

Safeguarding: Child Protection Policy

Hermitage Primary School			
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Governing Committee Responsible	Teaching and Learning		
Governor Approval (date)		Website	Yes
Staff Responsible (DSL)	Parmjit Varaitch	Review Date	September 2021

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1. Introduction

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm. Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it a safe, happy and secure place.

This policy relates to Child Protection and sits within a suite of other safeguarding policies. The Policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff working in our school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted which inspects schools' safeguarding arrangements.

2. Our Ethos

We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and emotional development of the individual child. We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that all adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm. We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including in some situations the need for referrals to external agencies.

3. Principles

Our policy applies to all in our school community, namely pupils, staff, governors and volunteers. There are five main elements to our policy:

- Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our pupils
- Raising pupil awareness of child protection issues and equipping pupils with the skills they need to keep themselves safe. Teaching pupils to recognise when they might be at risk and how they get help when it is needed
- Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively
- Supporting vulnerable pupils and those in difficult circumstances, as well as supporting those pupils who have been abused in accordance with their agreed protection plans

- Establishing a safe environment in which children can learn and thrive

We recognise that school staff are well placed to observe the outward signs of abuse. We will therefore:

- Establish and maintain an environment where our pupils feel safe and secure, and where they are encouraged to talk and are listened to carefully
- Ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers
- Include opportunities in our creative curriculum for pupils to develop the skills to recognise abuse and to stay safe
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from external agencies

4. Practice

4.1 Roles and Responsibilities

The Governing Body is responsible for ensuring that:

- The school complies with legislation related to child protection
- The school has senior members of staff appointed to the role of designated safeguarding lead (DSL) and deputy and that they access level 3 training every 2 years
- The school has a Child Protection policy and that procedures are in place that safeguard and promote the wellbeing of pupils in our school
- This policy is reviewed annually
- The school has a dedicated teacher for Children Looked After (CLA) who has been appropriately trained
- They support the DSL in carrying out her responsibilities as outlined in 'Keeping Children Safe in Education' (September 2020)
- The school is aware of its duties re PREVENT/Channel referrals in conjunction with the police/LA, in particular that the school community has "due regard to the need to prevent people from being drawn into radicalisation and terrorism"
- Safeguarding arrangements take into account the procedures of the Local Authority as set up by the Local Safeguarding Children Board (LSCB). Following link provides further guidance on reporting abuse to your local council <https://www.gov.uk/report-child-abuse-to-local-council>
- They have read KCSIE 2020 Part 1&2 and Annex A 'Further Information' and has identified a 'mechanism' is in place to assist staff to understand Part 1
- Ensure appropriate filters and appropriate monitoring systems are in place; including review of IT systems to ensure that there is pro-active monitoring of the internet without 'over-blocking' which could lead to unreasonable restrictions as to what children can be taught.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate. They will ensure all staff

know how to contact (without going through a senior member of staff) the Chair if they have concerns. (see appendix 9).

- Has the responsibility for the effective implementation, monitoring and evaluation of this policy
- Has the responsibility for ensuring that the school complies with all equalities legislation
- Has in place safer recruitment procedures including:
 - appropriate use of reference checks on new staff and volunteers
 - that all staff working with under 8s have been made aware of their responsibilities under 'Disqualification under the Childcare Act 2006'
 - there is at least one person on every interview panel that has completed safer recruitment training and this is repeated every 5 years
 - further checks to ensure that any manager is not prohibited from engaging in a 'management role'
 - checks that agency staff presenting at school are the same person whom the agency has provided checks for (evidence ID has been checked)
 - all school governors have had an enhanced DBS check and barred list check if also in regulated activity (evidenced in the Single Central Record SCR)

The Head teacher is responsible for:

- Ensuring the implementation of this policy, all procedures and other related policies
- Ensuring everyone connected with the school is aware of this policy. Policy is renewed annually and available on the school's website
- Working closely with the Designated Safeguarding Lead (member of SLT) and nominated Governor for child protection
- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Creating a safe environment for pupils at our school
- Supporting the DSL and deputies in all aspects of their role
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 9). Liaising with the Designated Officer in the local authority (LADO) if there are any allegations against a member of staff
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Ensuring the safer recruitment of all staff (including supply and volunteers)
- Ensuring the curriculum equips children to keep themselves safe, actively promotes

equality and diversity and fundamental British values, tackles bullying and discrimination and ensures current and changing risks to children are addressed.

