



# Twyldall

## Primary School

### **CHILD PROTECTION AND SAFEGUARDING POLICY**

**Inception Date: September 2017**

**Date ratified: January 2018 (Under review)**

**Signature:**

**Review Date: September 2018**

Twydalls approach emphasises a commitment to integrated and multi-agency working at all levels from early intervention to responding to significant harm. We recognise that safeguarding is everyone's responsibility. All actions and considerations should be taken in the best interests of the child. With reference to identifying cases of child protection, staff are aware that we need to always be vigilant, with the attitude that, "It could happen here." Staff report all concerns.

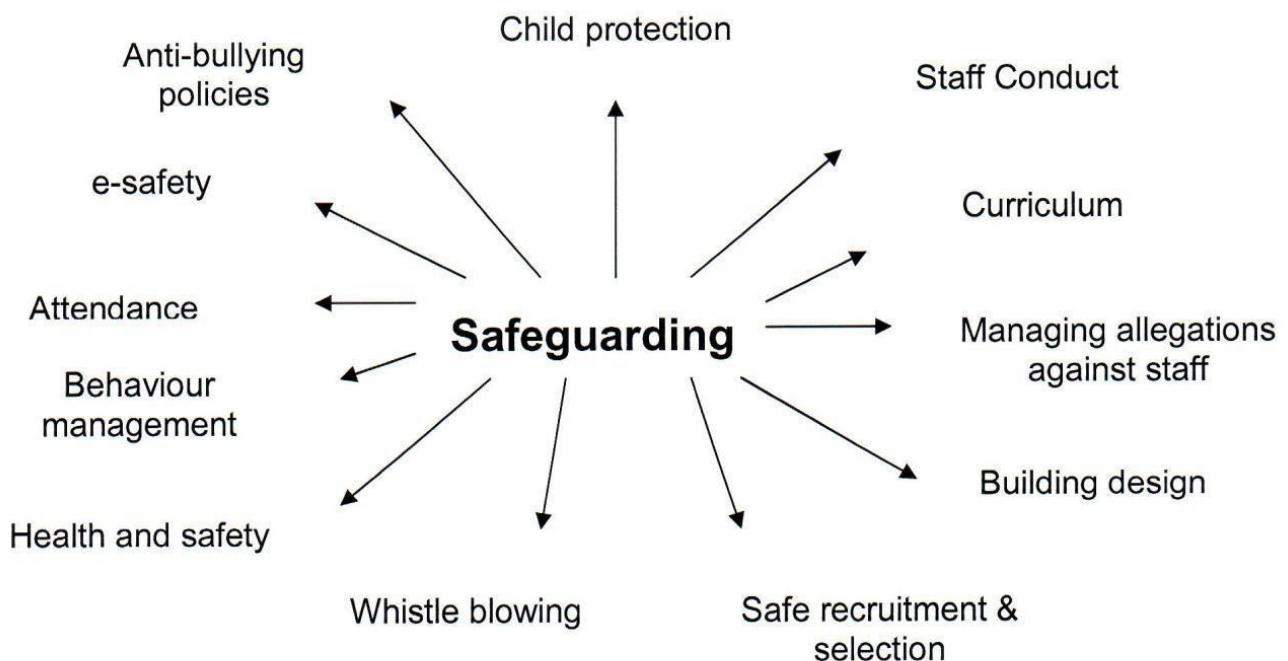
This policy has been authorised by the Governors, is addressed to all members of staff and volunteers, is available to parents/carers on request and is published on the School Website. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity center or on an educational visit.

It has been devised with reference to the following policies:



Keeping\_children\_s Information-Sharin What\_to\_do\_if\_you Working\_Together\_afe\_in\_education.pcg-Advice-for-safegu\_re\_worried\_a\_child to\_Safeguard\_Child

**Staff should be aware that all instances of child protection concerns should be reported to the DSL IMMEDIATELY.**



Twydall staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Every complaint or suspicion of abuse from within or outside the School will be investigated and in all proper circumstances will be referred to an external agency such as the Social Services Department of the Local Authority (SOCIAL SERVICES), the Child Protection Unit of the Police (CPU) or the NSPCC.

