



St Mary's CE Primary School
Felsham Road
Putney

Safeguarding and Child Protection Policy

At St. Mary's we aim to provide an education of the highest quality to enable every child to reach their potential within a nurturing Christian community

September 2017

IMPORTANT NOTICE

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child

Staff members must raise any safeguarding concerns with the appropriate safeguarding lead without delay. Concerns must be logged.

If a staff member has serious concerns about immediate risk to a child or that a child has suffered significant harm and continues to be at risk, they should contact Wandsworth Multi-Agency Safeguarding Hub (MASH) immediately - wherever possible with the support of the designated safeguarding lead or a deputy lead. If a child is in immediate danger the police should also be contacted.

Staff members should ensure they are prepared for the referral with clear details of their concern and the child's name, dob, address and contact details for parents/carers.

An Early Help assessment is not immediately required in these circumstances but should be provided within 48 hours.

**Referrals to MASH can be made by:
Telephone: 020 8871 6622
e-mail: MASH@wandsworth.gov.uk**

The MASH is in operation Monday – Friday 9.00am to 5.00pm. At other times please contact the Out of Hours Duty Service on 020 8871 6000.

**St. Mary's Designated Safeguarding Leads (DSL):
Cheryl Payne – Head Teacher/DSL
head@st-marys-putney.wandsworth.sch.uk
Amanda Bishop – DDSL
amanda.bishop@st-marys-putney.wandsworth.sch.uk**

**Safeguarding Lead for the Governing Body
Sally McGeachie – Chair of Governors
chairofgovernors@st-marys-putney.wandsworth.sch.uk**

Introduction

The Governors and staff of St. Mary's CE Primary School fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school. We recognise that all staff and Governors, including volunteers and students, have a full and active part to play in protecting pupils from harm.

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn; which promotes the social, physical and emotional wellbeing of each individual pupil and takes a child-centred approach.

The school recognises its responsibilities and duties to report Child Protection concerns to the social work service within Children's Specialist Services and to assist Children's Specialist Services in Child Protection enquiries and in supporting Children in Need.

This policy is in line with the guidance contained in the London Child Protection Procedures 2016 (5th edition amended 31st March 2016), Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016. The policy applies to all stakeholders and others working in the school, including part-time and voluntary staff.

The school will raise Child Protection/safeguarding concerns with parent/carers at the earliest appropriate opportunity, and will work in partnership with them and other agencies to improve outcomes.

The school will ensure that all staff are provided with the appropriate training in safeguarding and child protection issues, including Early Help processes, as recommended in the guidance.

In particular designated safeguarding leads will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively. Designated leads will also ensure that all staff are provided with Part One of Keeping Children Safe in Education 2016 guidance and assisted to understand and discharge their roles and responsibilities as set out in this guidance.

All adults are required to read this policy carefully and to be aware of their role in these processes. All new adults will have the opportunity to discuss safeguarding requirements and this policy during their induction process.

Aims

- To raise awareness of **all** school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good communication between all members of staff in matters relating to child protection
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse

- To provide a systematic means of monitoring pupils known, or thought, to be at risk of significant harm or where there are ongoing concerns
- To work openly and in partnership with parents in relation to child protection concerns
- To support all pupils' development in ways that will foster security, confidence and independence
- To promote safe practice and challenge poor and unsafe practice
- To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children
- To ensure that all adults working within our school have been checked as to their suitability to work with children, in line with current guidance
- To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages
- To take account of and inform policy in related areas, such as anti-bullying; e-safety; discipline and behaviour; health and safety; missing children; child sexual exploitation; FGM; honour based violence; anti-radicalisation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice

Definitions

Safeguarding is a term that is broader than Child Protection. It applies to all children (persons under the age of 18) and is positive and practical action, which minimises risk by focussing on prevention.

Safeguarding is:

- Protecting young people from maltreatment
- Preventing impairment of young people's health
- Ensuring young people are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable those young people to have optimum life chances and enter adulthood successfully

Safeguarding is not just about protecting young people from deliberate harm but includes issues such as:

- Ensuring health and safety
- Anti-bullying and anti-racism strategies
- Use of physical intervention
- Strategies to avoid and respond to incidents of substance abuse
- Contributing to internet safety
- Responding to emerging issues:
 - Gangs
 - Child Sexual Exploitation
 - Private Fostering
 - Female Genital Mutilation
 - Forced Marriage
 - Honour Based Violence
 - Preventing radicalisation

For more detailed information on these issues please speak to the DSL or visit Wandsworth Safeguarding Children and Young People Board:
www.wscb.org.uk

Child Protection means protecting children from physical, emotional or sexual abuse or neglect.

Child abuse is taken to refer to any child under 18 years who, through the actions of others or their failure to act, has suffered or is at risk of suffering significant 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 adults or another child or children.

Behaviours such as alcohol and substance misuse, truancy and sexting put children at risk or in danger and safeguarding issues can manifest themselves via peer-on-peer abuse, including cyber-bullying and gender-based violence/sexual assaults.

Abuse is broadly divided into four categories: **Neglect, Physical Injury, Sexual Abuse and Emotional Abuse**. Brief definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix 6.

Neglect 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. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).

Sexual abuse involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening and regardless of whether they have given consent. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Emotional abuse is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person.

It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child although it may occur alone.

It is important to recognise that children may be living (or may have lived) in families where Domestic Abuse is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm.

The definition of **Domestic abuse** is below:

'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.'

Honour Based Violence (HBV)

'Honour' based violence is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives, and women who do not abide by the 'rules' are then punished for bringing shame on the family.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Schools have a mandatory duty to inform the local authority of such arrangements.

Child sexual exploitation (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. 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 involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Possible indicators of CSE:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Gang association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;

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

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

FGM is illegal in the UK and there is a mandatory duty on teachers to report cases of FGM to the police.

