SAFEGUARDING & CHILD PROTECTION POLICY

Other related policies: Anti-bullying and Racism

Safer Recruitment

Behaviour

Whistleblowing

E-safety

SEND

Medical Needs

Educational visit guidelines

Staff induction procedures

Information Retention

E safety policy (including acceptable use policy)

Anti-bullying policy

Code of conduct

Intimate care policy

Use of mobile phones policy – within code of conduct and e safety policy

Relevant Legislation and documentation: Keeping Children Safe in Education 2019

<https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf>

Data Protection including GDPR, 2018

Working Together to Safeguard Children 2018 London Child Protection Procedures Updated: 30th September 2019

Prevent Duty 2015

Protection of Freedoms Act 2012

Safeguarding Vulnerable Groups Act 2006

Education and Inspections Act 2006

Education Act 2011

Children Act 2004, 1989

EYFS Statutory Framework 2017

This policy was reviewed and adopted by the Governing Body on: 9.12.2019. It will be reviewed annually by the Governing Body and/or following any updates to national and local guidance and procedures. This policy will be next reviewed on or before December 2020.

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents

**Key Safeguarding Contacts:**

The Designated Governor for safeguarding and child protection is: *Ian Norman-Bruce*

The Designated Safeguarding Lead (DSL) for child protection is: *Craig Taylor*

The Deputy Designated Safeguarding Leads are: *Maggie Ryan; Jess Healy*

The Designated Teacher for children looked after (CLA) is: *Craig Taylor*

The Designated Manager for Allegations against Staff and Volunteers is *Greg Crawford, Head*

*teacher or if relating to the Head teacher, Ian Norman-Bruce, Chair of Governors.*

There is an online form for notifying the LADO about any allegations about staff and volunteers, this should be used for all LADO notifications.

The link to the form is below and will also be available via the ISCB website, [www.islington.scb.org](http://www.islington.scb.org)

<https://securesurvey.islington.gov.uk/selectsurvey/TakeSurvey.aspx?SurveyID=n2M0m92>

Please note that all other contact details for the LADO are: [lado@islington.gov.uk](mailto:lado@islington.gov.uk) and 0207 527 8101/8102.

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# **19. Security**

**20. Monitoring and Review**

**Inform the Designated Safeguarding Lead through school office**

Craig Taylor, Deputy Head Teacher (Designated Safeguarding Lead); Maggie Ryan, Pastoral Care Manager (Deputy Designated Safeguarding Lead); Jess Healy, Assistant Head Teacher (Deputy Designated Safeguarding Lead)

**Designated Safeguarding Lead**

* Consider whether the child is at immediate risk of harm e.g. unsafe to go home
* Refer to ISCB Threshold document and procedures to support consideration: [www.iscb.org.uk](http://www.iscb.org.uk)
* Refer to other agencies as appropriate e.g. Children’s Services Contact Team (CSCT) LADO , [lado@islington.gov.uk](mailto:lado@islington.gov.uk), Police.
* If unsure then consult with CSCT, without giving child’s details (0207 527 7400)

**If you are unhappy with the response**

**Staff:**

* Follow school Whistleblowing Procedures available on G Drive or hard copy from the office.
* Follow ISCB Escalation policy and procedures

**Pupils and Parents:**

* Follow school complaints procedures available on G Drive or hard copy from the office.

At all stages the child’s circumstances will be kept under review.

The DSL/staff will re-refer if required to ensure the **child/young person’s ongoing safeguarding and welfare needs are addressed.**

**Record decision making and action taken in the child’s safeguarding/child protection file. Set up new file if this is the first concern.**

**Monitor** Be clear about:

* What you are monitoring e.g. behaviour trends, appearance, attendance etc.?
* How long you will monitor for?
* How you will record and to whom you will feedback and when?

**Review** and **Re-refer** The safeguarding team meet weekly to review safeguarding referrals.

(Safeguarding Team meet weekly to review caseload and review referrals)

**Why are you concerned?**

For example

* Disclosure
* Child’s appearance – unexplained marks and bruises, clothes, hygiene
* Change in behaviour, presentation, attendance, progress and attainment
* Behaviour which causes concern, indicates risk/vulnerability

**What to do if you are worried about a child/young person**

**Immediately record your concerns**

Follow the school’s procedure (Complete Sharing concerns form (on G Drive) and email or hand hard copy to safeguarding team.

* If responding to a disclosure:
  + Reassure the child and clarify concerns if necessary e.g. ambiguous words and phrases
* Complete Sharing Concern Form Use child’s own words and indicate any marks on body map charts, Sign and date all records

**SAFEGUARDING AND CHILD PROTECTION POLICY FOR POOLES PARK** **SCHOOL**

# **1. Introduction and definitions**

1. Schools and their staff form part of the wider safeguarding system for children. 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. (Keeping Children Safe in Education – DfE, 2019)
2. This Safeguarding and Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Staff Code of Conduct Policy, Physical Intervention Policy, Anti-Bullying Policy, Behaviour Policy, Safer Recruitment Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy, Social Media Policy and Photography Policy. It should also be read in conjunction with Part 1 of Keeping Children Safe in Education (DfE, 2019).This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. In addition, Section 175 (Section 157 for academies and independent schools) of the Education Act, 2002 requires governing bodies of maintained schools and further education colleges (including sixth form colleges) to ensure they safeguard and promote the welfare of children who are either pupils at the school or who are students under 18 years of age attending the further education institution.

This includes:

* Working Together to Safeguard Children (DfE 2018) (WTSC)

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf>

* DfE guidance Keeping Children Safe in Education (KCSIE) Part One - information for all school and college staff and Appendix 1(DfE, September 2019) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2019.pdf>
* London Safeguarding Children Procedures, March, 2019 <http://www.londoncp.co.uk/>
* [Teaching online safety in schools (DfE, 2019)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)
* Ofsted guidance ‘Inspecting safeguarding in early years, education and skills’ (2019) <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings>
* [Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf) (DfE, 2018)
* [Criminal Exploitation of children and vulnerable adult - county lines guidance (Home Office, 2018)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf)
* Children and Social Work Act, 2017
* Early Years and Foundation Stage Framework, 2017 (EYFS) <https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf>
* [Preventing and Tackling Bullying (DfE, 2017)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
* [Preventing youth violence and gang involvement (Home Office, 2015)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)
* Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

1. Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children, 2019* as:

* Protecting children from maltreatment
* Preventing impairment of children’s health or development
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
* Taking action to enable all children to have the best outcomes

1. Our school core safeguarding principles are:

* ‘It could happen here’…We make no assumptions that safeguarding incidents will not happen at our school
* That schools are an important part of the wider safeguarding system for children.
* It is a whole school responsibility to safeguard and promote the welfare of children
* All children (defined as those up to the age of 18) have equal rights to protection regardless of age, gender, ability, culture, race, language, religion or sexual identity
* All children have a right to be heard and to have their wishes and feelings taken into account
* All staff understand safe professional practice and adhere to our code of conduct and other associated policies
* All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

Please note that the procedures contained in this policy apply to all staff (including teaching and non-teaching, temporary staff and volunteers) and governors and are consistent with the London Child Protection Procedures, 2019.