The Designated Safeguarding Lead (DSL) Parmjit Varaitch is responsible for:

- Ensuring that all new staff undertake induction, annual training in child protection procedures and are given an electronic copy of Part One 'Keeping Children Safe in Education' September 2020, Annex A "Further Information" and 'What to do if you're worried a child is being abused' 2015.
- Supporting the **Deputy Designated Lead Tracy Ritchie and Rachel Langford** with the role and its responsibilities. In the Lead DSL's absence, a Deputy will take lead. If the DSL and Deputy are absent, the Headteacher will act as cover
- DSL and Deputy will be able daily within school hours. DSL and Deputy can be reached outside of the school hours if necessary via the school email address:
office@hermitageprimary.org.uk / safeguarding@hermitageprimary.org.uk
- Dealing with all cases of concern and suspected or actual significant harm
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Ensuring that this policy is implemented effectively
- Familiarising school personnel with policy and practice
- Working closely with the Head teacher and the Designated Governor
- Working closely with the Designated Safeguarding Governor and Virtual School head teachers to ensure Looked After Children (LAC) reach their full academic potential
- Being trained in child protection policy and procedures and multi-agency working and attend training suitable for their role at least every two years; and in addition, keep up-to-date with safeguarding developments at least annually
- Keeping separate confidential records of all those pupils known to be at risk or in need of early help (storage of records until the child's 25th birthday will be responsibility of High School, as we forward all files securely)
- Co-ordinating action within the school
- Liaising with social care and other agencies and ensure the school provide reports and are represented at multi-agency meetings and child protection case conferences. Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Transferring the original child protection file of any pupil leaving to join another school (separately from the main school file). When transferring files via recorded delivery, an electronic copy of the file will be stored securely on a remote area of the server that is rights protected. On receipt of the file at the receiving school, the electronic copy will be deleted
- Providing support for any child at risk and contribute to the assessment of children
- Acting as a source of advice within the school
- Keeping up to date with any changes in legislation and all new guidance on safeguarding

children

- Keeping all school personnel up to date with any changes to procedures
- Organising appropriate training for school personnel and local governors
- Ensuring all incidents are recorded, reported and kept confidential
- Keeping all paperwork up to date
- Supporting school staff to consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare
- DSLs should help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff or example:
 - making sure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them;
 - Supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them
- Reporting back to the appropriate school personnel when necessary
- Annually reviewing the policy with the Head teacher and Designated Safeguarding Governor Provide advice and support to other staff on child welfare and child protection matters
- The DSL and any deputies should liaise with the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for the police area in the local authority area) and work with other agencies in line with Working Together to Safeguard Children.

The DSL will also keep the Headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and Deputy are set out in their job description

The Designated Safeguarding Governor Mary Sergides is responsible for:

- Working closely with the Head teacher and the Designated Safeguarding Lead
- Ensuring policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Safeguarding Children Board procedures
- Ensuring that everyone connected with the school is aware of this policy
- Taking responsibility for the oversight of procedures relating to handling allegations against school personnel and volunteers
- Undertaking a range of safeguarding training that is regularly updated (2 years for Refresher CP Level 3)
- Ensuring recruitment of school personnel and volunteers is in line with the Safer Recruitment policy

- Ensuring that the DSL and Head teacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

School Staff and Volunteers are responsible for:

- Recognising that child protection is a main responsibility for everyone working with children
- Treating children's welfare with utmost importance
- Identifying children who would benefit from 'early help'. The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- Encouraging self-esteem and self-assertiveness, foster positive relationships between children and staff
- Being aware of changes in behaviour (consider abuse and neglect as possible reasons for this) and the behaviour management policy
- Being aware of the background of the children in their care (as appropriate and on a need to know basis)
- Being aware of this policy and all other safeguarding policies and procedures during induction, the staff handbook and training, Attendance policy.
- Being aware of the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- Reading and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually and 'What to do if you're worried a child is being abused' 2015
- Being aware of the names of the designated safeguarding lead / deputy and understand the role of the DSL
- Being trained in identifying signs of harm and abuse and the effects of abuse and neglect on children at least annually which will be updated regularly as necessary
- Knowing the signs of specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, Domestic Violence (DV), Female Genital Mutilation (FGM), Forced Marriage (FM) and Radicalisation
- Understanding why pupils with SEND are more vulnerable to abuse and neglect
- Knowing how to report any suspected case of harm or abuse. What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- Reporting any concerns to the designated safeguarding lead / deputy. In exceptional circumstances, any member of staff can make a referral and should know how to do this
- Knowing what to do if a child makes a disclosure