### **The Designated Safeguarding Leads (DSL), Safeguarding and Child Protection Agency Contacts**

The Headteacher has the overall responsibility for Safeguarding and has all the necessary status and authority to be responsible for matters relating to child protection and welfare.

Each day there is a DSL or deputy DSL on duty. All DSLs and Deputy DSLs can be contacted on their mobile phones during school hours and out of school hours, including during term time and out of term time.

|  |  |
|--|--|
| <b>DSL: Catherine Logan</b><br><b>Mobile number:</b> [REDACTED]<br><b>Email: Logan.c@twydallprimary.org.uk</b>   | <b>DSL: Jack Allen</b><br><b>Mobile number:</b> [REDACTED]<br><b>Email: allen.j@twydallprimary.org.uk</b>                        |
| Deputy DSL: Catherine Johnstone<br>Mobile number: [REDACTED]<br>Email: Johnstone.c@twydallprimary.org.uk   | Deputy DSL: Holly Deasy<br>Mobile number: [REDACTED]<br><b>Email: deasy.h@twydallprimary.org.uk</b>                              |
| Child Sexual Exploitation Officer: Jack Allen<br>Contact details see above   | Data Protection Officer: Catherine Logan<br>Contact details see above  |
| LAC Officer: Catherine Johnstone<br>Contact details see above  | Chair of Governors and Safe guarding link<br>Governor: John O'Donnell<br>Mobile number: [REDACTED]<br>Email: jonkar1@hotmail.com |
| E-Safety Officer: Jack Allen<br>Contact details see above  | 2 <sup>nd</sup> link governor for safeguarding: Gary Telfer<br>Mobile number: [REDACTED]<br>Email: garytelfer@me.com             |
| Children's Referral and Assessment Support Teams<br>Telephone: 01634 334466 / 24 hour emergency 0845 7626777 Fax: 01634 333188 email: <a href="mailto:ss.access&amp;info@medway.gov.uk">ss.access&amp;info@medway.gov.uk</a> . | Kent Police – 101<br><br>Kent and Medway Sexual Assault Referral Centre (SARC) 24hr call centre – 0330 223 1622                  |

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|--|--|
| <p>The out-of-hours 24 hour emergency phone number is 03000419191.</p>   |  |
| <p>Prevent and CHANNEL advice and Support<br/>         – Stop People becoming terrorists<br/>         Make referrals through early help coordinators or contact: Nick Wilkinson<br/>         Email: <a href="mailto:nick.wilkinson@kent.gov.uk">nick.wilkinson@kent.gov.uk</a></p> | <p>School Nurse Service: 01634 337659<br/>         Julie Critcher</p>  |
| <p>Local Authority Designated Officer -<br/>         01634331229</p>   | <p>Early help co-ordinators:</p> <p>Gillingham and Twydall Gill Ransley: [REDACTED]<br/>         [REDACTED]</p> <p>Luton Rainham: Sam Paterson - [REDACTED]<br/>         [REDACTED]</p> <p>Strood Peninsula/Rochester West: Ben Wilson – [REDACTED]</p> <p>Chatham, Walderslade and Rochester: Lisa Rushton: [REDACTED]</p>            |
| <p>Medway and Kent Child and Adolescent Mental Health Service</p> <p>Contact number: 01903 843000</p>  | <p>Virtual School Medway:<br/> <a href="mailto:virtualschool@medway.gov.uk">virtualschool@medway.gov.uk</a></p> <p>Jackie Wood, Head of Provider Services – [REDACTED].</p> <p>Sarah Hall, Virtual Headteacher, Gun Wharf &amp; Broadside – [REDACTED]<br/> <a href="mailto:sarah.hall@medway.gov.uk">sarah.hall@medway.gov.uk</a></p> |

## Reporting

All suspicion or complaints of abuse must be reported to the Designated Senior Lead, or if the complaint involves the Designated Senior Lead then to the Headteacher, if it involves the Headteacher, then to the Chair of Governors.