**Definitions**

*“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” [[1]](#footnote-1)*

Within this document:

* **Safeguarding:** Working Together to Safeguard Children, 2019, defines safeguarding as:
* Protecting children from maltreatment;
* Preventing impairment of children's health or development;
* Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
* Taking action to enable all children to have the best life chances.
* **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
* **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes governors.
* **Child** refers to all young people who have not yet reached their 18 birthday or Children Looked After and SEND young people who have not yet reached their 25th birthday. On the whole, this will apply to pupils of our school; the policy will also extend to visiting children and students from other establishments
* **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
* **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the document and appendices 4.

# **2. Statutory framework context**

1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. In addition, Section 175 (Section 157 for academies and independent schools) of the Education Act, 2002 requires governing bodies of maintained schools and further education colleges (including sixth form colleges) to ensure they safeguard and promote the welfare of children who are either pupils at the school or who are students under 18 years of age attending the further education institution.

This includes:

* Working Together to Safeguard Children (DfE 2018) (WTSC)

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf>

* DfE guidance Keeping Children Safe in Education (KCSIE) Part One - information for all school and college staff and Appendix 1(DfE, September 2019) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2019.pdf>
* London Safeguarding Children Procedures, March, 2019 <http://www.londoncp.co.uk/>
* [Teaching online safety in schools (DfE, 2019)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)
* Ofsted guidance ‘Inspecting safeguarding in early years, education and skills’ (2019) <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings>
* [Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf) (DfE, 2018)
* [Criminal Exploitation of children and vulnerable adult - county lines guidance (Home Office, 2018)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf)
* Children and Social Work Act, 2017
* Early Years and Foundation Stage Framework, 2017 (EYFS) <https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf>
* [Preventing and Tackling Bullying (DfE, 2017)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
* [Preventing youth violence and gang involvement (Home Office, 2015)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)
* Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

1. All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body **will not** receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
2. We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:

* Anti-bullying and Racism
* Safer Recruitment
* Behaviour
* Whistleblowing
* E-safety
* Educational visit guidelines
* Staff induction procedures
* Information Retention
* E safety policy (including acceptable use policy)
* Anti-bullying policy
* Code of conduct
* Intimate care policy
* Use of mobile phones policy – within code of conduct and e safety policy
* **Behaviour Management, linked to the use of physical intervention**
* Online Safety and Social Media
* Data Protection (including GDPR) and Information Sharing
* Sex and Relationships Education
* **Staff Behaviour Policy/Code of Conduct for Staff (including Acceptable Use of Technology)**
* Health and Safety including Risk Assessments (e.g. school trips, use of technology) and First Aid and Accidents
* Safer Recruitment
* Whistle-Blowing

(Also see Part 1, Annex A and Annex C, KCSIE, 2019).

1. All staff and volunteers Pooles Park Primary school recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will respond in the same way as they do to protect children from any other risks.
2. Supporting Guidance (to be read and followed alongside this document)

* Advice to schools and colleges on gangs and youth violence

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

* Criminal exploitation of children and vulnerable adults: county lines

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

* Information Sharing Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf>
* What to do if you’re Worried a Child is being Abused
  + [What to do if you’re worried a child is being abused - Publications - GOV.UK](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)
* Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings - Safer Recruitment Consortium, 2015
  + <https://www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
* Mental Health & Behaviour in Schools [Mental health and behaviour in schools - Publications - GOV.UK](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)
* Teachers Standards 2012 <https://www.gov.uk/government/publications/teachers-standards>
* Safeguarding Disabled Children – Practice Guidance - DOH, 2009 <https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

# **3. Roles and responsibilities**

1. All staff including teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and families in the community, have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant with this policy. All staff must have access to this policy and follow the school’s procedures and guidance at all times.

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential.  However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures.  The names of those in our school with these specific responsibilities (e.g., the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

1. All staff, governors and volunteers will read Keeping Children Safe in Education 2019, part 1 and Annexe A. Senior Leadership will support all staff in understanding this key document and implementing it in their practice.
2. The Governing Body

* The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.
* The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.
* The governing body ensures the school contributes to multi-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements. Agency staff are subject to vetting procedures including DBS checks. This includes supply agency staff, cleaning staff and contractors (who may occasionally be directly supervised by staff rather than DBS checked).
* The governing body ensures that all staff and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.
* The governing body ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.
* The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place including ensuring that at least one member of interview panels has recent safer recruitment training. (see the school’s ‘Safer Recruitment’ policy for further information). It ensures that volunteers are appropriately vetted and supervised in school.
* Governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. As governance is not a regulated activity, they do not need a barred list check, unless, in addition to their governance duties, they also engage in regulated activity.

1. The Head teacher

* The Head teacher works in accordance with the requirements upon all school staff (see below). In addition, (s)he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.
* The Head Teacher manages all concerns about the conduct of adults in the school in relation to safeguarding and child protection.