- Press for reconsideration if a child's situation does not appear to be improving following a referral.
- Being kept up to date with changes in procedures
- Ensuring that they conduct themselves correctly at all times, maintain professional boundaries and do not put themselves or others at risk
- Reporting and deal with all incidents of discrimination
- Reporting any concerns about the conduct of other staff and volunteers to the Head teacher and know how to contact the Chair of the Governing Body with concerns about the Head teacher
- Receiving support and counselling, supervision if they feel distressed from being involved with a case or incident
- Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children at our school. Where this is the case, the member of staff must speak to the DSL
- Disqualification by Association under the Childcare Act 2006, applies to all staff who work with children under the age of 8 years. These staff have a duty to inform the school if a disqualification applies

Pupils are responsible for:

- Following any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and around bullying, and how they relate to others
- Being aware of basic safeguarding procedures in school such as visitors signing in and wearing visitor badges
- Learning how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media
- Personal, social, moral, cultural and spiritual development, including through access to cultural experiences so that they are well prepared to respect others and contribute to wider society and life in Modern Britain today
- Knowing who to speak to in school if they have concerns of their own or about others. To apply ideas shared in NSPCC assembly 'Speak Out Stay Safe' (November 2017)

Parents / Carers are responsible for:

- Working closely with the school to establish excellent home-school relationships
- Ensuring that the school has at least 2 emergency contacts for their child/children
- Understanding that the school has a responsibility for the welfare of all our pupils
- Understanding that the school has a duty to involve Social Care if the school has any concerns about a child
- Knowing they will be informed of any actions the school takes involving their child(ren) unless to do so could put their children at greater risk

Annually we will ask Parents / Carers if:

- ✓ they have any concerns about the safety of their child when in school
- ✓ they feel enough time is given for children to learn how to keep safe
- ✓ they know who talk to if they have any concerns
- ✓ they feel their views are listened to and acted upon

Partnerships with Parents/Carers

The DSL:

- will ensure that parents are aware of this policy and that it is available via the school website
- will respect parents and children's need for privacy
- will respect families from different backgrounds and cultures as long as it does not put the child at risk
- when making a referral, will share all information with parents unless it places the child at risk, hamper criminal investigation or in cases of suspected sexual abuse or fabricated and induced illness

4.2 Procedures

The Legal Framework

- This policy and all action relating to it is in line with the following guidance:

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the multi-agency arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- [Guidance for Safer Working Practice](#) (2019)

Definitions

Safeguarding and promoting the welfare of children means:

- 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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 3 explains the different types of abuse.

Neglect is a form of abuse and is 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. Appendix 3 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 4.3)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Further information on using mobile phones and cameras, including taking, using and storing photos, can be found in the Internet Safety Policy as well as Digital Images Policy.

Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and

provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Reporting a concern about a Pupil

Any member of staff who receives a disclosure of abuse or has concerns about the safety or potential abuse of a child must report their concerns to the DSL **without delay**. This includes allegations made against other children.

Apply the seven R principles:

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the lead DSL lead as soon as possible, in her absence with the deputy DSL
- If neither are available with the Head teacher

Record

- Complete your concern on a ***yellow Pastoral Concerns Form***
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising, marking

- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

On receipt of a completed yellow pastoral concern form or disclosure, the DSL will:

- Decide whether to make a referral to Hillingdon MASH based on a child being in **IMMEDIATE HARM or RISK**, or to monitor the situation through the school's internal monitoring systems (vulnerable pupils register). Parents / Carers will be informed about the monitoring concern. DSL will decide on an appropriate action in consultation with the Head teacher
- Inform the person raising the initial concern of her decision and subsequent monitoring actions necessary
- Contact MASH for any additional advice / support
- A telephone referral will be confirmed in writing within 24 hours. Hillingdon's inter-agency referral form will be used. If the outcome is below the threshold for statutory assessment, the school will support a referral to Team Around a Family (TAF). The TAF coordinator will be contacted and parents / carers will need to be in agreement for the referral to commence.
- **In the case of suspected Female Genital Mutilation:** The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 6. **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate. **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures.