- 1. Remember, there is always urgency in reporting a safeguarding concern or Child Protection Concern, where a child is in immediate danger of significant harm, through physical, sexual abuse, emotional abuse or neglect. See Appendix 5 for indicators and types of abuse.**
- 2. If you believe that, a child is in immediate danger of significant harm, or will be in immediate danger or significant harm if released from school a referral should be made to children’s social care and/or the police immediately. Anyone can make a referral. Staff members should report this immediately to the Deputy DSL or the DSL. The DSL may ask that you complete a red cause for**

***concern form after the discussion or complete one with you. See appendix 1.***

3. Any staff member who has a concern about a child's welfare (as opposed to a child being in immediate danger) they will need to decide what action to take. Staff members where possible, should have a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board. Staff members should fill out a red form (See Appendix 1) and hand it to the Deputy DSL or the DSL immediately.
4. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. Staff should make a referral using the Medway Children's Referral and Assessment Support Teams telephone number above. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. See Appendix 2 for a flow chart setting out the process for staff when they have concerns about a child.
5. If after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
6. If early help is appropriate, the DSL/Deputy DSL will make an assessment.
7. If a teacher, discovers or suspects that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Appendix 3 for more details.

#### Action by the Designated Person

The action to be taken will take into account:

- the local inter-agency procedures of the Medway Safeguarding Children Board
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to the SOCIAL SERVICES or the police without further investigation within the School
- the wishes of the pupil, who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes
- the wishes of the complainant's parents/carers, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Person is concerned that disclosing information to parents/carers would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose duties of confidentiality, so far as applicable
- the lawful rights and interests of the School community as a whole including its employees and its insurers

- if there is room for doubt as to whether a referral should be made, the Designated Teacher may consult with the Local Authority Designated Officer or other appropriate professionals on a no names basis without identifying the family.

### Referral guidelines

A referral to the Social Services or police will not normally be made where:

- the complaint does not involve a serious criminal offence
- where a referral would be contrary to the wishes of a pupil complainant who is of sufficient maturity and understanding and properly informed, and contrary also to the wishes of the complainant's parents/carers
- where the case is one that can be satisfactorily investigated and dealt with under the School's internal procedures, the parents/carers being kept fully informed, as appropriate. However, if during the course of the internal procedures, it appears that the situation is more serious, the Designated Person will again consider whether a referral should be made in accordance with the paragraph headed Action by the Designated Person above.

### Allegations Against Staff Members

ANY ALLEGATION MADE AGAINST A STAFF MEMBER SHOULD BE REPORTED TO THE DSL IMMEDIATELY, NO MATTER HOW INSIGNIFICANT IT MAY SEEM. NO INVESTIGATION SHOULD BE UNDERTAKEN, WITHOUT FIRST DISCUSSING WITH THE DSL.

All allegations against staff members are reported immediately to the LADO (local Area Designated Officer).

The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in Chapter 5 of Safeguarding Children and Safer Recruitment in Education, which forms the procedures outlined in the School's Policy document on Management of allegations against staff.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- The safety and welfare of the pupils or pupil concerned
- The need for a full and fair investigation.
- Where an allegation or complaint is made against the Designated Person, the matter should be reported immediately to the Chair of the Governing Body
- Where an allegation or complaint is made against the Headteacher, the person receiving the allegation should immediately inform the Chair of Governors, or in his absence the Vice Chair, without first notifying the Headteacher.

Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained within the Staff Manual or Staff Code of Conduct and the School's policies on Positive handling and Behaviour and the Staff Code of Conduct.

If the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the Independent Safeguarding Authority. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

### Whistleblowing

All staff are required to report to the Designated Person, any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. If a staff member cannot report to the DSL for any reason the following is a list of the next person/organisation that should be contacted. This is in order of Hierarchy:

- The Headteacher
- The Chair of Governors Jon O'Donnell
- NSPCC Whistle Blowing Helpline [0800 028 0285](tel:08000280285)

There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

### Recording

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

When a concern is raised:

1. All safeguarding concerns need to be recorded on cause for concern form (with the body map), located in the drawers in the staff room. See Appendix 1.
  - a. If the child is considered to be in immediate harm or likely to be in immediate harm if released from school please seek advice immediately and directly from the Deputy DSL or the DSL. In this instance, the record will be completed with the DSL or under instruction from the DSL at the appropriate time.
2. Record the date and time of initial concern.
3. Record the facts:
  - a. What happened before hand or where you were at the time
  - b. What is observed at the time
  - c. What is said and by whom

### Recording conversations with children.

Whenever recording conversations with children please follow the following guidelines.