Risk factors for FGM include:

- Low level integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

Possible indicators of FGM:

A girl or woman who's had female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Children who go missing from home or care are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities

- Involvement in criminal activities
- Victim of Abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education
- Increased vulnerability

Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

Children Missing From Education: all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability and aptitude and any special educational needs they may have. A child going missing from education, or not attending it regularly, is a potential indicator of abuse or neglect. We will follow the required procedures for unauthorised absence and for dealing with children who go missing from education, including appropriate notification to the Local Authority. We will also ensure staff are alert to the potential risks of poor or non-attendance and cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as **travelling to war zones, FGM and forced marriage.**

Prevent: all schools must have due regard to the need to prevent pupils from being drawn into terrorism or being radicalised. We will ensure that staff are provided with appropriate training and information to enable them to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and identify any child who may be at risk and how to support them. We will also ensure that children are safe from terrorist and extremist material when accessing the internet in school. Concerns will be discussed with the child's parents whenever possible and with the Local Authority Prevent co-ordinator and referrals made to the Channel programme when appropriate.

Key Principles

- We believe that all children have a right to be protected from harm and/or abuse.
- We recognise that abuse and neglect are complex issues and rarely stand-alone events and therefore require a culture of vigilance, professional curiosity and respectful challenge and effective recording and monitoring systems.
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with Child Protection issues. However we also

recognise that **the needs of the child are paramount** and any concerns will be referred on appropriately *whatever the family background of the child concerned*.

- We recognise that because of the day to day contact with children, school staff are extremely well placed to observe outward signs of abuse.
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We acknowledge that (although all designated staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The ethos of the school supports open practice, good communication and a safe culture in which children can thrive and learn.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that these concerns will be taken seriously by the leadership team and dealt with sensitively and appropriately.
- **The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.**

Procedures

All adults should share any concerns they may have about any child with the designated safeguarding lead at the earliest opportunity and complete a concern form (Appendix 2) as soon as possible. It is imperative that all verbal concerns/conversations are recorded in writing at the earliest opportunity. All concern forms should be placed in sealed envelope, marked confidential and placed in the DSL's pigeon hole.

Our school procedures are in line with those agreed by the Wandsworth Safeguarding Children Board (WSCB), the Local Authority and the Secretary of State (see Appendix 1).

We will therefore ensure that:

- We have a designated safeguarding lead (DSL) who has received appropriate training and support for this role, in accordance with mandatory requirements.
- We have a minimum of one additional member of staff (DDSL) who will act in the absence of the designated safeguarding lead and has also received appropriate training for this role.
- We will ensure designated staff attend training and receive relevant updates every year and all staff are provided with training at induction and thereafter on a regular basis including safeguarding briefings and updates at least annually.
- In school refresher training will take place every September INSET lead by the DSL.
- There is a designated safeguarding governor. Safeguarding training is delivered to governors every two years.
- Every member of staff, volunteer and governor knows the name of the designated safeguarding lead and their role and what the back-up arrangements are if the DSL is unavailable. These are displayed in every classroom/office (Appendix 5).
- All staff are familiar with the school's Safeguarding and Child Protection Policy as well as the staff code of conduct and these issues are included in the induction for each new staff member.
- All staff develop their understanding of signs and indicators of abuse and understand their responsibilities in passing concerns to the designated safeguarding lead but know that they can also refer direct to Children's Services (Social Services) if needed.
- We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs can be identified and monitored and appropriate support put in place.
- We recognise that there is a variety of expertise within the staff team and will provide opportunities for staff to contribute to and shape safeguarding arrangements and policy.
- We are aware of risks to children online and will ensure children are safeguarded in school from potentially harmful and inappropriate online material through appropriate filtering and monitoring systems.
- When considering referrals to support agencies the school will act in accordance with WSCB Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds.
- All staff are aware that they should raise any concerns about colleagues or other adults with the Head Teacher.
- All staff know how to respond to a child who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, (for example this information is included in the school handbook).
- We will refer any child believed to have suffered or to be likely to suffer significant harm to Children's Specialist Services without delay, and will follow up any such referral in writing within 48 hours.

- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary.
 - We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at child protection case conferences wherever possible and providing reports as a matter of course (model format attached as appendix 10).). We will contribute to multi-agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- If a child's situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken.
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and these records are kept securely, separate from the main pupil file, and in locked locations.
- All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing.
- All staff members are made aware of the record keeping requirements and how they are expected to record any safeguarding concerns.
- The child's social worker is notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than two days.
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay
- If a child subject to a Child Protection Plan leaves the school, records will be securely transferred to the new school without delay and the child's social worker informed of the change.
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Advisor, the link social worker for the school a duty social worker or directly from the Safeguarding Standards Service (useful numbers listed in Appendix 9).

Early Intervention and Help

- 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 Child 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 (e.g. to social care) if the child's situation does not appear to be improving.
- Early Help Assessments will follow the Signs of Safety and Wellbeing model.

Curriculum Input

- We ensure that children are taught about safeguarding, including how to keep themselves safe online, through teaching and learning opportunities within our curriculum. This is differentiated according to age and understanding of the pupil cohort.

Children will Special Educational Needs/Disabilities (SEND)

- We recognise that children with SEN/Disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will ensure assumptions are not made that indicators of abuse (such as behaviour, mood and injury) relate to the child's disability without further exploration.
- We will provide a school environment in which all pupils, including those with SEND, can feel confident and able to discuss their concerns.
- The designated member of staff will work with the Inclusion Manager, where necessary, to ensure that the needs of SEND pupils in relation to child protection issues are responded to appropriately (e.g. for a child with particular communication needs).

Looked After Children (CLA)

- The school will ensure there is a designated teacher whose role is to promote the educational achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons Act 2008.
- We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her, as well as the details of the child's social worker and the virtual school head in the LA.
- School will work with the virtual school head to discuss how the pupil premium plus funding can be best used to support the progress of Looked After Children in the school.