- **In the case of suspected extremism**, if a child is not at immediate risk of harm, where possible, the DSL will agree a course of action. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related
- **In the case of an incident involving sexting** (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done either through:

- Dialling 101 for guidance
- Calling the local police community support officer
- Dialling 999

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 4.2 of this policy also apply to recording incidents of sexting.

Curriculum coverage

All Year Groups from 1-6 have half termly lessons on E-Safety. See Internet Safety Policy for further information.

- The DSL will inform parents / carers of our actions **unless it is our view that so doing could place the child at greater risk of harm** or could impede a criminal investigation
- Prepare a welfare report in readiness for a case conference/core group meeting, the following information on the child:
 - attendance and punctuality
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in/out of school
 - school contact with parents / carers

Referrals are generally made by the DSL (in any emergency anyone can make a referral) to the Multi Agency Safeguarding Hub or Children's Social Care Department where the child lives. If anyone other than the DSL makes a referral they should inform the DSL as soon as possible. The local authority MASH should make a decision about what course of action they are taking within 24 hours and let the referrer know the outcome.

The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If a parent makes a disclosure to school, then the DSL:

- should meet with the parent taking down all details
- will assure the parent that the school will take the matter seriously
- will take advice from the Designated Officer in the local area (LADO) about the disclosure
- will get back to the parent when a decision has been taken and how to proceed

Multi-Agency Meetings

The DSL / Deputy DSL will attend or ensure the school is represented at:

- all Child Protection Case Conferences (with other appropriate members of staff)
- all Core Group meetings once a child has a Child Protection Plan

- Team around the Family (TAF), Child in Need (CIN) or any other professional meetings

On rare occasions if attendance is not possible a report will be provided.

Notifying Parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child and their safety, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Dealing with Allegations against Staff, Volunteers and the Head teacher

- All school staff should take care not to place themselves in a vulnerable position with a child
- All staff need to comply with the school's Personal and Professional code of conduct including safe use of information technology
- If an allegation is made against a member of staff, supply teacher, volunteer (paid or unpaid) or if anyone has concerns regarding a person's suitability to work with children the member of staff will immediately notify the Head teacher
- The DSL will follow up an allegation made against a supply teacher with the Teaching Agency
- The Head teacher will discuss the content of the allegation with the LADO at the earliest opportunity or at least within one working day
- Any allegation that concerns the Head teacher must be reported immediately to the Chair of the Governing Body who will consult the LADO. All staff should have access to contact details for the Chair of the Governing Body.
- The Whistleblowing Policy for managing allegations against staff will be followed
- Suspension of any member of staff against whom an allegation has been made, needs careful consideration, and advice from the LADO will be sought
- Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale
- Any decision to suspend a staff member will be made by the Chair of the Governing Body in consultation with the Head teacher. If the suspension is linked to the Head teacher, the Chair of Governors will consult with the LADO and Hillingdon's HR.

(See full details regarding managing allegations against staff in our Schools HR Policy and Appendix 9)

Dealing with Allegations against other Pupils

DfE guidance Keeping Children Safe in Education (September 2020) says that 'governing

bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of peer-on- peer abuse.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse/violence such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments
- The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Any individual can be a victim
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this pupil
- Indicates that young people outside the school may be affected by this pupil

Policy

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

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Prevention

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they

- will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by: speaking to staff at anytime, allowing their parents to help them share
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- All pupils access the NSPCC 'Stay Safe Speak Out' assembly annually Yr1-6, in addition to covering the NSPCC Pants Rule N-Yr6 annually, EYFS to cover termly.

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Procedure:

- You must record the allegation on the Pastoral Log and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- Parents, of both the student being complained about and the alleged victim, should be

informed and kept updated on the progress of the referral

- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

Early Intervention

- Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour
 - is frequently missing/goes missing from care or from home
 - is at risk of modern slavery, trafficking or exploitation
 - is at risk of being radicalised or exploited
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing drugs or alcohol themselves
 - has returned home to their family from care
 - is a privately fostered child
- All staff recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible
- This involves identifying emerging problems; liaising with the designated lead or other relevant colleagues; sharing information with other professionals to support early identification and acting as lead professional in undertaking an Early Help Assessment (EHA)
- Any concerns will be identified by staff, discussed with relevant colleagues and parents and support put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes

- If appropriate support is not available within school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies
- A Team Around the Family (TAF) will be established where appropriate and a Lead Professional identified
- If Early Help is in place the situation will be kept under constant review and consideration given to additional referrals (eg to social care) if the child's situation does not appear to be improving
- The school are also part of the Operation Encompass project where we receive notification to school that a pupil has been exposed to, or involved in, any domestic incident. The school may be able to make provisions or adjustments to assist the child and their family. Please see further details on our website or in school admissions pack.