1. If a child discloses information it is important that this is recorded as quickly as possible using any written method, e.g any paper or electronic device that is quickest to hand.
2. If you know in advance that you are going to be speaking to a child, staff should use a child conversation form. See Appendix 4
3. If possible, have a witness, wherever possible the witness should be someone that the child has a good relationship with.

### Do's and Don't's

#### Do

1. Listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place
2. Make accurate records using the child's words
3. Inform the designated person for child protection
4. Tell the child that they have done the right thing
5. Ask open ended questions – What Happened/before, after, during...? When? Where? Was anyone else there?
6. Reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Person who will ensure that the correct action is taken
7. Keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The child's actual words should be recorded. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Person.

### Don't

1. Ask leading questions. That is, a question which suggests its own answer (“was it your father?” or “did this take place on Tuesday when you were away?”)
2. Don't use your own words to describe events
3. Investigate
4. Promise confidentiality – “I will only tell people that I need to, people that can help.”
5. Wait until telling someone
6. Tell the child that they should have told us sooner

### Monitoring vulnerable children

Staff members should be observant of all children and raise any concerns that are presented. There are key groups of children that attend Twydall Primary school that are at a higher risk of abuse or neglect. These are listed below.

LAC – (Looked After Children) - the most common reason for children becoming looked after is as a result of abuse and/or neglect. Staff need to have the skills, knowledge and understanding necessary to keep looked after children safe. Twydall LAC lead is Catherine Johnstone. Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. In maintained schools and academies, the designated teacher works with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education.

CIN – (Child in Need) A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

SEND – (Special Educational Needs or Disability) Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;



- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers

EHA – (children that are subject to an Early Help Assessment). An Early Help Assessment is undertaken to provide targeted early help services to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

#### When Concerns are Raised for LAC, CIN or a child subject to an EHA

1. Concerns are raised by staff members, children, parents, social services or other stakeholders.
2. Concerns are referred to Deputy DSL or DSL, using the cause for concern form.
3. The history of the child is checked using the safeguarding history file held by the DSL.
  - a. If the child is a LAC, CIN, subject to a child protection plan, the child's social worker must be informed
  - b. If the child is currently considered a cause for concern, vulnerable child or subject to an EHA, the relevant cause for concern/EHA folder for the child is checked.
  - c. If the child, is subject to none of the above, the records in the safeguarding folder are checked.
    - i. The names of any children with previous concerns are recorded on the front sheet. The file is organised in alphabetical section and records are filed according to the surname.
4. If applicable a teacher snapshot, for the child, is requested, with an immediate turn around time.
5. Deputy DSL and or DSL completes the investigation and assesses the concern.
  - a. If it is assessed that the cause for concern is likely to meet threshold or other agencies, such as CADs or the Early Help Team need to be consulted, then it is referred to the appropriate agency by the deputy DSL or DSL.
  - b. If it does not meet threshold, but the concern highlights that the child is vulnerable or still presents cause for concern:
    - i. A two week monitoring form is put in place, which is reviewed after two weeks or earlier if further concerns are observed or reported.
    - ii. Child is placed on the attendance alert list – if the child is absent this is followed up immediately by the attendance officer.

#### Keeping records

If the child is a LAC, CIN subject to a child protection plan, subject to an EHA or is a cause for concern then all records are stored, during and after an investigation, in the relevant LAC, CIN, CP, EHA or Cause for concern file for that child, held by the DSL.

If the child is not a LAC, CIN, subject to a child protection plan or EHA, or not currently an open cause for concern/vulnerable child:

1. All records are stored in the safeguarding file, held by the DSL.
2. If the child has previous history, as indicated by the safeguarding folder front sheet, indicate that a new cause for concern has been raised by adding the date of the new concern next to the child's name.
3. If the child has no previous history, create a new record in the next available row, write the child's name and then the date of the concern.

#### 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.

Any safeguarding files or folders that are removed from the core office need to be signed out using the sign out form in the safeguarding drawers.