1. The Designated Safeguarding Lead (DSL) (and Deputy DSL)

* The DSL in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Islington’s Children’s Social Care (Children’s Services Contact Team) or other local authorities are made in accordance with London Child Protection Procedures 2019.  They work with statutory, targeted and universal agencies as required.
* The DSL takes lead responsibility for co-ordinating early help assessments for children within the school.
* The DSL takes lead responsibility for keeping full written chronological records of all concerns about a child even if there is no need to make an immediate referral to CSC. These records are kept confidentially and securely and are separate from other pupil records.
* The DSL or a deputy should always be available to discuss safeguarding concerns. If for any reason the DSL is unavailable, one of the named deputy DSLs will act in their absence*.*
* The Designated Safeguarding Lead is the central contact point for all staff to discuss any safeguarding concerns and has lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They will ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of this policy and our procedures and that they are followed at all times.
* The DSL maintains a confidential recording system for all safeguarding and child protection concerns and works closely with the Designated Teacher for CLA and the Head of the Virtual School for all children who are looked after or have previously been looked after.
* The DSL ensures that the school provides reports/updates and is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences and Team around the Child Meetings)

1. All school staff and volunteers

* Everyone is our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the DSL to report any concerns. This includes children and young people who:
  + Are disabled and have specific additional needs
  + Have special educational needs (whether or not they have an Education, Health and Care Plan (EHCP))
  + Are young carers
  + Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
  + Are frequently missing/going missing from care or home
  + Are at risk of modern slavery, trafficking or exploitation
  + Are at risk of being radicalised or exploited
  + Are in challenging family circumstances such as drug and alcohol misuse, adult mental health issues and domestic abuse
  + Are misusing drugs and alcohol themselves
  + Have returned home to their family from care
  + Are privately fostered.
* Due to their day to day contact with children, staff in this school are well placed to observe possible signs of abuse in children. All staff maintain an attitude of ‘it could happen here’ where safeguarding is concerned and always act in the best interests of the child. ***It is not the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse.*** It is the responsibility of all staff to be aware of the need to report any concerns about a child to the DSL as a matter of priority or, in his/her absence, to the nominated deputy DSL.
* All staff have a responsibility to provide a safe learning environment in which our children can learn. They will ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience, including through curriculum development and planning
* Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection.
* All staff and volunteers take individual responsibility for knowing what to do if a child discloses, or they have concerns about abuse or neglect. Members of staff know how to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

* All members of staff know how to access the London Child Protection Procedures at <http://www.londoncp.co.uk/>
* All staff are aware of the school’s ‘Whistleblowing and Managing Allegations Policy’ and how to access it.

1. Children and Young People

* Children and young people will:
* Contribute to the development of school safeguarding and child protection policies
* Read and follow (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
* Seek help from a trusted adult if things go wrong and support others who may be experiencing safeguarding concerns
* Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

1. Parents and Carers

* Parents/carers have a responsibility to:
* Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
* Identify changes in behaviour which could indicate that their child is at risk of harm online, or in the wider community.
* Seek help and support from the school, or other appropriate agencies, if they or their child have any safeguarding concerns
* Contribute to the development of the schools safeguarding policies
* A statement in the school prospectus will inform parents and carers about our school’s duties and responsibilities under child protection and safeguarding procedures.
* Parents can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies on request and can view them via the school website.

**4. Types of abuse / specific safeguarding issues**

1. Keeping Children Safe in Education (DfE, 2019) defines abuse as the 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 another child or children”*

1. The four main types of abuse are

* Physical
* Emotional
* Sexual
* Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

1. Peer on peer abuse

* Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm.  Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.
* Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, ‘up-skirting’, ‘sexting’ or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

1. Children with special educational needs and disabilities

* Our school understands that children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
* Being more prone to peer group isolation than other groups and being disproportionally impacted by things like bullying, without outwardly showing signs of being bullied
* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability rather than abuse or neglect
* Communication barriers and difficulties in overcoming these barriers in relation to disclosing abuse or neglect
* Our school understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.

1. Children missing from education

* All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education.
* The school will hold at least 2 emergency contact numbers for each child and will use both numbers, if necessary, as part of the First Day calling process.
* Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Education Welfare Service (Martin Fulbrook in the first instance), then Pupil Services, Social Care and/or Police).
* Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

1. Child Sexual Exploitation (CSE)

* Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.

*"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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".*

(Department of Education (DfE), 2017)

* It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The DSL is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

1. Sexting:

* The term ‘sexting’ relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often ‘shared’ via social networking sites and instant messaging services.
* This School will not tolerate sexting; it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. Sexting is unacceptable behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook for example, being the object of cyber-bullying and online grooming are all potential safeguarding concerns.
* We will work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting.

1. Sexual violence and sexual harassment between children

* Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
* Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.
* Staff should be aware of the importance of:
  + making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
  + not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “that’s what those children are like…’
  + challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
  + Not dismissing or tolerating such behaviours as this risks normalising them.

1. So-called ‘honour-based violence’ (including Female Genital Mutilation and forced marriage)

* Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.
* As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.
* A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

1. Prevention of radicalisation

* As of July 2015, the [Counter-Terrorism and Security Act (HMG, 2015)](http://www.legislation.gov.uk/ukpga/2015/6/contents) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
* It requires schools to:
* teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
* be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
* be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues
* CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

1. Serious Violence

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

l. Gangs, County Lines, Violent Crime and Exploitation

* Pooles Park Primary School recognises the impact of gangs, county lines, violent crime and exploitation on children and young people. We recognise that our initial response is important and so staff will take any allegation seriously and work in ways that support children and keep them safe.
* All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
* Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
* Increased absence from school.
* Change in friendships/relationships with others/groups.
* Significant decline in performance.
* Signs of self-harm/significant change in wellbeing.
* Signs of assault/unexplained injuries.

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| --- |
| m. Domestic abuse   * Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm. |

# **5. Procedures**

1. All action is taken in accordance with the following guidance;

* London Child Protection Procedures (2019)
* Keeping Children Safe in Education (DfE, 2019)
* Working Together to Safeguard Children (DfE, 2018)
* PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

1. When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the DSL and how to share concerns with them.
2. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL (or, in their absence, the deputy DSL).  See flowchart ‘What to do if you are worried about a child/young person’ on page 3.

1. The DSL or the deputy will immediately refer cases of suspected abuse or allegations, by telephone, to the Children’s Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale, using their referral forms.
2. All referrals will include the pupil’s name, address, date of birth, family composition, the reason for the referral, whether the child’s parents are aware of the referral plus any other relevant information or advice given.
3. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children’s Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.
4. If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case.
5. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

# **6. Training**

1. The DSL (and deputies) undertake ISCB Group 5 and Update/Refresher training child protection training at least every two years and regularly update their safeguarding and child protection knowledge and skills through attending DSL briefings and reading safeguarding newsletters, e.g. NSPCC Casper Weekly Updates. The Head teacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the ISCB.
2. The school ensures that the DSL (and deputies) also undertake training in multi-agency working and specific safeguarding areas as appropriate.
3. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will always include a reminder of in school referral processes. Topics may include:
   * Indicators of abuse
   * Prevent
   * CSE
   * Online Safety
   * FGM
   * County Lines
   * Sexual violence and sexual harassment
4. Induction for all new members of staff, governors and volunteers will include:
   * safeguarding and child protection policy
   * staff code of conduct and staff acceptable use policy
   * behaviour policy
   * procedures for managing children who are missing education
5. Records of all child protection training undertaken are kept for all staff and governors.