Mental Health and Behaviour

- In order to help our pupils succeed, we recognise that the school plays an important role in supporting them to be resilient and mentally healthy.

- We will ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support.
- We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events.
- Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems
- Where severe problems occur we will ensure that appropriate referrals are made (with consent) to specialist services (e.g. CAMHS).

Communication with Parent/Carers

- We will ensure that all parents are informed that the school has a child protection/safeguarding policy and is required to follow WSCB guidelines in respect of reporting suspected abuse to Children's Social Care.
- Pupils and parents will be made aware of how the school's safeguarding system works and with whom they can discuss any concerns.
- Information will also be made available about any local and national telephone helplines.
- In individual cases, parents will be notified of the schools' concerns at the earliest appropriate opportunity.

Confidentiality

- We recognise that matters related to Child Protection are of a confidential nature. The designated member of staff will therefore share detailed information about a pupil with other staff members **on a need to know basis only**.
- All staff must be aware that they have a professional responsibility to share information with the designated lead and with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.

Support for Staff

- We recognise that staff working in the school who have been dealing with child protection issues may find the situation stressful or upsetting.
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have.
- We will ensure that formal supervision is provided for staff working in Early Years and foundation stage as required.
- We will consider what arrangements can be made to provide supervision for designated leads and any other staff members as appropriate.

Allegations Against Staff

- We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff. The term allegations refers to concerns reported or raised that might indicate a person has caused harm to a child, acted in a way that created potential serious risk to a child or would pose a risk of harm if they

continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- behaved in a way that has, or may have, harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- In this event the Head Teacher (or Chair of Governors, if allegation is against the Head Teacher) must be informed and the Wandsworth Procedures for Managing Allegations against Staff followed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate.
 - All staff are expected to recognise the need for absolute confidentiality in these situations.

Safe Recruitment

- The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training.
- Appropriate checks (i.e. enhanced DBS checks and checks against the barred list) will be carried out on all potential employees and volunteers, and all references will be taken up and verified. The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity.
- Interview panels will follow recommendations from the HR section in relation to practice. One member of each interview panel must have completed Safer Recruitment training.
- At interview, candidates will be asked to account for any gaps in their employment history.

Governing Body Responsibilities

- The Governors will ensure that they comply with their duties under legislation. They will ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times and take into account the procedures and practice of the WSCB.
- The Governors will ensure that a member of the Governing Body (Sally McGeachie – Chair of Governors) has been nominated to liaise with the LA and/or partner agencies on issues of Child Protection and in the event of an allegation of abuse being made against the Head Teacher or Principal.
- The Governors will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to its attention without delay

Positive Handling and Physical Intervention

- Our policy on positive handling and physical intervention by staff is set out in a separate document and acknowledges that staff should only use physical intervention in particular circumstances, and that even when

necessary the minimum force should be used to prevent harm to the child or another child or adult.

- Positive handling training will be provided by a BILD accredited trainer for all staff members to ensure best practice at all times.
- Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual plans will be developed and shared/agreed with the parents/carers.
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

Specific Safeguarding Issues

- Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary.
- The DSL will attend relevant training and ensure that staff are aware of issues such as Child Sexual Exploitation, Female Genital Mutilation, Illness Fabricated and Induced, Domestic Abuse, Honour based Violence etc., understand the indicators and recognise the complexities of these issues for young people.

Anti-Radicalisation

The school supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions.

Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual.

All staff members are aware of these issues and relevant staff have attended training.

The school works within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.

As with all matters pertaining to the maintenance of a safeguarding culture within the school, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL without delay.

If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes and advice will be sought from colleagues in the LA (either Prevent co-ordinator or safeguarding services) if necessary.

Children Who Abuse Other Children

We recognise that children are capable of abusing their peers. As a school we work to minimise the risk of peer on peer abuse and will investigate and deal with any allegations robustly. Where needed risk assessments will be carried out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse/activity; physical harm; emotional abuse and/or verbal abuse.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

In such incidences, the school will follow guidance issued in relation to children who abuse others and local procedures and make referrals to social care, CAMHS and/or police as appropriate. This guidance is attached as (Appendix 13).

Links with other School Policies and Practices

This policy links with and should be read in conjunction with a number of other school policies, practices and action plans, in particular with any policies concerned with the protection of all children in the school from various kinds of harm including:

- Keeping Children Safe in Education – September 2016 – Part One
- What to do if You're Worried a Child is Being Abused – March 2015
- Staff Handbook
- Staff code of conduct, including acceptable use of technologies, staff/pupil relationships, communications including the use of social media
- Whistleblowing
- Induction and Probation
- School Handbook
- Anti-Bullying
- e-Safety
- Taking and Use of Photographs and Other Electronic Media (including video) in School and at School Events
- Behaviour Policy and Practice
- Positive Handling and Physical Intervention
- Equality Information and Objectives
- Health and Safety
- Data Protection
- Personal Care
- Accessibility Plan
- First Aid, Medicines and Supporting Children with Medical Conditions in School

- Inclusion
- Allegations Against Staff
- Attendance
- Personal, Social, Health and Economic Education (PSHE)
- Sex and Relationships Education (SRE)
- Recruitment and Selection Policy

Monitoring and Review

The policy is reviewed annually and adopted by the Full Governing Body.

Consultation and Participation

All staff will then review this policy **once every year** as well as responding to trends that suggest the need for earlier review.