### Sharing information

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

When sharing information with other professionals electronically staff members must use an Egress Secure account - [switch.egress.com](http://switch.egress.com)

When children move from Twydall Primary School to a different education provision, a copy of all safeguard records must be forwarded to the new provision. This includes:

- CP Files
- CIN Files
- LAC Files
- EHA Files
- Cause for Concern files
- Any individual records within the safeguarding folder

Electronic copies must be sent using Egress. Paper copies must be sent either using internal mail, or recorded delivery. A Twydall received receipt must be sent with the paper copies.

A copy of all records needs to be retained by Twydall Primary school and stored in the archive files in the SENCO office.

### Roles and Responsibilities

#### The main responsibilities of the DSL

- 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.

### **Training**

- The designated safeguarding lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. This is tracked in the schools safeguarding file.
- The DSL is responsible for ensures staff are trained annually and receive regular updates
- The DSL is responsible for overseeing the induction process which includes safeguarding training and understanding of KCSIE part 1.
- 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 and young carers;<sup>87</sup>
  - 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 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
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college 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. 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.

### The main responsibilities of the Deputy Designated Safeguarding Lead are:

- To be the first point of contact for parents/carers, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- To be fully conversant with the Local Authority and School Child Protection Policy and procedures.
- To be available to all staff of the School community for consultation on child protection issues.
- To ensure that appropriate action is taken in the School and that procedures are followed in actual or suspected cases of child abuse.
- To contact the duty social worker or the duty education welfare/social worker to seek advice on concerns brought by staff and to check whether or not the family involved is known to the SOCIAL SERVICES.
- To monitor records of pupils in the School on the Child Protection Register (CPR) to ensure that this is maintained and updated as notification is received.
- To liaise with other professionals to ensure that children on the CPR are monitored.
- Where appropriate, to take part in the child protection conferences or reviews. In the case of non-attendance to ensure that a key member of staff attends. Where this is not possible to provide a written report to the conference from the School. (It is acknowledged that this should occur rarely as the involvement of School staff is vital given the close involvement with the child.)
- To inform the SOCIAL SERVICES Child Protection Co-ordinator in writing when a child on the CPR moves to another School and to inform the new School of the child’s status on the CPR.
- To monitor the keeping, confidentiality and storage of records in relation to child protection.
- To liaise with the child protection officer appointed by the SOCIAL SERVICES (Local Authority Designated Officer).

### The Role of the Governing Body

Governing bodies and proprietors are responsible for ensuring that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

This should include:

- An effective child protection policy;
- A staff code of conduct which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- This is not intended to be an exhaustive list. These policies, along with Part one of this guidance (Keeping children safe in education) and information regarding the role of the designated safeguarding lead, should be provided to all staff on induction. Governing bodies and proprietors should take a proportional risk-based approach risk-based approach to the level of information that is provided to temporary staff and volunteers.

### Headteacher Roles and Responsibilities

Headteachers and principals must ensure that the above policies and procedures, adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

### Staff Responsibility:

Staff should be clear to understand that they are not making a diagnosis, only receiving concerns. None of the signs listed above may actually prove that a child is being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action. Emotional abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment, which ostracises or belittles a child. This is usually the result of extremes of inappropriate care by the parents/carers and so very difficult to confront.

ALL abuse is emotional abuse irrespective of whether or not it is accompanied by physical injury, sexual abuse or neglect.

**All staff** should read and understand Part 1 of "Keeping Children Safe in Education". It is responsibility of the DSL to ensure that training is provided so that staff members understand the content of this.

### Duties of employees, governors and volunteers

Every employee and governor of the School as well as every volunteer who assists the School is under a general legal duty:

- a) understand the difference between safeguarding and child protection
- b) liaise with the DSL to fulfil their role of identifying and children that **may** benefit from support of early help. See app 1
- c) Staff must be aware that children with SEN or physical disabilities are at greater risk of harm
- d) to protect children from abuse
- e) to be aware of the School's practice and policies on Child Protection and to follow them
- f) to know how to access and implement the procedures, independently if necessary
- g) in dealing with a child protection issue to remain as objective as possible. Never

- assume that you “know” which categories of children are at risk
- h) to keep a sufficient record of any significant complaint, conversation or event. Information should be recorded verbatim, if possible. Do not prompt, lead or suggest information to the child;
  - i) to refer to the Designated Person (or in his/her absence, the Deputy Designated Person) immediately;
  - j) in the case of allegations brought against a colleague to refer the incident to the Designated Person who will then refer this to the Headteacher immediately (please see the section below on Staff Allegations). Allegations against members of staff will be referred to the LADO immediately – See Appendix...
  - k) to undertake appropriate training including refresher training at three-yearly intervals.

