

SAFEGUARDING AND CHILD PROTECTION POLICY

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This model policy is recommended to all Royal Borough of Kensington and Chelsea schools for their adoption and has been drafted by Hilary Shaw Principal Education Welfare Officer (Designated Senior Officer for Safeguarding /Child Protection for schools and Education)

SAFEGUARDING AND CHILD PROTECTION

1. INTRODUCTION AND RATIONALE FOR POLICY

We work to the letter and spirit of Government's vision for all services for children and young people and the Department for Education Statutory Guidance "Keeping Children Safe in Education" (September 2020) and 'Working Together to Safeguard Children; A guide to inter-agency working to safeguard and promote the welfare of children' (July 2018). The governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

2. AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse (also see Appendix 1 to 4 and Staff Handbook);
- To ensure pupils and parents are aware that the school takes child protection seriously, listening to children and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies including Early Help Services in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as Anti-Bullying, Online Safety, Behaviour and Discipline;
- The policy should be read in conjunction with our current Covid-19 risk assessment, which states how we will implement Safeguarding should children not be in school for the variety of reasons outlined.

The following document reflects the content of information given to all school staff as part of regular safeguarding and child protection training covering the following areas:

- Legislative framework

- Definitions and categories of abuse and neglect
- Possible indicators of abuse and neglect
- Action by person receiving or identifying a concern
- Action by Designated/Deputy Designated Safeguarding Lead
- Consent – child and parent/carer
- Recording and the referral process
- Guidelines for safe practice – professional conduct
- Reports for case conferences

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The governors will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard;
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child;
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know;
- All staff have access to appropriate and regular training; and
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.

4. RESPONSIBILITIES OF DESIGNATED SAFEGUARDING LEAD WITH THE SUPPORT OF THE EXECUTIVE HEAD (See KCSIE 2020 Annex B)

Governors ensure that the school has identified a Designated Safeguarding Lead for child protection and that the Designated Safeguarding Lead undertakes the following responsibilities to:

- ensure all staff are familiar with school and Bi-Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff including supply staff as outlined in KCSiE 2020;
- ensure all staff receive training in the above, including staff who are temporary or start mid-year;
- be responsible for co-ordinating action and liaising with school staff and support services over child protection issues;
- be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- ensure the school is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required;

- follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB);
- be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child Protection;
- support and advise staff on child protection issues generally;
- disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors; and
- maintain accurate and secure child protection records and send on to new schools (where relevant).

5. RESPONSIBILITIES OF SCHOOL STAFF AND VOLUNTEERS

a. All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so, they should seek advice and support as necessary from the Designated Teacher and other senior staff members.

b. Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

c. All school staff are expected to:

- Be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in the current Keeping Children Safe in Education 2020 including expectations re: extra-familial abuse or exploitation including criminal exploitation including county lines and mental health etc
- Report concerns (including concerns about other staff/professionals) to the Designated Teacher or other senior staff members as appropriate;
- Be aware of the relevant local procedures and guidelines;
- Monitor and report as required on the welfare, attendance and progress of all pupils;
- Keep clear, dated, factual and confidential records of child protection concerns;
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

All staff at Marlborough Primary School believe that a range of other school policies are central to many aspects of the school's Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:

- Anti-Bullying
- Attendance
- Behaviour and Discipline and Physical Intervention (see Staff Handbook)
- Online safety
- Health & Safety
- Drug Education
- Emotional Wellbeing and Mental Health
- Equal Opportunities

- Personal Social Health and Citizenship Education
- Relationship and Sex Education
- Safe Working Practices for Staff and Volunteers (see Staff Handbook)

6. **APPOINTMENT OF STAFF**

When appointing staff, Governors take account of the guidance issued by the Local Authority's Human Resources Section or Human Resources provider and observe the following safeguards:

- That documentation sent out to potential candidates makes it clear that child protection is a high priority of the school and that rigorous checks are made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference always is obtained from the last employer;
- That at interviews candidates are asked to account for any gaps in their career/employment history;
- That candidates are made aware that all staff are subject to enhanced DBS checks;
- That evidence of relevant checks are recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- The school maintain an accurate Single Central Record for all staff and adults in the school.