Policy reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Name: **Mrs Bryony Barron – Inclusion Manager**

Date: **March 2015**

Policy last reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Name: **Mrs Bryony Barron – Inclusion Manager**

Date: **March 2016**

Policy last reviewed by:

Name: **Miss Cheryl Payne – Head Teacher/DSL**

Date: **August 2016**

Policy last reviewed by:

Name: **Miss Cheryl Payne – Head Teacher/DSL**

Date: **August 2017**

Formally adopted by Governors: **September 2017**

Suggested Date of Next review (Annually): **September 2018**

Appendix 1

St. Mary's CE Primary School: Safeguarding and Child Protection Protocol/Procedures

The designated members of staff (DSL) in our school are (2016-17):

Miss Cheryl Payne – Head Teacher

Mrs Amanda Bishop – Deputy Head Teacher

All staff members have a statutory responsibility to safeguard and promote the welfare of all pupils at all times. If you have a concern about a pupil or you receive information that leads you to be concerned that a pupil has been harmed or is at risk of harm or their welfare is being compromised **you are required to act appropriately to ensure action can be taken to protect the pupil concerned.**

The concern may be as a result of a disclosure from a pupil, a parent or a third party or may arise due to behaviour that has caused you to become concerned.

If a pupil discloses abuse please note the following key points:

- Listen carefully to what the pupil is telling you without interrupting.
- Do not promise confidentiality.
- Remain non-judgemental and keep an open mind.
- Do not ask leading questions, or more questions than you have to – just establish what the pupil is telling you. Use T.E.D. (Tell me more about this... Explain about this... Describe this...) if helpful.
- Be honest with the pupil and explain what will happen next.
- After the discussion, record **all** of the information **immediately** using the agreed school pro forma (Appendix 2) as well as the body; head, neck and face maps (Appendix 3 and 4) where appropriate (PUBLIC > Staff > Child Protection and Safeguarding).
- Pass on to the designated safeguarding lead (DSL) **immediately**.
- **In the event that the DSL is not on site, pass it to the Deputy DSL or other named person with responsibility for Safeguarding and Child Protection.**

In the case of any concerns always record the information clearly and be clear how the concern has arisen.

If the information you have indicates that the pupil has suffered harm or there is a high level of risk, ensure this is passed to the DSL immediately.

In all other instances concerns should be passed on to the DSL as soon as possible – do not delay.

Please remember the DSL is available to offer help, advice and guidance to staff and pupils where necessary. If you have a concern or problem and are unclear how to proceed ask for advice.

In all cases ensure ongoing support is offered to the pupil as appropriate.

Appendix 2

Reporting Disclosures/Concerns to DSL Pro Forma



St. Mary's CE Primary School

Safeguarding and Child Protection **Concern Report Form**

Date:	Time:
Child's Name:	Reporter's Name:
Location of the disclosure/concern:	Witnesses:
Outline of concerns (including what the child actually said if possible)	
Signed:	Date:
Body/Face Map included: Yes / No Reported to CP or BD: Time reported to CP or BD:	
FOR DSL USE ONLY: Referred: Yes/No Reasons for referral/non-referral and actions taken/results of action:	
Feedback given: Yes/No	
Signed:	Date:

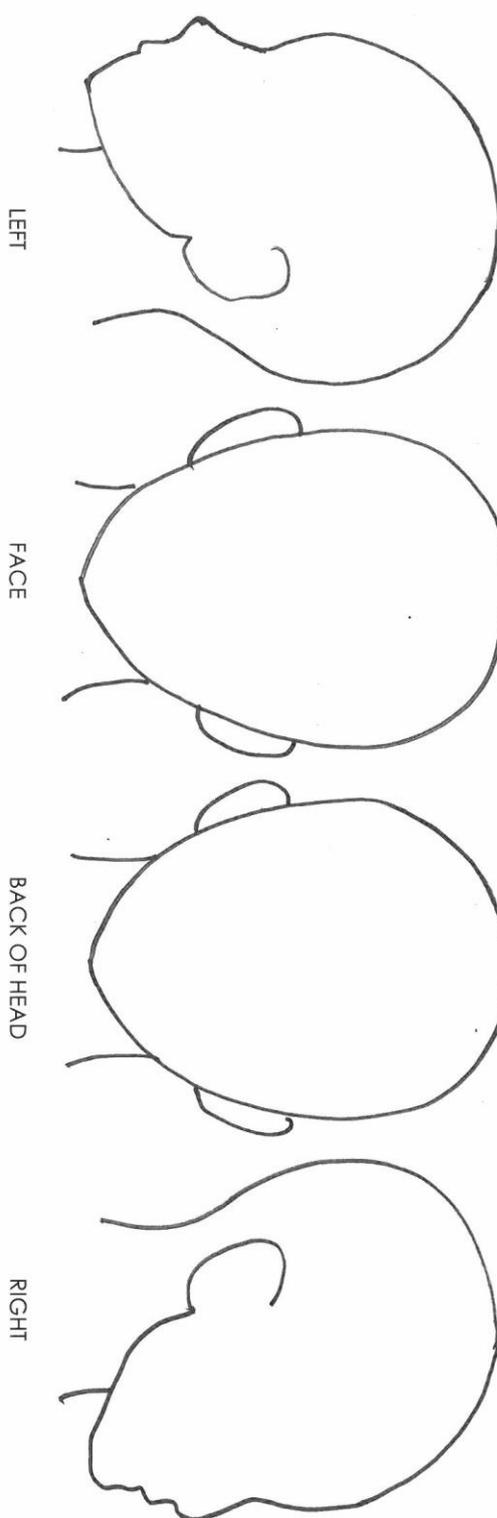
Appendix 3
Face, Neck and Head Map

Head/Neck/Face Map

Date:
Child's Name:

Time:
Reporter's Name:

Please mark area of injury/mark on face/head below and draw or describe the size.