### School Trips

It is not always possible to have a DSL or DCPC on every school trip. Trip leaders should have the telephone numbers of the two DSLs that are always on call.

### Leasing Premises

Where another body provides services or activities separately, using the school premises, the Governing Body will ensure that the body concerned has appropriate policies and procedures in place in regard to safe recruitment and safeguarding children.

### Monitoring

- a) The Designated Person will monitor the operation of this policy and its procedures and make an annual report to the Governors.
- b) The Governors will undertake an annual review of this policy and how their duties under it have been discharged.
- c) The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

### Links to other policies

- *Physical intervention/positive handling*: our Positive Handling or Behaviour Policy states that staff may only use physical intervention as a reasonable force proportionate to the risks. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- *Anti-bullying*: our policy on the prevention of management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- *Health and safety*: our health and safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically, within the school environment, for example in relation to internet use; and when away from the school for example when undertaking school trips and visits.

### Safe recruitment

#### EMPLOYEES MUST SHOW A DBS BEFORE OR ON APPOINTMENT

- For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:
  - Will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or

- Will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children;
- Engage in intimate or personal care or overnight activity, even if this happens only once.
- A more detailed description of regulated activity is provided in the Document “Keeping Children Safe in Education”
- All members are subject to (European Economic Checks)
- All Governors receive an enhanced DBS check with barred list check

Safe working practices and Induction policy.

Every member of staff receives induction on appointment, which includes job specific safeguarding training and staff are provided with copies of staff related policies and the staff handbook which includes our safe working practices. Policies and staff handbook are discussed at induction.