4.3 Supporting Pupils

Hermitage Primary School has an ethos of respect and a culture that values, involves and listens to children. We also support our pupils in a myriad of ways for many reasons. We try to help pupils understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage pupils to speak up about concerns they may have for their peers.

This school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- The implementation of the school's behaviour management policy
- A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued
- Regular liaison with other professionals and agencies who support the pupils and their families
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations
- Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection

Pupils Transferring to another School

The following procedures will take place if a pupil with a Child Protection Plan transfers to another school:

- the case social worker will be contacted by the DSL
- child protection records will be passed on (separately from the main school file) to the Designated Safeguarding Lead at the receiving school (records should always follow the child). DSL will contact and discuss in advance with receiving DSL. A signature of receipt will be requested. Local schools' files will either be collected / hand-delivered. Those at a distant will be recorded delivered.
- an electronic copy of the CP File will be made for files which need to be recorded delivered, and saved in a remote part of the server that is access protected. The receiving school are asked to complete a handover document with signatures, this they must return to the school. On receipt of the signed document, DSL will delete the electronic copy.

Pupils on the Vulnerable Register and CP / CIN

The number of pupils on a child protection / child in need plan varies. There are also other vulnerable pupils about whom we have concerns who are not on a child protection / child in need plan. We support all of our vulnerable pupils in various ways by:

- Following the guidance set out in any Child Protection / Child in Need plans
- Ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns
- Monitoring their welfare carefully, including talking to them regularly about their well-being
- Attending child protection / child in need meetings held on their behalf, including speaking on their behalf at such meetings should they request it
- Monitoring their attendance carefully and reporting any unexplained absence to social care
- Monitoring their academic attainment carefully to try to ensure they are making good progress in school
- Enlisting the support of and liaising with other agencies as appropriate
- Checking that they have access to all elements of school life, including visits and other activities
- Informing their phase leader that they are on the vulnerable pupils register without breaching confidentiality so he/she knows to register immediately any concerns however minor with the DSL / deputy DSL.

SEND

Three times more likely to be abused, these children can have a vast range of complex needs, from physical difficulties and sensory impairments to communication and interaction difficulties and difficulties with cognition and learning. Additional barriers can exist when recognising abuse and neglect in this group of children. We recognise:

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

- the potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Pupils being more prone to peer group isolation than other pupils
- communication barriers and difficulties in overcoming these barriers may prevent them from disclosing abuse

We recognise that additional resources (e.g. a signer) may be required for these children to have the opportunity to give their account of abuse and their wishes and feelings heard. The staff who are best able to understand their condition and difficulties should support them throughout an investigation. All staff should be trained to understand the reasons these children are more susceptible to abuse and any member of staff working directly with a disabled child should undergo additional LSCB training. Safeguarding disabled children; practice guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

Children Missing Education (CME)

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

We will inform the local authority of any pupil who fails to attend school regularly, or has been absent for a continuous period of 8-10 school days or more. For children who are on our vulnerable pupils register, contact with the Social Worker or other relevant professional will be made within 24 hours of any unauthorised absence. Attendance and punctuality for children on our vulnerable pupils' register is monitored daily and shared consistently with the allocated Social Worker.

(See further details as listed in our Attendance and Punctuality Policy)

Children who are homeless

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. The school will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's essential that staff are aware of how these experiences can affect children's mental health, behaviour and education. Staff should take action on any mental health concerns that are also safeguarding concerns, following the school's safeguarding procedures and speaking to the DSL or deputy.

(See further details as listed in our Behaviour Policy)

E-Safety

The risks to our children through the misuse of information technology include:

- inappropriate contact: from people who may wish to abuse, exploit or bully them
- inappropriate conduct: because of their own and others' online behaviour, e.g. the personal information they make public on social networking site, cyberbullying
- inappropriate content: being able to access or being sexually explicit, racist, violent, extremist or other harmful material, either through choice or in error
- commercialism: being the targets of aggressive advertising and marketing messages
- enabling viruses and spyware by careless or misinformed use of their or others computers, smartphones, tablets or games consoles

Education at home: where children are being asked to learn online at home, the DfE has provided advice to support schools and colleges to do so safely, which is as follows:

- *Safeguarding and remote education during coronavirus (COVID-19)* ([click here](#))
- *Coronavirus (COVID-19): safeguarding in schools, colleges and other providers* ([click here](#))

(See full details as listed in our Internet Safety Policy)

Children Looked After (CLA)

We have a Designated Lead and Governor responsible for CLA pupils: ***Mrs Parmjit Varaitch and Governor Mary Sergides***. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- Being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- Ensuring our DSL / deputy DSL take an interest in the pupil's welfare and talk to them regularly
- Offering in school support such as behaviour management, assertiveness or social skills training as appropriate
- Targeting pupil premium specifically to support children in care

- Attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- Monitoring their attendance carefully and reporting any unexplained absence to Social Care and the Participation Officer
- Monitoring their academic attainment carefully to try to ensure they are making good progress in school
- Informing relevant staff that they are on the vulnerable pupils register without breaching confidentiality so he/she knows to register any concerns to the DSL
- Being careful not to accept any under achievement just because the child is 'looked after'
- Looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- Enlisting the support of and liaising with other agencies as appropriate
- Checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in self-esteem projects/residential visits organised by the school as and when appropriate
- In addition, we also keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package (chosen from the above) appropriate to their circumstances

Positive Handling

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person
- Any incidences should be recorded and signed by a witness (Positive Handling Form completed)
- Staff who are likely to need to use physical intervention will be appropriately trained
- Physical intervention which causes injury or distress to a child may be considered under child protection or disciplinary procedures
- We recognise that touch is appropriate if needed to meet the needs of the child and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries

(See full details as listed in our Positive Handling Policy)

Anti-bullying and Anti-Racism

School policy on Anti-bullying and Anti-Racism is set out in a separate document and acknowledges that to allow or condone bullying and repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of all bullying and racist incidents on a log.

(See full details as listed in our Anti-Bullying and Anti-Racism Policy)

4.4 Confidentiality

Confidentiality and Security of Information

- all matters relating to child protection are confidential
- timely information sharing is essential to effective safeguarding
- information must be shared on a 'need-to-know' basis, we do not need consent to share information if a child is suffering, or at risk of, serious harm
- school personnel have a professional responsibility to share information with other professionals who are investigating a case of significant harm and must abide by the government guidance 'Information sharing' 2018.
- The government's [information sharing advice for safeguarding practitioners](#) 2018 includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- parents are made aware of any intention to refer their child to Social Care unless to do so would put the child at greater risk of harm, or impede a criminal investigation; Social Care are consulted if we are not sure
- a child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret
- the child must be reassured that the information will be shared initially with the designated safeguarding lead who will decide what will happen next
- all child protection records will be kept in a secure place and separate from the main school file; a vulnerable pupils register is updated consistently

Confidentiality is also addressed in this policy with respect to record-keeping in section 4.2, and allegations of abuse against staff in appendix 9

4.5 Complaints and concerns about school safeguarding policies

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 9).

Other complaints

Follow process as listed in the Complaints Policy

Whistle-blowing

Follow the process listed in the policy.

4.6 Monitoring and Evaluation

A continual process of:

- Designated Governor visits to the school
- Regular SLT discussions with children and staff
- Pupil voice: discussion and listening
- Scrutiny of attendance data
- Scrutiny of Governing Body minutes
- Review of behaviour logs / anti-bullying and anti-racism logs
- Review of parental concerns and questionnaires
- Review of any targeted academic and social, emotional wellbeing interventions for vulnerable pupils

4.7 Safer Recruitment

Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:

- Following statutory DBS guidelines (enhanced DBS with barred list check) regarding checks on staff, governors, volunteers (regulated activity)
- Parents who assist on school trips must not be left unaccompanied with children other than their own
- Requiring a standardised application form and not accepting a c.v.
- Stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children
- At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.
- Validating as far as possible qualifications, experience and expertise
- Proactively verifying references and testimonials as far as possible (internal applicants will require references also using our standard pro forma)
- Verifying identity, preferably from current photographic ID and proof of address
- Verifying the right to work in the UK
- Examining all career breaks, sudden job changes and/or dismissals
- Maintaining a single, central record of all staff. The record will require all new staff to have read guidance Keeping Children Safe in Education (September 2020)

- The school will follow the recommendations re: trainee teachers and contractors as set out in Keeping Children Safe in Education (September 2020). Contractors operating in pupil circulation areas will be supervised.
- Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

KCSIE post EU Exit update

- From 01 January 2021 the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in European Economic Area member states.
- Schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:
 - criminal records checks for overseas applicants – Home Office guidance can be found on GOV.UK; and for teaching positions
 - Obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional bod applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC.