# **7. Confidentiality**

1. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.  A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret.
2. In accordance with statutory requirements, child protection concerns must be reported to the DSL and may require further referral to and subsequent investigation by statutory agencies (i.e., children’s social care and police).
3. Information on individual child protection cases may be shared by the DSL (or deputy) with other relevant staff members on a ‘need to know’ basis only and where it is in the child’s best interests to do so.

# **8. Records and information sharing**

1. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst Data Protection legislation (including the General Data Protection Regulation, 2018) 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 or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life should not prevent sharing where there are real safeguarding concerns. Fears about sharing information should not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.
2. Well-kept records are essential to good child protection practice.  Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.
3. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it on the Sharing Concerns form on paper or electronically depending on the urgency of sharing the information, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location.  All records will be dated and signed and will include any action taken at the time. This is then presented to the DSL (or deputy), who will decide on the next steps and record this accordingly. We are adopting Provision Map Safeguarding package to store and share safeguarding information between school staff and outside agencies where appropriate. If a child is transferred to another school, such as when transitioning to Secondary school, the records are sent electronically if that school uses a compatible system, or it is printed and a hard copy sent.
4. All records related to child protection are kept in an individual safeguarding / child protection file for that child (which is separate to the pupil file). The safeguarding records are kept as hard copy and/or electronically. The hard copies of files are kept in locked cabinets in the Pastoral Care Manager’s room. Electronic copies are password protected. Only safeguarding staff have access to this.
5. Where a pupil transfers from our school to another school / educational setting, home-schooling, the DSL (or deputy DSL) will copy their safeguarding/ child protection file in its entirety and forward the original file to the new educational setting or pupil services. This will be marked ‘Strictly Confidential’ and for the attention of the receiving school’s DSL, with a return address on the envelope so it can be returned to us if it goes astray. The school does not keep copies of records sent to another school after receipt. This is a different arrangement to Islington Borough and has been determined by the head teacher so as not to have sensitive copies of files other than the ‘live’ record or one that is held by the last educational establishment attended by the child or young person. If the child is transferring to another school and the receiving school is within a reasonable distance, the records will be hand delivered and a signed receipt kept. The records will be sent recorded delivery if the receiving school is further away, and a copy kept until the receiving school has received the records. We will obtain evidence that the paperwork has been received by the new school and We will obtain evidence that the paperwork has been received by the new school and receipt kept in the school office. The copied file which will then be shredded. This is different to the Islington local provision stating to keep files until the child’s 25th birthday. This is so that only one live file exists at the child’s current educational provision. This, as advised by safeguarding expert Andrew Hall, is regarded as acceptable good practice.

If parents of a child elect to home school the child then records will be sent to the relevant local authority agency.

1. Where a pupil joins our school, we will routinely check with the previous early years setting or school whether there are current or historical safeguarding / child protection records.

**9. Multi-Agency Working**

1. It is the responsibility of the DSL to ensure that the school is represented at any child protection conference called for children on the school roll or previously known to them. In addition, we will ensure that a child protection conference report is submitted two working days in advance of an initial conference and five working days for a review conference, in line with London Child Protection Procedures.
2. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference in line with London Child Protection Procedures.
3. If a child is subject to a Child Protection, Child in Need plan or Early Help Assessment and Plan, the DSL will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation.
4. Where the school is part of the core group, the DSL will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child’s welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the safeguarding team will inform the child’s social worker immediately and then record that they have done so and the actions agreed.

# **10.​ Allegations about members of the workforce**

1. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook and Code of Conduct.
2. The school works in accordance with statutory guidance and the Allegations against Staff/Volunteers (ASV/LADO) procedures (LSCB, 2017) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current London Child Protection Procedures provides detailed information on this.
3. The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Head teacher. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.
4. Where the concern involves the Head teacher, it should be reported directly to the Chair of Governors.
5. ASV/LADO procedures (LSCB, 2017) require that, where an allegation against a member of staff is received, the Head teacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) on **0207 527 8101/8102** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires police involvement. This will include advice on speaking to pupils and parents and HR. The school will not carry out any investigation before speaking to the LADO.

# **11.​ Whistleblowing**

1. Whistleblowing is ‘making a disclosure in the public interest’ and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.
2. All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school’s Code of Conduct / Whistleblowing policy.
3. We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.
4. Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24-hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

# **12. Complaints**

1. The school has a Complaints Procedure which is available to parents, pupils/students and members of staff who wish to report concerns. This can be found in the school office and school website.
2. All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can be found in the school office and school website.

# **13. Staff Induction, Awareness and Training**

1. All members of staff have been provided with a copy of part one of KCSIE, 2019 which provides an overview of safeguarding duties and responsibilities. School leaders will read the entire document. School leaders and all members of staff who work directly with children should also read Annex A as part of KCSIE, 2019 and must sign to confirm that they have read and understood Part One and Annex A. by signing the sheet kept in the office.
2. The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted in the school’s internal safeguarding procedures and communication lines. As a minimum, this will include

* the child protection policy
* the behaviour policy
* the staff behaviour policy (sometimes called a code of conduct)
* the safeguarding response to children who go missing from education; and
* the role of the designated safeguarding lead (Craig Taylor, Deputy Head teacher). (A summary information sheet is in Appendix 2)
* All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
* Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
* Respond appropriately to safeguarding issues and take action in line with this policy
* Record concerns in line with the school policies
* Refer concerns to the DSL and be able to seek support external to the school if required

1. All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.
2. All staff members (including temporary staff) will receive regular safeguarding and child protection via emails, briefings and training (starting with induction), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
3. All staff members (including temporary staff) will also be made aware of the school’s expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
4. The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. All staff are therefore able to contribute to and shape safeguarding arrangements and the safeguarding policy through annual meetings. Other safeguarding policies, for example the school Code of Conduct and Acceptable Use Policy, are also sent to staff for their feedback before ratification by the Governing Body.
5. The DSL will maintain an up to date register of who has received safeguarding and child protection training, including Prevent and will provide an annual update to the Governing Body as part of the annual safeguarding report.
6. Although the school has a nominated lead for the governing body (Ian Norman-Bruce) all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

# **14. Safe Working Practice**

1. All members of staff are required to work within clear guidelines on Safe Working Practice / the school’s Code of Conduct.
2. Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, staff will avoid placing themselves in a vulnerable position regarding potential allegations.
3. There are circumstances when it is appropriate for staff to use ‘reasonable force’ to safeguard children and young people, such as guiding a child to safety or breaking up a fight. The term ‘reasonable force’ covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force) and recognises that where intervention is required, it should always be considered in a safeguarding context. When a member of staff is required to be restrained, the restraint context and procedure should be recorded in the restraint log available from the DSL or Deputy DSL.
4. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school’s Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
5. Our school understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.
6. Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) which can be found in the office.
7. Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings and related school policies.