# Appendix 1.

**Confidential**  
safeguarding  
record form

**Record of Concern**  
 School: \_\_\_\_\_  
 \_\_\_\_\_

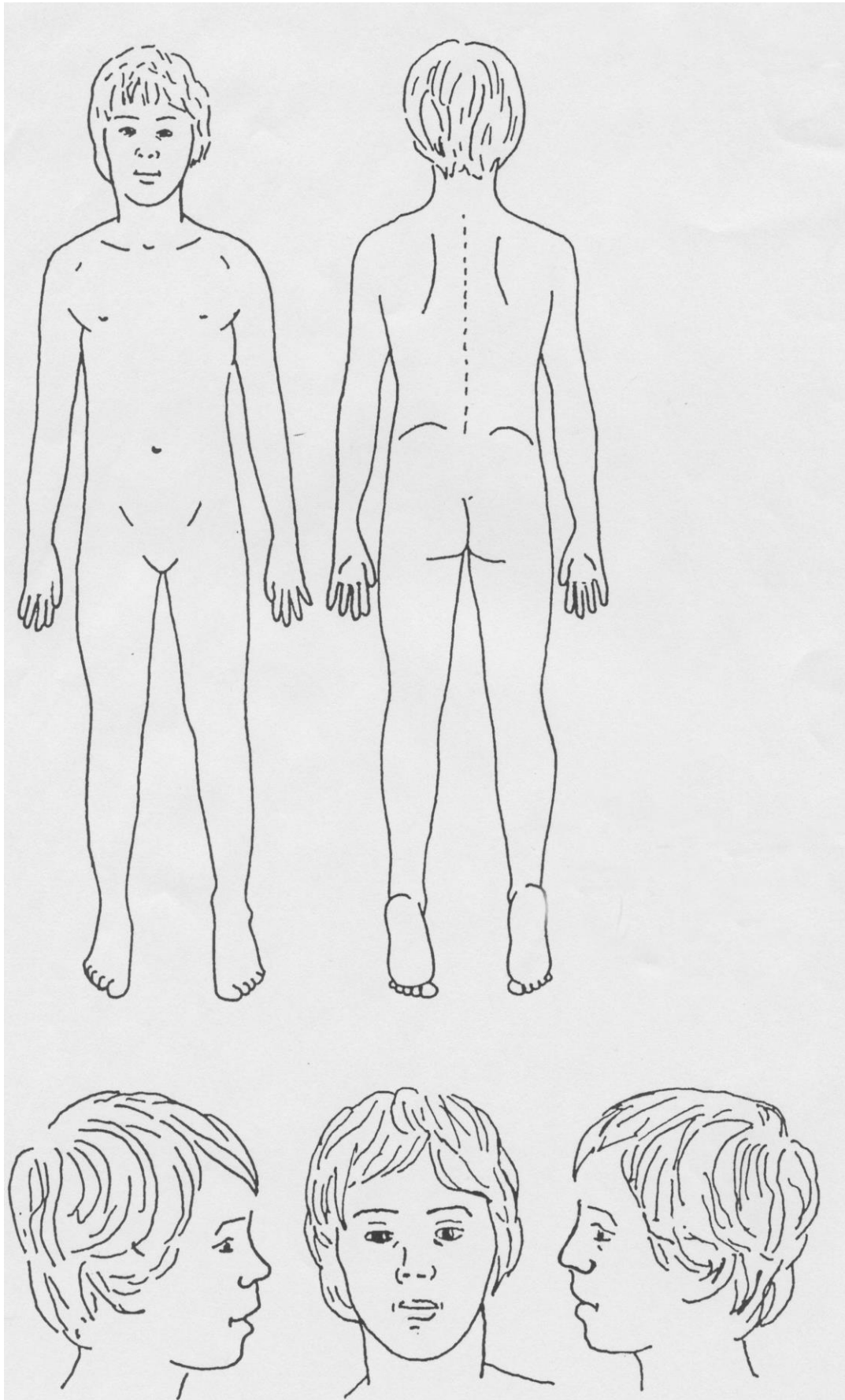


Name of child: \_\_\_\_\_ date of birth: \_\_\_\_\_

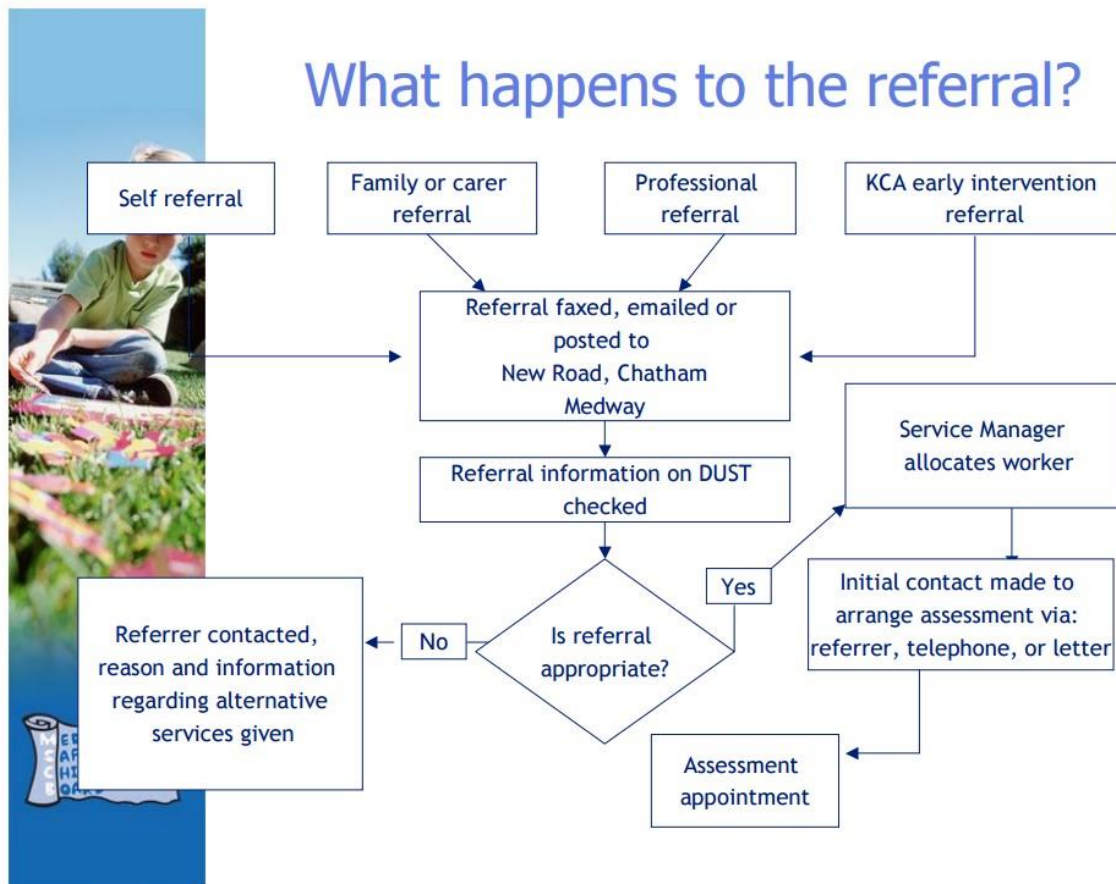
Name and position of person completing the form (please print):