Type of mark (cut/graze/bruise etc):
Colour:
Size (cm) and shape:
Adult noticed or child reported:
Other details:

Reported to CP or BD:

Time reported to CP or BD:

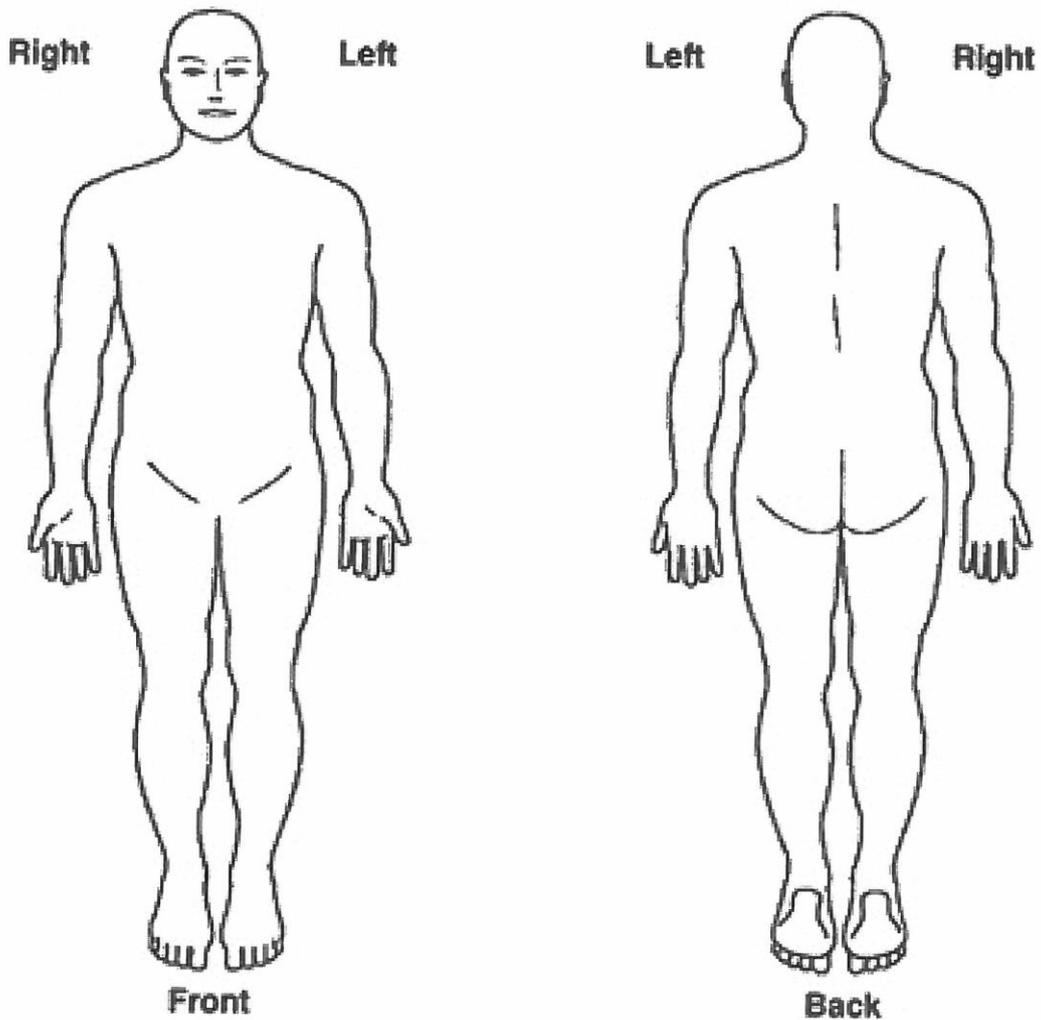
Appendix 4
Body Map

Body Map

Date:
Child's Name:

Time:
Reporter's Name:

Please mark area of injury/mark on body below and draw or describe the size.



Type of mark (cut/graze/bruise etc):
Colour:
Size (cm) and shape:
Adult noticed or child reported:
Other details:

Reported to CP or BD:

Time reported to CP or BD:

Appendix 5

Signage which should be present in all Classrooms/Offices

Safeguarding Concerns

Are you concerned about a pupil?

If you are worried about a pupil
Make a written record of your concern.
(Include the day, date, time, concern and your signature).
You must share your concerns without delay



Cheryl Payne - Head Teacher Designated Safeguarding Lead	Amanda Bishop - Deputy Head Teacher Deputy Designated Safeguarding Lead
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Book Safeguarding Consultancy and Training
www.safeguardingschools.co.uk

Appendix 6

Guidance on Potential Signs of Abuse from London SCB Procedures

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or an injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries which may represent a 'cry for help' and if ignored could lead to a more serious injury.
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand prints or a hair brush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require an experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse.

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example:

- Withdrawal from physical contact.
- Fear of returning home.
- Self-destructive tendencies.
- Aggression towards others.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment.
- Aggressive behaviour towards others.
- Scape-goat within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.

- Withdrawn or seen as a 'loner' – difficulty relating to others.
- Over-reaction to mistakes.
- Fear of new situations.
- Inappropriate responses to painful situations.
- Neurotic behaviours.
- Self-harming.
- Running away.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from or late for school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.
- Compulsive stealing or scavenging.

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder, self-mutilation and suicide attempts).
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).
- Concerning changes in behaviour or general presentation.
- Regressive behaviour.
- Distrust of a particular adult.
- Unexplained gifts of money.
- Sleep disturbances or nightmares.
- Phobias or panic attacks.

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.

- Pregnancy in a younger girl, especially where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing.
- Wetting or soiling.

Appendix 7

Seven Golden Rules of Information Sharing

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Extract from HM Government Information Sharing: Guidance for practitioners and managers. Copies can be obtained from www.ecm.gov.uk/informationsharing

Appendix 8

Governing Body Responsibilities

The governors and staff are committed to providing a caring, positive, safe and stimulating environment that promotes the social, physical, and moral development of our children, in line with our mission statement.

The purpose of this document is to raise the awareness of all governors of the need to safeguard children, and of their specific responsibilities.

1. What is safeguarding?

DfE guidance (*Working Together to Safeguard Children, DfE, 2015*) 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
- undertaking the role so as to enable all children to have optimum life chances and to enter adulthood successfully

The same guidance defines child protection as referring to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding encompasses issues such as pupil health and safety, and bullying, and a range of other issues, for example: arrangements for meeting the medical needs of children with medical conditions; providing first aid; school security; and drugs and substance misuse. There may also be other safeguarding issues that are specific to the local area.