It is the DSL's responsibility to ensure that, at a local level, senior leaders, governors, and office staff who deal with recruitment or the single central register are aware of these changes to recruitment. This sharing of information with key personnel can be recorded at the next available LGB meeting.

Visitors

- All visitors whether they hold DBS clearance or not must sign in/out at reception and wear the appropriate lanyard provided to show that they are a visitor to our school. They must also follow our 'Visitor procedures' guidance.
- We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.
- Visitors without DBS clearance must not be left unaccompanied with children and must follow our 'Visitor procedures' guidance.
- Staff are encouraged to politely challenge any adult in the buildings who is not wearing a visitor's lanyard and escort them to the school office to enable correct procedures to be followed.
- All Visitors will read and sign the electronic Safeguarding information via the visitors Inventory system

(See full details as listed in our Safer Recruitment Policy)

Volunteers

Full DBS checks are required for volunteers at our school. See full details of procedures in the Volunteer Policy.

4.8 The Single Central Record

The single central record must cover the following people:

- all staff, including teacher trainees on salaried routes;
- agency and third party supply staff who work at the school.

The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK
- a check of professional qualifications, where required;
- a check to establish the person's right to work in the United Kingdom.

In addition:

- a section 128 check (for management positions for independent schools including academies and free schools);

For agency and third party supply staff, we will include written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

Trainee/student teachers

Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. We will obtain written confirmation from the provider that it has carried out all pre-appointment checks that the school would otherwise be required to perform, and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for the school to record details of fee-funded trainees on the single central record.

4.9 Alternative Provision

Where a pupil is accessing an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. We will obtain written confirmation from the alternative provider that

appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

4.10 Staff Induction, Training and Support

Training organised or approved by the DSL will take place for staff, volunteers and governors.

- The head teacher will ensure that the DSL undertakes the necessary child protection training (Level 3) and that this is updated at intervals recommended by the LA (every 2 years). The DSL will ensure that all staff including deputy DSL have received appropriate child protection training. Staff members who miss the whole school training will undertake relevant training at cluster schools or online. All governors must undergo governor specific training at least every 2 years. The safeguarding and child protection governor will undergo training prior to or soon after appointment to the role.
- The school will maintain accurate records of staff induction and training. The records will hold staff signatures.
- The DSL and deputy DSL will provide additional on-going training and safeguarding updates via school INSETS, briefings, bulletins.
- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.
- As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.
- We will ensure that staff members provided by other agencies and third parties, e.g. long term supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school. Daily supply teachers will receive a copy of the child protection concern Poster alongside key school/class information/safeguarding briefing sheet.
- All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, internet-safety and familiarisation with the safeguarding and child protection policy, staff Personal and Professional code of conduct and Keeping Children Safe in Education guidance. An induction file will be available for reference and emailed in advance of start date at school.

Related Hermitage Primary School Policies

This policy needs to be read in conjunction with other policies, in particular:

<ul style="list-style-type: none">➤ Behaviour policy➤ Bereavement policy➤ Equality policy➤ Anti-Bullying and Anti-Racism policy➤ PSHE policy➤ Staff Personal and Professional Code of Conduct➤ Internet-Safety policy➤ Attendance policy➤ Suicide Plan➤ Exceptional Leave of Absence policy➤ Relationships and Sex Education policy➤ Complaints policy	<ul style="list-style-type: none">➤ Whistle blowing policy➤ Safer Recruitment policy➤ Intimate Care Policy➤ Supporting Pupils with Medical Needs policy➤ Children with Health Needs who can not attend School➤ Educational Visits policy➤ Positive Handling policy➤ Accessibility Plan➤ Digital Images policy➤ Data Protection policy➤ Equal Opportunities
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Success Criteria:

1. Staff say that they feel confident that they know what to do, or who to contact, when they have concerns about children or their families.
2. Information on Pastoral Concern Forms shows that they are being completed appropriately and that incidents are being appropriately followed up. This includes audits of case work (individual case files and school monitoring records).
3. Staff say that they believe that safeguarding procedures set out in the policy are being consistently followed throughout the school.
4. Content of the policy remains up to date with reference to Hillingdon Local Safeguarding Children Boards Procedures and all other national legislation.