises:
  - Staff to wear disposable gloves and aprons while dealing with the incident
  - All children should be changed standing up. This makes it easier for the child to be involved in the process and start to make steps to becoming independent
  - The child’s skin should be cleaned with a disposable wipe. (Flannels should not be used)
  - Soiled wipes should be put in a plastic bag and disposed of immediately in the outside rubbish bins (by the caretaker if available, or by the member of staff concerned)
  - If a yellow spillage box has been used the member of staff needs to inform the First Aid Co-ordinator of the need for a replacement
  - The changing area to be cleaned after use by caretaker (if available) using specific mop
- Hands should be thoroughly washed afterwards
- The normal process of assisting with personal care, such as changing a child, should not raise safeguarding concerns.
- It is good practice that the member of staff who is going to change the child or carry out a procedure informs another member of staff that they are going to do this. There is no requirement that two adults must be present and staff will need to make their own judgement based on their knowledge of the child and family (Carlin, 2006). If there is known risk of false allegation by a child, then a member of staff should not change a child on their own

- Safeguarding procedures must be adhered to. If any member of staff has concerns about physical changes to a child, e.g. marks, bruises, soreness etc. they should immediately report concerns to a member of the SLT

### **Visitors.**

Occasionally visitors are required to gain access to undertake routine tasks around the school. These people will normally be from established contractors, such as;

- Hygiene, collecting waste bins.
- Rentokil, attending their equipment.
- Photocopier Engineer.
- Etc.

Before granting access to these people, it is essential that you confirm that they are indeed from their respective company by asking to see their Photo Identity Cards or some other form of identify. Visitors attending meetings will be asked to sign in using the signing in book and be issued with a Visitor badge. These people should not be allowed unaccompanied access within the school.