2. What are the statutory responsibilities of the governing body?

We have a statutory duty to have arrangements in place to ensure that as the governing body, we:

- exercise our functions with a view to safeguarding and promoting the welfare of children
- have regard to any guidance issued by the Secretary of State for Education when drawing up those arrangements.

This means that a governing body is accountable for ensuring their establishment has effective policies and procedures in place (in accordance with appropriate guidance), and for monitoring the school's compliance with them. Neither the governing body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff).

In particular, the governing body needs to ensure:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request

- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children
- the school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for dealing with child protection issues (called the Designated Member for Safeguarding – DSL)
- ensure the curriculum educates children to keep themselves safe (for example, through personal safety, anti-bullying, e-safety etc.)

3. What is the role of the link governor for safeguarding?

- Review the school's safeguarding policy annually with the school's Designated Member for Safeguarding
- Undertake an annual review of the school's safeguarding procedures, including ensuring the school has appropriate processes in place to train staff in safeguarding and child protection, and adopts safer recruitment processes
- Undertake an annual review of the single central record of recruitment and vetting checks
- Be familiar with LA guidance and policy relating to safeguarding and child protection, and be trained by Wandsworth Local Authority in Child Protection and Safeguarding Procedures
- Meet regularly with the school's Designated Member for Safeguarding to monitor the effectiveness of the school's safeguarding procedures
- Ensure at least one governor on the recruitment and selection panel for staff has successfully completed the accredited Safer Recruitment training
- Ensure there is an annual report on safeguarding to the governing body
- Encourage other governors to develop their understanding of the governing body's responsibilities with regard to Child Protection and to induct another governor into the role for succession planning purposes

4. What are the expectations of other governors?

- Take part in child protection training every three years, or after appointment for new governors. Training includes advice on how to respond to 'Disclosures of Abuse'
- Be aware of and have regard to the school's safeguarding and child protection policy
- Report any safeguarding issues to the Designated Person at school
- Obtain an enhanced disclosure from the Disclosure and Barring Service (DBS) through the school

Appendix 9

Useful Contacts

Stella Macaulay

Safeguarding in Education Advisor

0208-871-7961 office
07775-417475 Blackberry
07931-325 665 mobile

MASH (referral and assessment service and duty social worker)

Multi-agency Safeguarding Hub (MASH)

0208 871 6622

MASH@wandsworth.gov.uk

0208 871 6000 (out of hours)

Safeguarding Standards Service (Manager: Ruth Lacey)

Jackie Reynolds

0208-871-7208

Principal Administrator

WSCB Development Manager

0208-871-8610

Vrushali Pendacar

Local Authority Designated Officer for Safeguarding and Child Protection
(LADO)

0208 871 7226

LADO@wandsworth.gov.uk

or 0208 871 7025

LADO Duty

Margaret Hurrell

0208-871-7207

Chantel Langenhoven

0208-871-7440

Shelley Carroll

0208 871 7215

Link Social Worker

SCarroll@wandsworth.gov.uk

Surrita Barrett

0208 725 5033

School Nurse

07500-993570

Surrita.Barrett@stgeorges.nhs.uk

Steven Britton

0208 871 8306

Educational Welfare Officer

SBritton2@wandsworth.gov.uk

Nova Levine

Virtual School Head

0208-871-7351

Children Looked After Education Support Service

(CLAESS)

nlevine@wandsworth.gov.uk

or 0208-871-7348

Fran Young-Whitforde

0208-871-7351

Educational Welfare Officer for CLA

fyoung@wandsworth.gov.uk

Simon Cornwall

0208-871-6094

Prevent Programme Lead

SCornwall@wandsworth.gov.uk

or 07774-331640

Wandsworth Safeguarding Children Board

wscb@wscb.org.uk

0208-871-7401

Police

Soraya Williams

0208-785-8874

Schools Liaison Officer

Wandsworth Safety Net

0207-801-1777

(for Independent Domestic Abuse Advisors)

NSPCC

0808 800 5000

Childline

0800 1111

Appendix 10**School report to Child Protection Conference or Looked After Child review**

School	
Name of child	
Date of birth Year group	
Name of Class Teacher	

When completing the sections below consider issues such as attendance and punctuality; preparation for school/learning; general appearance; emotional presentation and wellbeing; indicators that child may have suffered harm/be at risk of harm; disclosures made by child; behaviour and social development; relationships with peers and adults; academic progress/ areas requiring improvement; contact with family; etc

What is working well?**What are we worried about?**

--

What needs to happen?

Signature	
Print name	
Date	

Reports should be shared with families prior to the meeting except in exceptional circumstances

Please send this report wherever possible at least 48 hours in advance of the relevant meeting to Childrensplanning@wandsworth.gov.uk and bring copies for those attending the meeting.

Appendix 11

References

London Child Protection Procedures, 5th edition

available electronically via Wandsworth Safeguarding Board website www.wscb.org.uk and London SCB website – www.londonscb.gov.uk

London Safeguarding Children Board supplementary procedures

These provide detailed information related to specific safeguarding issues. They are available via the London SCB website (as above).