|  |  |
|--|--|
| Date and time of incident:                   |  |
| Incident:                                    |  |
| Name of witnesses and any other information: | Action taken:                          |
| Signature                                    | Date (ddmmyy) and time form completed: |





## Appendix 2



## Appendix 3

### 'Honour Based' Violence (FGM) and Radicalisation

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. If in any doubt staff 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. Radicalisation, is a term referred to vulnerable children being radicalised into religious or terrorist groups

#### Indicators

- Children talking about instances in the family or at home
- Children talking about long holidays to other countries
- Children talking about extremist views, their own or others
- Signs of physical pain or discomfort - especially with FGM

# Appendix 4

## Twydall Primary School

### Conversation with Child

|   |              |               |
|---|--------------|---------------|
| <b>Child's Name:</b>  |              | <b>Class:</b> |
| <b>Content of Conversation -</b> <ul style="list-style-type: none"><li></li></ul> |              |               |
| <b>Signed:</b>  | <b>Role:</b> | <b>Date:</b>  |
| <b>Action Required:</b> <ul style="list-style-type: none"><li></li></ul>          |              |               |
| <b>Signed:</b>  |              | <b>Date:</b>  |

# Appendix 5

## Child Abuse Categories and Definitions

### **Possible signs of abuse include (but are not limited to):**

- The pupil says s/he has been abused or asks a question which gives rise to that inference
- There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries
- The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour or there is a sudden change in the pupil's behaviour

**All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

**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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by 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.

**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:** involves 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 (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). 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.

**Child sexual exploitation:** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

## Other forms of abuse

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education
- child missing from home or care
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – Appendix 7
- forced marriage- Appendix 7
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)

- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – Appendix 7
- relationship abuse
- sexting
- trafficking

## **Appendix 6**

### **Information on a 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. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and 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 going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

### **Schools**

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. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has 52 for a continuous period of 10 school days or more, at such intervals as are agreed between the school

and the local authority. been absent without the school's permission<sup>71</sup> for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.<sup>72</sup> Where a parent notifies a school that a pupil will live at another address, **all** schools are required<sup>73</sup> to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.<sup>74</sup>

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record<sup>75</sup> in the admission register:<sup>76</sup>

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required<sup>77</sup> to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.**<sup>78</sup> This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the [Children Missing Education guidance](#).

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide<sup>79</sup> the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate

to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

**It is essential that schools comply with these duties, 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 at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.**

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.



## Appendix 7

### 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. If in any doubt, staff 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.

#### Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

#### Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 55 that requires a different approach (see following section).

### FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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 regulated health and social care professionals in England and Wales, 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. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information.](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>81</sup> Unless the teacher has a good reason not to they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet.](#)

## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or [emailfmu@fco.gov.uk](mailto:emailfmu@fco.gov.uk).

## **Further information on preventing radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' 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.<sup>82</sup> 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 other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

## **Prevent**

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>83</sup> to the need to prevent people from being drawn into terrorism".<sup>84</sup> This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- 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 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 to have distinct policies on implementing the Prevent duty.
- 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 the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- 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 staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department 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. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

## **Channel**

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance. An e-learning channel awareness programme for staff is available at: Channel General Awareness. 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. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required. <sup>85</sup> Channel guidance is available at: Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.