# **15. Staff Supervision and Support**

1. The Senior Leadership Team (SLT) aim to create a culture and environment where members of staff feel competent and confident to raise concerns and feel supported in their safeguarding role. Any member of staff affected by issues arising from concerns for children’s welfare or safety is encouraged to seek support from the DSL.
2. The induction process will include familiarisation with child protection responsibilities and procedures as outlined above. All new staff including newly qualified teachers and support staff will receive induction training and may have a mentor or co-ordinator with whom they can discuss general safeguarding concerns. However, their induction should be clear that safeguarding and child protection concerns should be brought to the DSL’s attention, as soon as possible.
3. The school will provide appropriate supervision/1:1 support for all members of staff to ensure that:

* staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
* all staff have regular reviews of their own practice to ensure they improve over time.
* case holding staff have a space to discuss and reflect upon their work and progress with particular children and young people.

1. The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 7.
2. The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.

# **16. Safer Recruitment**

1. Pooles Park Primary school is committed to recruiting staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. To this end, the Governing Body will ensure that the Senior Leadership Team and one member of the Governing Body complete accredited Safer Recruitment Training in line with statutory requirements.
2. The school has a Safer Recruitment *Policy* and procedures in place to prevent people who pose a risk of harm from working with children, in line with statutory guidance, by ensuring:

* at least one person on any interview panel has completed safer recruitment training and interviews include a question related to safeguarding practice
* all applicants complete an application form, gaps in education and employment are explored and appropriate pre-appointment checks are carried out, e.g. references and DBS checks
* proportionate decisions on whether to ask for any checks beyond what is required are made by the chair of the interview panel
* all volunteers are appropriately recruited and supervised

1. Pooles Park Primary school is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and meets statutory requirements.
2. We advise all staff and volunteers to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

# **17. Allegations Against Members of Staff and Volunteers**

1. Pooles Park Primary school recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher in line with KCSIE (2019) who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Head teacher then staff are advised that allegations should be reported to the Chair of Governors or directly to the LADO.
2. All staff and volunteers are made aware of the school’s Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff and volunteers can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally on 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
3. Pooles Park Primary school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Human Resources Service.
4. For specific guidance on how to respond to allegations against staff, please refer to the “Procedures for Managing Allegations Against Staff” and Whistle Blowing Policy which can be found in the office and on G:suite. When in doubt – consult.

# **18. The Use of School Premises by Other Organisations**

1. Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
2. If this assurance is not achieved, then an application to use premises will be refused.

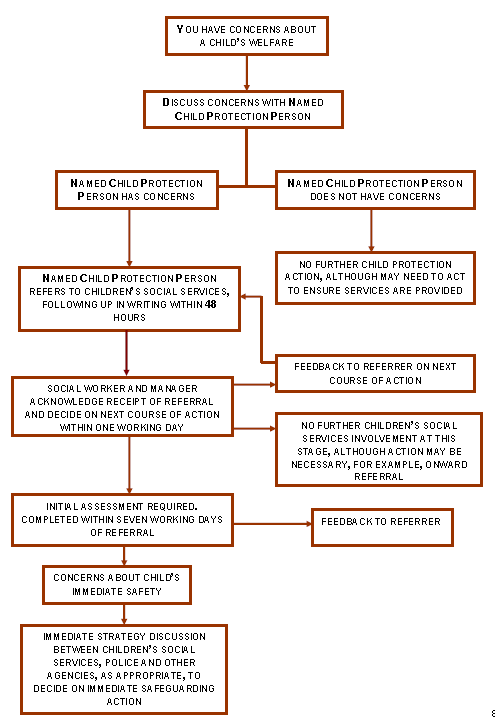
# **19. Security**

1. All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
2. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within our policy. Visitors will be expected to sign in and out via the office visitors sign in screen and to display a visitor’s badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
3. The school will not accept the behaviour of any individual (parent or professional) who threatens school security or causes others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

# **20. Monitoring and Review**

1. All school staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.
2. This policy has been written in September 2019 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
3. The policy forms part of our school development plan and will be reviewed annually.
4. All staff should have access to this policy and sign to the effect that they have read and understood its contents.
5. The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

Appendix 1 Sharing Concern Procedure for staff to follow: Check back after 3 days if you have had no feedback from the Designated Member of Staff you discussed the concern with.



If a child makes a disclosure of abuse the following actions are to be taken:

React calmly so as not to frighten or deter the child / young person

Listen carefully to what the child / young person tells you without interrupting and take it seriously

Ask questions for clarification only. Avoid asking questions that suggest a particular answer

Do not stop a child / young person who is freely recalling significant events. Allow them to continue at their own pace.

Acknowledge how difficult it might have been for them to share this with you

Reassure them that they have done the right thing in telling.

Tell the child / young person that they are not to blame

Never promise a child / young person that what they told you can be kept a secret. Explain to the child / young person that you have a responsibility for their safety and therefore have to tell somebody in authority. Let them know that there are others who can help them and that they are not alone.

Tell them what you will do next and with whom the information will be shared

Ensure the safety of the child / young person.

As soon as possible take care to record in writing what was said using the child’s own words. Record the date, time, setting, any names mentioned, to whom the information was given and other people present. Sign and date the record

Record any subsequent events and actions.

It is not your responsibility to decide if a child has been abused. Any disclosure must be raised with the Designated Safeguarding Lead.

A child may recall former abuse once in a safe situation. Although they may be under no current threat to their safety, any disclosure must be raised with the Named Child Protection Person and followed through appropriately.