7. **ALLEGATIONS AGAINST STAFF AND VOLUNTEERS**

a. Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.

b. Governors further recognise that, regrettably, in some cases such accusations may be true. The governors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with a Designated Safeguarding Lead, Executive Head or Head of School and notification/consultation with the Local Authority Designated Officer (LADO).

c. Where an allegation is made about the Executive Head, the Chair of Governors will be informed and the LADO will be notified by the Chair of Governors.

8. **STAFF CONTACT WITH PUPILS**

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff should familiarise themselves with the school's expectations regarding professional conduct. The use of control and physical restraint is last resort, should only be considered in exceptional circumstances to keep the child/young person safe and/or those around them safe, and will only be undertaken by staff trained to do so. A record will be made and parents informed.

9. STAFF AND VOLUNTEER TRAINING AND SUPPORT

- a. Governors recognise the importance of child protection training for Designated Safeguarding Lead and for all other school staff who have contact with children. The designated Governor for Child Protection will have specific training in their role, available from the Local Authority.
- b. Governors expect the Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.
- c. The Designated Safeguarding Lead is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead.

10. CURRICULUM

The governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHCE curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

11. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Safeguarding Lead will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

12. CONFIDENTIALITY

Governors accept that child protection raises issues of confidentiality, which should be clearly understood by all staff.

13. REPORTING CONCERNS, RECORD KEEPING AND REPORTS

- a. Jagdeep Birdi (Designated Safeguarding Lead), Victoria Dark, Susan-Jane Harris and Sally Keck (Designated Deputy Leads). All concerns must be uploaded onto CPOMs and the box checked ensuring they receive it. Where you deem the situation urgent you are expected to speak with one of them as well.
- b. Governors expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- c. Governors further expect school staff to assist the Family and Children's Services Department by providing information for child protection case conferences as required.

14. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

Governors expect the Designated Safeguarding Leads and the Executive Head ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need is provided in a timely fashion to Family and Children's Services staff.

15. COMMUNICATING POLICY TO PARENTS AND PUPILS

- a) The governors expect parents and pupils to be informed that the school has a child protection policy and is required to follow national and local guidance for reporting suspected abuse to the Family and Children's Services Department.
- b) Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

16. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.

The governors require the Executive Head and/or Designated Safeguarding Leads to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

17. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This child protection policy should be read in conjunction with other relevant school policies such as Behaviour and Discipline, Anti-Bullying, use of restraint (staff handbook) and Equal Opportunities policies.

USEFUL CONTACTS *(additional contacts for staff usage available in the school office or with any SLT member)*

Royal Borough Kensington and Chelsea
Social Work Line for referrals

0207 361 3013

NSPCC

0808 800 5000

Childline

0800 1111

CHILD PROTECTION – INFORMATION FOR STAFF AND VOLUNTEERS
(Also available in the Staff Handbook)

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the pupil.
- Do not engage in conversations about your personal life with pupils.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not exchange mobile phone numbers with students. If possible, do not have your mobile phone out when dealing with an individual pupil.
- Do not accept students as 'friends' on face book, twitter or any other form of social media.
- If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a pupil about their personal life unless they approach you. Avoid giving advice to pupils about their relationships.
- Do not teach small groups of pupils/ individuals outside of normal lessons unless there is another member of staff in the Dept at that time.
- Be aware of pupils forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
- Be aware of conversations that you have with pupils and the need to avoid sexual innuendo at all times. Older pupils are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.

Please discuss with me if at any time you are concerned about a situation and wish to seek advice.

Keeping children safe in education

Statutory guidance for schools and colleges

[September 2019](#)



Practice Note: Mandatory Reporting of Female Genital Mutilation (FGM)

PURPOSE:

This practice note sets out the new Mandatory Reporting of Female Genital Mutilation (FGM) Duty introduced via the Serious Crime Act 2015, which comes into force on **31st October 2015**.

The document explains how this duty sits alongside existing safeguarding responsibilities, and explains the local context for professionals working in Hammersmith and Fulham, Kensington and Chelsea and Westminster.