Keeping Children Safe in Education

DfES statutory guidance issued Sept 2016
Keeping Children Safe in Education 2016
Or via www.gov.uk/government/publications

Working Together to Safeguard Children 2015

[Working Together to Safeguard Children March 2015](#)

What To Do If You Are Worried a Child Is Being Abused

[What to do if you are worried – revised guidance for all professionals to use if they are worried a child may be being abused](#)

Information Sharing Guidance

[Information Sharing Guidance 2015 – revised guidance on information sharing for all professionals](#)

Managing Allegations Against Staff

WSCB guidance, available on WSCB website. www.wscb.org.uk

Children Missing from Home and Care

WSCB procedures, available on WSCB website www.wscb.org.uk

Positive Handling

WSCB guidance, available on WSCB website www.wscb.org.uk

Sexual exploitation

WSCB protocol and guidance, available on WSCB website www.wscb.org.uk

Domestic Violence – guide for schools

Wandsworth guidance issued June 2012

Thresholds for Intervention – Multi-Agency guidance

Wandsworth Guidance issued 2014, available on WSCB website www.wscb.org.uk

Mental Health and Behaviour in schools – departmental advice for school staff

DfE guidance, issued June 2014
DFE-00435-2014 www.gov.uk/government/publications

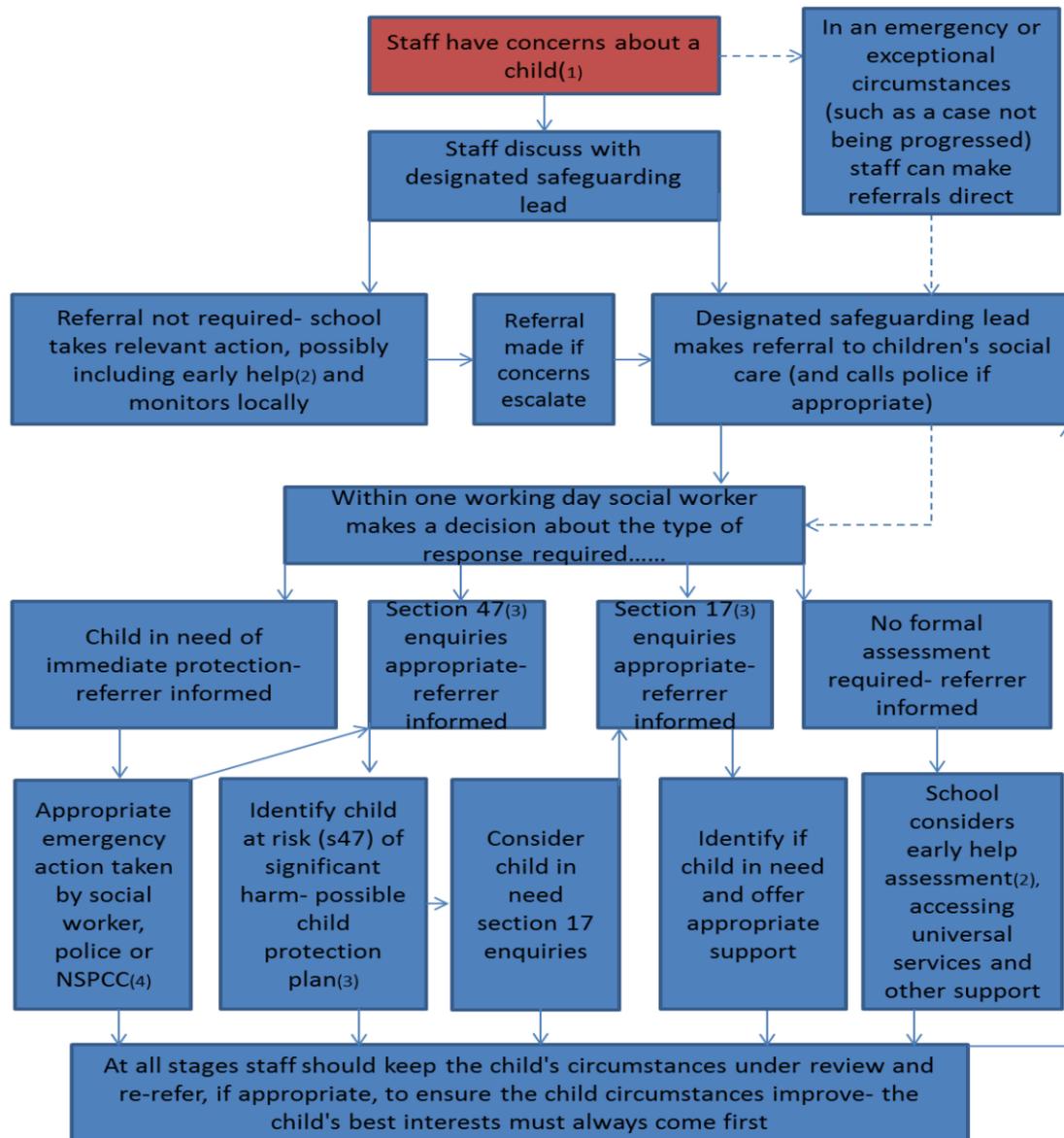
Whistleblowing policy – Wandsworth Council HR or general guidance can be found at <https://www.gov.uk/whistleblowing>

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

A World Fit for Children

United Nations Children’s Fund, July 2008, ISBN: 978-92-806-4324-4
www.unicef.org

Appendix 12
Referral Flow Chart



Appendix 13

Guidance for schools re children who abuse other children

Introduction

Managing situations where children have been abused by other children can be complex and stressful. For the purpose of this document 'child' refers to any child or young person up to the age of 18 years.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse, verbal abuse.

When dealing with such allegations, professionals should be mindful that there is significant research evidence to suggest that children who behave in a sexually inappropriate and/or aggressive way towards other children are often victims of abuse themselves.

There is also significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This must be considered throughout the planning stages of managing cases of abuse perpetrated by children.

Where an allegation is made regarding alleged abuse perpetrated by another child, the age and understanding of the alleged perpetrator must be considered throughout decision making.

The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred.

The focus of involvement with the alleged perpetrator and their family will be both to determine risks to and from the child concerned within the parameters of the Children Act 1989, and to manage allegations against them within the criminal justice framework.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

Process

When an instance of child on child abuse comes to light, is disclosed or where there is evidence to indicate it has occurred, a referral should be made to children's social care in respect of both children concerned. The interests of the identified victim must always be the paramount consideration.