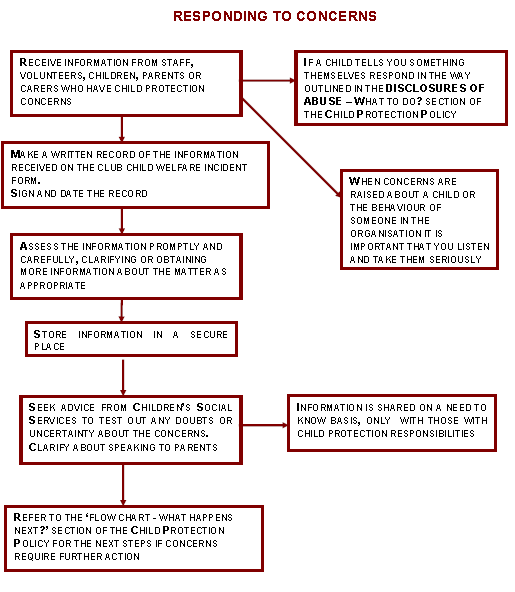
You may also have concerns about a child’s welfare where there has not been any disclosure or allegation. In the best interests of the child / young person, these concerns should be raised with the Named Child Protection Person and followed through appropriately.

What information will you need when making a referral?

You will be asked to provide as much information as possible; such as the child’s full name, date of birth, address, school, GP, languages spoken any disabilities the child may have, details of the parents, other siblings, chronology of previous concerns. Do not be concerned if you do not have all these details, you should still make the call.

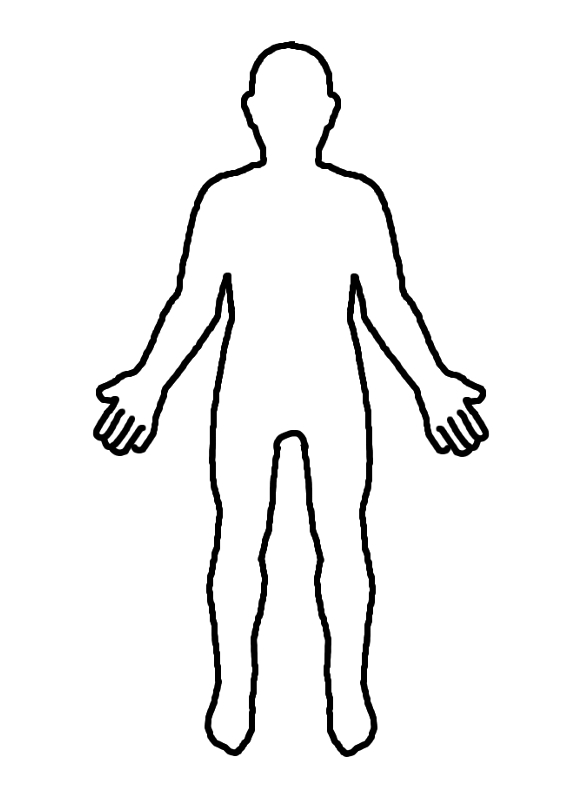
You should follow up the verbal referral in writing, within 24hrs.

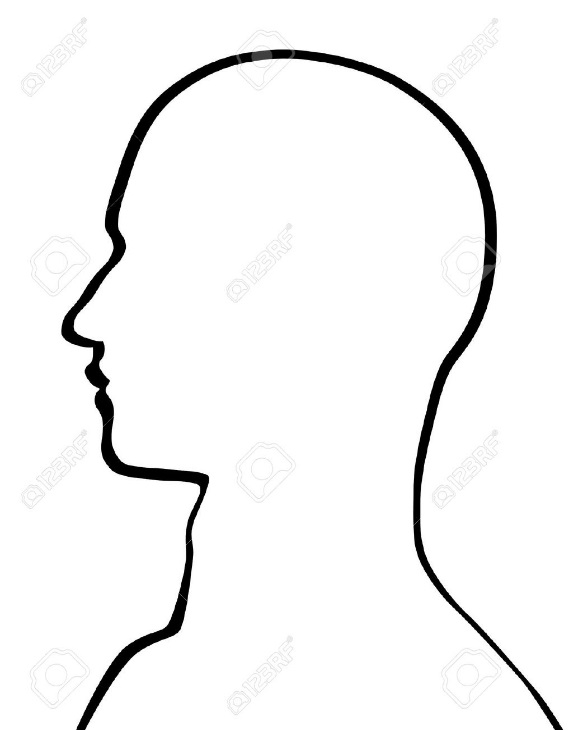
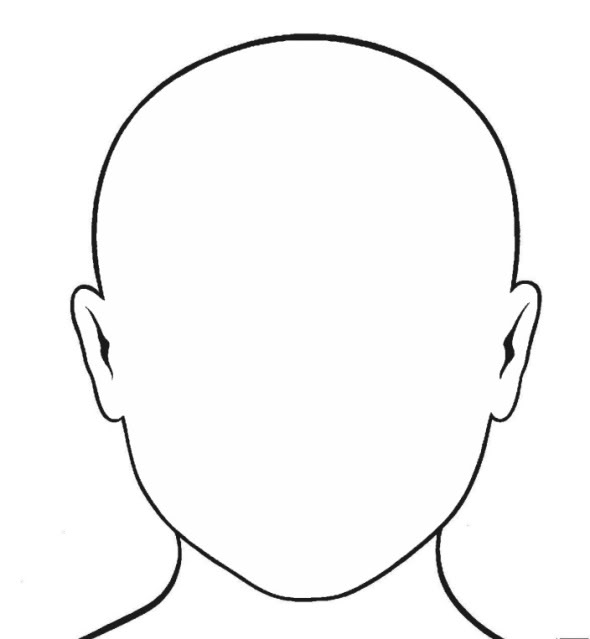
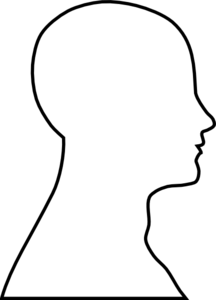
**Appendix 2:** Procedure for Designated Safeguarding Lead:

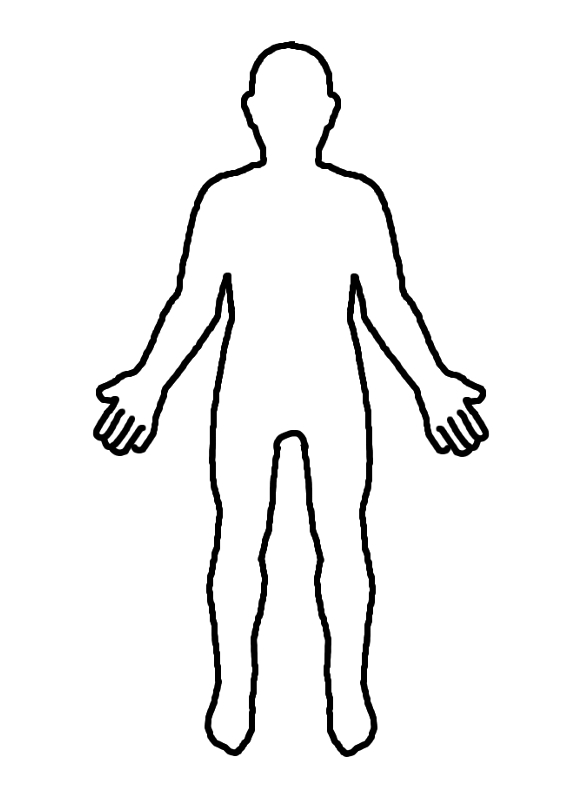


**Appendix 3:** Sharing Concern Form to be completed ASAP after discussing with DMS (electronically available on Tshare drive in CP Folder)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pastoral Cause for Concern** | | | | | |
| **Pupil Name** | | | | | **Class:** |
| **Staff:** | **Date:** | | **Time:** | | **Location:** |
|  | | | | | |
| **For use by SLT for Safe guarding children,** | | | | Fill in if contact is made with Parent/Carer, or Children’s Services | |
| **GC JH CT MR** | |
| Referred to PCM | | Referral CSC | | Contact Social worker | |
| Record & Monitor | | Contacted Parent/Carer | | Other | |
| Discussed with Parent/Carer: | | | | | |
| **Action Taken:** | | | | | |

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj_tImC-fbTAhVLDMAKHa7tBMEQjRwIBw&url=http://www.healthliteracyplace.org.uk/resource-library/document/b/body-outline-adult/&psig=AFQjCNF9ZLnzMA1TCCQ2vQ9qxlx3SVg_2Q&ust=1495111100348814)

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwil_tmkzvnTAhUEWxoKHX1rD8sQjRwIBw&url=http://www.keywordsuggests.com/outline-of-female-head-side-view/&psig=AFQjCNHlRs8G0Av4_S7Kol8H22AffJbc2g&ust=1495202207643821)[](https://clipartfest.com/download/993f78968b188ba7ead63ab027cee6703216097c.html)[](http://www.clker.com/cliparts/6/g/n/Z/Y/V/head-outline-md.png)

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj_tImC-fbTAhVLDMAKHa7tBMEQjRwIBw&url=http://www.healthliteracyplace.org.uk/resource-library/document/b/body-outline-adult/&psig=AFQjCNF9ZLnzMA1TCCQ2vQ9qxlx3SVg_2Q&ust=1495111100348814)

**Appendix 4: Categories of Abuse**

1. All 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.
2. **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. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of KCSIE, 2019 and staff who have direct contact with pupils should also read annex A.
3. **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. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE, 2019).

**Signs that MAY INDICATE Sexual Abuse**

* Sudden changes in behaviour and school performance
* Displays of affection which are sexual and age inappropriate
* Self-harm, self-mutilation or attempts at suicide
* Alluding to secrets which they cannot reveal
* Tendency to cling or need constant reassurance
* Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
* Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
* Unexplained gifts or money
* Depression and withdrawal
* Fear of undressing for PE
* Sexually transmitted disease
* Fire setting

1. **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.

Signs that MAY INDICATE physical abuse

* Bruises and abrasions around the face
* Damage or injury around the mouth
* Bi-lateral injuries such as two bruised eyes
* Bruising to soft area of the face such as the cheeks
* Fingertip bruising to the front or back of torso
* Bite marks
* Burns or scalds (unusual patterns and spread of injuries)
* Deep contact burns such as cigarette burns
* Injuries suggesting beatings (strap marks, welts)
* Covering arms and legs even when hot
* Aggressive behaviour or severe temper outbursts.
* Injuries need to be accounted for - inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

1. **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.

Signs that MAY INDICATE emotional abuse

* Over reaction to mistakes
* Lack of self-confidence/esteem
* Sudden speech disorders
* Self-harming
* Eating Disorders
* Extremes of passivity and/or aggression
* Compulsive stealing
* Drug, alcohol, solvent abuse
* Fear of parents being contacted
* Unwillingness or inability to play
* Excessive need for approval, attention and affection

1. **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.

Signs that MAY INDICATE neglect.

* Constant hunger
* Poor personal hygiene
* Constant tiredness
* Inadequate clothing
* Missing from home, nursery/school/college, medical appointments including frequent lateness
* Untreated medical problems
* Poor relationship with peers
* Compulsive stealing and scavenging
* Rocking, hair twisting and thumb sucking
* Running away
* Loss of weight or being constantly underweight
* Low self esteem

**Appendix 5: Specific Safeguarding Issues**

(Also See Annex A of Keeping Children Safe in Education 2019)

* 1. Peer on Peer Abuse (Allegations of abuse made against other children)
* All members of staff at Pooles Park Primary school recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, ‘upskirting’ and violence and ‘sexting’. The school is mindful that some potential issues may by be affected by the gender, age, ability and culture of those involved.
* Pooles Park Primary school believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 6, above and in accordance with ISCB procedures.
* Pooles Park Primary school will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Islington Police, ChildLine etc.). Further information can be found in PSHE, Citizenship, Sex and Relationships Education, Computing and curriculum policies.
* ‘Sexting’ or ‘Youth Produced Sexual Images’ will not be tolerated and the school will respond to such cases in line with the UKCCIS “Sexting in Schools and Colleges” guidance.
* ‘Upskirting’ is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person’s clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
* Pupils who have been experienced peer on peer abuse will be supported by:
* Being offered an immediate opportunity to discuss the experience with a member of staff of their choice
* Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
* Pooles Park Primary school is aware of and will follow the ISCB procedures (www.Iscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

Pupils who are alleged to have abused other pupils will be helped by:

* Discussing what happened, establishing the specific concern and the need for behaviour to change
* Informing parents/carers to help change the attitude and behaviour of the child
* Providing appropriate education and support
* Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
* Speaking with police or other local services (such as early help or children’s specialist services) as appropriate  
  1. **Child Sexual Exploitation (CSE)**
* All Pooles Park Primary school staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
* ‘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.’
* Pooles Park Primary school identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.
* All staff and volunteers at Pooles Park Primary school recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.
  1. **‘Honour based’ violence**
* Staff and volunteers at Pooles Park Primary school are aware that so called ‘Honour-based’ violence (HBV) encompasses a range of 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.
* The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.
* The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:
* “FGM The Facts”: [www.gov.uk/government/uploads/system/uploads/attachment\_data/file/482799/6\_1587\_HO\_MT\_Updates\_to\_the\_FGM\_The\_Facts\_WEB.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf) “FGM an Overview:” <http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>
* All members of staff will follow the school and ISCB procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.
  1. **Female Genital Mutilation (FGM) mandatory reporting duty**