The Home Office have published guidance with procedural information below on the mandatory reporting of FGM:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genitalmutilation-procedural-information>

WHAT'S CHANGED?

This is a new legal duty upon all regulated Teachers, Health care staff and Social Workers in England and Wales to **report known cases of FGM affecting girls under 18 to the Police**. A case may become known because a child has disclosed the abuse, or because there are physical signs of FGM detected during a health care episode. FGM is child abuse, and therefore all professionals have an existing duty to report FGM to Children Services under safeguarding procedures. However, this legislation makes the individual practitioner accountable for directly reporting the information to the Police. The practitioner who receives the disclosure or makes the observation cannot transfer the responsibility to another person and must make the report themselves although they should alert their safeguarding lead to the case.

WHO IS RESPONSIBLE FOR THIS DUTY?

The legal duty applies to health and social care professionals overseen by a regulatory body. This includes qualified teachers and those employed in teaching work in schools or other institutions, social workers and health care professionals. The regulated health professional group is far reaching and includes all those working in primary care, acute trusts, dentists, opticians and those working in sexual health settings.

All other professionals and volunteers working with children should be aware that although they are not included in this legislation, they still have a duty to report cases of FGM to Children's Services.

TIMEFRAME:

Best practice is that the report should be made by the end of the next working day. The guidance allows professionals up to one month in order to comply with the legislation, if an immediate report is considered to place the child at risk. In this case you must consult with your Designated Safeguarding Lead, and seek advice from Children's services. Professionals should keep in mind that the consequence of delaying a report is that other girls in the family network could be left at risk of being cut too. Therefore, it is strongly advised that advice is sought from Children's services before the decision to delay a report.

Specialist advice can be obtained from Shruti Clayton who is the lead practitioner for FGM cases in Hammersmith and Fulham, Kensington and Chelsea and Westminster. Schools can also seek advice from Hilary Shaw, Safeguarding in Education lead.

Each Borough also has Child protection Advisers available in the Safeguarding Team that can assist if Hilary or Shruti are unavailable.

HOW TO MAKE A REPORT:

Reports of FGM on children are investigated by the Child Abuse Investigation Police Team (CAIT). Social Workers and any other professionals who have established referral routes to CAIT can continue to make FGM referrals via the referrals desk as usual. Other professions are currently advised to **make the report by calling 101**, the single nonemergency Police number. In the event that you have any difficulty referring via that route, please contact Children's services who can support you to contact the CAIT team directly. In an emergency situation you are advised to call 999.

WHAT HAPPENS NEXT?

Following the report, the CAIT team will liaise with Children's services and background checks will be made through the Multi-agency safeguarding hub (MASH). A multiagency strategy meeting will be held to consider the case. In most cases there will be a Child Protection Investigation which means that Police and Social Workers will visit the family to assess whether

the child is safe, whether there is a risk to any other children in the family, and whether there are grounds for criminal proceedings. The Social Worker will also be assessing what support the family needs, and working with the family to help ensure that the girl and her mother receives the psychological and physical health care required to address the life-long health conditions that are associated with FGM such as chronic pain, blood borne viruses and traumatic flash backs

INDICATORS THAT A GIRL MAY BE AT RISK OF FGM

- She has a parent from a practicing community (see attached map)
- She and her family have a low level of integration into the community
- The mother or any sisters have experienced FGM She is withdrawn from PSHE
- She has talked about, or you know about, the arrival of a female family elder
- She talks about it to other children
- She refers to a 'special procedure' or 'special occasion' or the fact she is to 'become a woman'
- She is out of the country for a prolonged period
- She is taking a long holiday to her country of origin or another country where the practice is prevalent (parents may talk about it too)

INDICATORS THAT A GIRL HAS EXPERIENCED FGM

- A girl has problems walking/standing/sitting
- She spends a lot of time in the bathroom/toilet
- She has bladder or menstrual problems
- She has prolonged or repeated absences from school
- She has a reluctance to undergo medical examinations
- She is asking for help but giving a lack of explicit information

WHAT TO DO IF YOU ARE WORRIED ABOUT A GIRL WHO MAY BE AT RISK OF FGM – Should any member of staff have any concerns regarding a student please notify:

Safeguarding team. See list. They will then follow the set procedures and make a referral to Children's Social Care.