Where the allegation relates to an incident that took place within the school, or relates to pupils attending the same school the school should:

- Keep the involved children separate during the school day while the investigation is taking place to avoid collusion or intimidation.
- Having established what is alleged to have taken place, avoid talking to the children any further about the incident(s).
- Keep a detailed log of actions, discussions and decisions.
- Carry out a risk assessment and put a risk management plan in place if necessary – ensure that non-teaching times are considered, especially times when pupils are moving around the school as the child who has been harmed may feel very vulnerable at such times.
- Be aware that whether the incident(s) happened in school or elsewhere, other pupils may know what has happened (or is alleged to have happened). Other pupils may have been involved, either directly or indirectly. Other pupils may be judgemental or make unkind, or even threatening, comments.
- Contact parents where possible (unless advised otherwise, or serious concern re further risk to child or in particularly complex situations e.g. sexual exploitation – in these instances seek advice).
- Consider whether the situation warrants information being shared with other parents in the school (e.g. where press coverage is likely) and seek advice.

The decision as to whether or not behaviour directed at another child should be categorised as harmful is clearly dependent on the individual circumstances of the case.

It may be helpful to consider the following factors:

- The relative chronological and developmental age of the two children.
- Whether the alleged abuser is supported or joined by other children.
- Any differential in power or authority (e.g. related to race, gender, physical, emotional or intellectual vulnerability of victim).
- The actual behaviour (consider all factors).
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation.
- The degree of coercion, physical aggression, intimidation or bribery.
- The victim's experience of the behaviour and the impact it is having on them.
- Attempts to ensure secrecy.
- Duration and frequency of behaviour.

In such cases the needs of each child should be separately considered by social care. In cases where a significant incident has occurred or the alleged incident is of a serious nature the usual process will involve a separate strategy meeting in respect of each child, and s47 enquiries initiated, which will involve discussion with police (CAIT). Different social workers should be allocated for the child who is the victim and the child who has harmed, even if they are living in the same household. Police will decide whether an alleged offence should be subject to criminal investigation.

If the investigation/assessment concludes that the allegations are substantiated, the children should not necessarily be expected to continue their education in contact with each other. The child(ren) responsible for the abuse should be moved if necessary. The views and wishes of the child who has been abused and their parents should be appropriately considered in the decision making.

Once initial actions have been taken and processes are in place consideration should be given to the provision of ongoing support/counselling for the children involved, where appropriate/necessary.

Additional guidance is available via the London Child Protection procedures http://www.londoncp.co.uk/chapters/ch_harm_others.html

Appendix 14

Children Missing from Education

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

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

This requires a co-ordinated approach across schools, relevant LA sections and other agencies to ensure good monitoring systems are in place.

A child going missing from education is a potential indicator of abuse or neglect. The school will follow their established procedure for unauthorised absence and for following up 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 them going missing in future.

The school has both an admissions register and an attendance register, and all pupils are placed on both registers (unless pupils are boarders).

The school will always inform the LA of any pupil who is going to be removed from the admission register where the pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent that they are being educated outside the school system (e.g. elective home education).
- Has ceased to attend the school and no longer lives within reasonable distance or whereabouts are unknown.
- Has been certified by a medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age and neither he / she or the parent has indicated the intention to continue to attend the school.
- Is in custody for a period of more than four months due to a final court order and there is no reasonable expectation that they will be returning at the end of the period of custody.
- Has been permanently excluded.

The notification should be made as soon as the grounds above are met and prior to removal. This is essential so that the LA can take appropriate follow up action.

The school must inform the LA of any pupil who fails to attend school, or has been absent without permission for a continuous period of 10 school days or more.

Appendix 15

Role of Designated Safeguarding Lead (DSL)

The DSL is the cornerstone of day to day safeguarding in the school and should be the first port of call for any safeguarding issues.

The role of the DSL should be held by an appropriate senior member of staff, who is a member of the school's leadership team.

The DSL takes lead responsibility for safeguarding and child protection practice in the school and this should be explicit in their job description.

The DSL must have appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to

- Provide advice and support to other staff.
- To take part in CP meetings, strategy discussions and other multi-agency meetings (and/or support other staff to do so).
- To contribute to the assessment of children.

Schools should also ensure that they have at least one, appropriately trained, deputy DSL. The DSL (or a deputy) should be available at all times during the school day for staff to discuss any safeguarding concerns.

The activities of the DSL can be delegated to a trained deputy DSL, but the ultimate lead responsibility for child protection, as set out in the guidance, remains with the nominated lead and this responsibility cannot be delegated.

Key responsibilities include

- Responsibility for following up concerns and making appropriate referrals (these may be to early intervention / targeted support services, health, social care, CAMHS, Channel programme, police, DBS etc.).
- Information gathering, effective monitoring systems and recording.
- Liaising with other agencies as required.
- Liaising with parents / carers when there are concerns.
- Liaising with case manager in the event of an Allegation Against a Professional.
- Liaising with all staff on safeguarding matters and acting as a source of support, advice and expertise for staff.
- Encouraging a safeguarding ethos across the whole school community and a culture of listening to children and taking account of their wishes and feelings.
- Keeping the best interests of the child, or children, in mind at all times when responding to safeguarding matters.

Training

The DSL (and any deputies) should undergo training at an appropriate level to provide them with the knowledge and skills to carry out the role.

They must also attend Prevent training.

Their knowledge and skills must be updated at least annually to allow them to understand and keep up with any developments relevant to their role.

Policy and procedures

The DSL should ensure there is a safeguarding policy which is reviewed and updated annually (as a minimum); that the policy and procedures are known to, and understood by, all staff in the school; that the policy is available to parents and they understand the school's safeguarding responsibilities and that referrals may be made.

Recording

The DSL should ensure there is an effective recording system for safeguarding matters, which is kept securely and confidentially with access restricted to those members of staff who have a lead role.

When a child leaves the school, the DSL should ensure his or her safeguarding records are securely transferred to the DSL in the receiving school in a timely fashion. Confirmation of receipt should be recorded.