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL 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. [Summary of the FGM mandatory reporting duty](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

* 1. **Forced Marriage**

The Forced Marriage Unit has published [Multi-agency guidelines](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

**Appendix 6: Keeping yourself safe when responding to disclosures (the 6 R’s – what to do if…)**

1. **Receive**

* Keep calm
* Listen to what is being said without displaying shock or disbelief
* Take what is being said to you seriously

1. **Respond**

* Reassure the pupil that they have done the right thing in talking to you
* Be honest and do not make promises you cannot keep e.g. “It will be alright now”
* Do not promise confidentiality; you have a duty to refer
* Reassure and alleviate guilt if the pupil refers to it e.g. “you’re not to blame”
* Reassure the child that information will only be shared with those who need to know

1. **React**

* React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
* Do not ask leading questions; “Did he/she….?” Such questions can invalidate evidence.
* Do ask open “TED” questions; Tell, explain, describe
* Do not criticise the perpetrator; the pupil may have affection for him/her
* Do not ask the pupil to repeat it all for another member of staff
* Explain what you have to do next and who you have to talk to

1. **Record**

* Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
* Do not destroy your original notes
* Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
* Record statements and observable things rather than your interpretations or assumptions

1. **Remember**

* Contact the Designated Safeguarding Lead (DSL)
* The DSL may be required to make appropriate records available to other agencies

1. **Relax**

* Get some support for yourself, dealing with disclosures can be traumatic for professionals

**Appendix 7:** Useful contacts/websites Updated September 2019

**Islington Children’s Services Contact Team**

Telephone: 020 7527 7400 (office hours) or 0207 7226 0992 (out of office hours)

[csctreferrals@islington.gov.uk](mailto:csctreferrals@islington.gov.uk)

**Islington Local Authority Designated Officer (LADO)**

Telephone: 0207 527 8101

Email: [lado@islington.gov.uk](mailto:lado@islington.gov.uk)

**Islington Police**

101 (or 999) if there is an immediate risk of harm)

**Islington Safeguarding Children Board (ISCB)**

[iscb@Islington.gov.uk](mailto:iscb@Islington.gov.uk)

**Islington Family Information Service**

Telephone: 0207 527 5959

<http://www.islington.gov.uk/fis>

**Islington Family Directory**

<http://directory.islington.gov.uk/kb5/islington/directory/service.page>

Michelle Virdi, Principal Officer – Safeguarding in Education 020 7527 5595 [michelle.virdi@islington.gov.uk](mailto:michelle.virdi@islington.gov.uk)

**Safer Schools Police Liaison**

School Community Safer Police Officer Chinwe Oztas 07375 916023. [Chinwe.F.N.Oztas@met.pnn.police.uk](mailto:Chinwe.F.N.Oztas@met.pnn.police.uk)

**Youth violence support** [yvs@islington.gov.uk](mailto:yvs@islington.gov.uk)

**National Society for the Prevention of Cruelty to Children (NSPCC)**

Weston House, 42 Curtain Road, London EC2 3NH

020 7825 2775

www. nspcc.org.uk

[Help for adults concerned about a child](https://www.nspcc.org.uk/what-you-can-do/report-abuse/) [0808 800 5000](tel:0808%20800%205000)

[Help for children and young people](http://www.childline.org.uk/) [0800 1111](tel:0800%201111)

For donation and fundraising queries [020 7825 2505](tel:02078252505)

**Islington Family Directory**

Information and advice about childcare, activities and services for parents and carers, children and young people. This directory is maintained by the [Family Information Service](http://directory.islington.gov.uk/kb5/islington/directory/service.page?id=BsNZ36XvrPY), 020 7527 5959; [fis@islington.gov.uk](mailto:fis@islington.gov.uk)

**Supporting Mental Health in Schools**

Anna Freud National Centre fo Children and Families

12 Maresfield Gardens

London NW3 5SU

Tel. 020 7794 2313

Young Minds

https://youngminds.org.uk

**National Support Organisations**

**Support for staff**

* Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
* Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

**Support for Pupils**

* NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
* ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
* Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
* Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
* The Mix: [www.themix.org.uk](http://www.themix.org.uk)

**Support for adults**

* Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
* Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org/)
* Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
* Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
* The Samaritans: [www.samaritans.org](http://www.samaritans.org)
* Mind: [www.mind.org.uk](http://www.mind.org.uk)
* NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)
* MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
* Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

**Support for Learning Disabilities**

* Respond: [www.respond.org.uk](http://www.respond.org.uk)
* Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

**Domestic Abuse**

* Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
* Women’s Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
* Men’s Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
* Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

**Honour based Violence**

* Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

**Sexual Abuse and CSE**

* Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
* Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
* Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
* CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
* Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
* Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

**Online Safety**

* Childnet International: [www.childnet.com](http://www.childnet.com)
* UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
* Parents Info: [www.parentinfo.org](http://www.parentinfo.org/)
* Internet Matters: [www.internetmatters.org](http://www.internetmatters.org/)
* Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
* ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk/)
* Get safe Online: [www.getsafeonline.org](https://www.getsafeonline.org/)

**Radicalisation**

* Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
* Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
* True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)

**Prevent duty guidance**

* <https://www.gov.uk/government/publications/prevent-duty-guidance>

**Appendix 8:** Recent Whole School Safeguarding Practice Changes 2019/2020:

* Mobile phones are only to be used in the staffroom unless in an emergency and not around the building except offices. This includes parents and carers in the playground. However, filming and recording images of assemblies/events etc are permitted as long as they are not uploaded to social media
* Parents must not enter the building for any reason during lesson time. A member of Admin staff will collect children for appointments or pass on messages/PE kits etc.
* If a member of staff has a meeting (HT, DHT, AHT, PCM, SENCO) they will be notified by the Office that their visitor has arrived and they will be expected to go down to the Office to meet their visitor.
* Children can go straight up to class in the morning if SLT decide it is raining heavily in the morning but parents must not go inside with them unless on appointment in which case they should report to the office.
* All Staff are expected to question parents who try to enter the building at the beginning and/or end of the day.
* The Premises Manger will be present on the ground floor at the beginning and end of the day to ensure non-staff members are not entering the building.
* Policy update includes FGM guidance for staff to report suspected FGM to police and guidance on honour based abuse

1. Inspecting safeguarding in early years, education and skills, Ofsted, September 2019. [↑](#footnote-ref-1)