REPORTING PROCEDURE FOR SAFEGUARDING LEADS

1. Contact Gourita Gibbs on 020 7641 1610. She is the FGM lead for Kensington and Chelsea, Westminster City Council and Hammersmith and Fulham. Call her to discuss any worries, suspicions or questions you have. This can be in the form of a pre-referral consultation if you are not sure whether the case requires a referral or not.

2. Call the Police on 999 if you have concerns that a child is at immediate risk of harm (such as a girl telling you that FGM is occurring that evening/the next day etc.). For advice from the Police contact the Metropolitan Police, Child Abuse Investigation Command, Project Azure (020 7161 2888).

3. Contact the NSPCC FGM Helpline on 0800 028 3550 or email them fgmhelp@nspcc.org.uk.

PHYSICAL EXAMINATIONS:

If signs of FGM are detected during a health examination the Health professional is not required to further examine or diagnose what type of FGM has taken place – simply to report it. In the three boroughs, we now have a pilot specialist clinic for girls affected by FGM based at Queen Charlotte's Hospital. Girls receive a holistic and sensitive joint examination from a Consultant Paediatrician and Consultant Gynaecologist. They receive preparation and support at clinic from a specialist social worker, child psychologist and Health Advocate drawn from an FGM practising community. We understand how distressing physical examinations are for girls affected by FGM and their families, and we have developed this new service to meet their needs.

WHAT IS THE CONSEQUENCE OF NOT REPORTING?

The consequence for the professional is that they will be held accountable by their regulatory body, and could face an investigation into their professional competence. The consequence for the child is that the harm she has suffered will remain hidden, she will not receive the specialist help she needs to prevent health problems developing, and other girls in the family may be left at risk.

WHAT IF A RISK OF FGM IS SUSPECTED?

The duty to report directly to the Police does not apply to cases of FGM in women over 18, or cases where there is a risk but no disclosure from the child or physical indication. However, **cases where a risk of harm due to FGM is suspected should always be referred to Children services in line with existing safeguarding procedure.** FGM is a traditional practices and the presence of FGM in a mother who has female children is the clearest indicator of potential future risk to other girls in the family. Often a mother who has been cut may be against the practice, but the power to make the decision about cutting her daughters may rest with the father or elder relatives in the family. Therefore, the level of risk cannot be assessed by one agency through talking to the mother alone. Like all safeguarding concerns this information should be shared with Children's services so that a joint assessment of the family situation can be considered.

It can be really difficult to decide whether to make a referral or not in FGM cases; if in doubt always consult your safeguarding lead, and Shruti Clayton, Hilary Shaw or your local Children's Services Team who can offer advice on guidance on whether you should make a referral in the circumstances.

KEY CONTACTS:

Shruti Clayton – Shared Services FGM Lead Practitioner – TEL: 0207 641 1610

Hilary Shaw – Safeguarding in Education Lead – TEL: 0781 736 5519

Debbie Raymond – Joint Head of Safeguarding – TEL: 0773 931 5970

FURTHER INFORMATION:

For further information on FGM, please refer to the professionals page on the Local Safeguarding Children Board Website:

www.rbkc.gov.uk/lscb.

Author: Debbie Raymond – Joint Head of Safeguarding Oct 2015

Appendix 4

Prevent Duty Guidance for schools

All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils. These standards also apply to academies (other than 16-19 academies), including free schools, as they are independent schools. 16-19 academies may have these standards imposed on them by the provisions of their funding agreement with the Secretary of State.

Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS).

Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life.

Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years' providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.

[Working together to Safeguard Children](#)
[Keeping Children Safe In Education 2018](#)
[Revised Prevent Duty for England and Wales](#)

THE KEY CONTACTS FOR SCHOOLS WITHIN THE PREVENT TEAM ARE:

Hammersmith and Fulham and Kensington and Chelsea

Jake Butterworth, Prevent Officer – Counter Extremism

Tel: 07747 781056 | Email: Jake.Butterworth@lbhf.gov.uk

Westminster

Mark Chalmers, Prevent Programme Manager

Tel: 020 7641 6032 | Email: mchalmers@westminster.gov.uk

5. PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) with someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Given concerns about the level of 'hidden' private fostering arrangements, local authorities are required to concentrate on 'awareness-raising' among professionals and the general public as local authorities have duties set out in the Children (Private Arrangements for Fostering) Regulations 2005 and national minimum standards to meet.

If you know of a private fostering arrangement of which the local authority may not be aware, or have any other related query PLEASE PUT YOUR CONCERN ON CPOMS and mark it for the DSLs

Rochell–Ann Naidoo (previously du Plessis) Senior Practitioner, Bi-Borough MASH
Tel: 020 7641 7564 Email: rnaidoo@westminster.gov.uk

6. PEER ON PEER ABUSE

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Has robust risk assessments where appropriate
- Have relevant policies in place (e.g. behaviour policy).

Teachers are encouraged to use The Sexual Behaviours Traffic Light Tool by the Advisory Service to help assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool.

Furhter guidance from the DfE can be found about '[Sexual Violence and Sexual Harassment between children in schools and colleges](#)' (May 2018)

Guidance on responding to and managing sexting incidents can be found at:

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

7. MENTAL HEALTH

We recognise that looking after our mental health is part of what we do. At times this can present as a Safeguarding issue.

Support we offer to children with identified needs:

Tier 1: Adults in class manage pastoral support. Assemblies are used to support all children with pastoral needs. PSHCE lessons start with a reflective moment and then enable pupils to develop understanding of themselves and others.

Tier 2: Children who present with an issue that is more protracted that they may need support for are referred to our in house counsellor through the SENDCo

(Tom Thorne). Teachers can raise these issues via a concern form that is emailed to the SENDCo.

Tier 3: Children who require specialist support are referred to CAMHS. We have a school link therapist who works with these children.

Support we offer to parents with identified needs:

We work with FCS and Early Help to support families that have needs. If a colleague has a concern, they should follow our usual procedures.

Support we offer to colleagues with identified needs:

Colleagues can self-refer Workplace Options for Counselling support on 0800 243 458.

If colleagues present as needing support the Executive Head or Head of School will refer to Occupational Health for support and advice.

8. GANG ACTIVITY

Safeguarding children and young people who may be affected by gang activity ([HM Government 2010](#))

9. NON-COLLECTION OF PUPILS

Procedures:

1. Parents/carers of children starting at the School are asked to provide specific information which is recorded on our Confidential Form, including:
 - Home address, landline and mobile telephone numbers of both parents plus the contact details of at least one alternative responsible adult (relative, friend etc.) who can assist in contacting parents/carers or authorised adults
 - Place of work telephone number (if applicable)
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents/carers to collect their child from School, for example a childminder or grandparent (each an "authorised adult"). These are held on the School's PASS system and on index cards in the School Office
2. On occasions when parents/carers or the persons normally authorised to collect a child in EYFS are not able to collect the child, they inform the School of the name, and telephone number of the person who will be collecting their child if they are not one of the approved, pre-authorised adults. Parents will be asked to introduce the person collecting in these circumstances to the School in advance or where this is not practicable to provide satisfactory identifying information such as the child's agreed password.
3. It is the responsibility of parents/carers to inform the authorised adults of any changes to the usual collection timings.

4. Parents/carers are informed that if they are not able to collect the child as planned; they must inform us so that we can ensure the child is cared for in After School Care until 18:00.

5. If a child is not collected at the end of their registered session/day, we implement the following procedures:

- If a child is not collected promptly after 12:00 (for part-time Nursery children), 15.15 (EYFS, KS1 and 2), 16:30 for after school clubs or 18.00 (After School Care) or 30mins after expected collection time for children in the crèche, the School Office will be alerted and will make every attempt to contact one of the parents/carers or authorised adults. The children will be sent to After School Care whilst every effort is made to contact the family. After 1 hour, if we are unable to make contact the school will consider making contact with FCS to begin contingency planning.
- If no telephone contact can be made, the Head of School, or in their absence a Leadership Group member or the After School Care manager will be informed. The Designated Safeguarding Lead (DSL) or in their absence the Deputy Designated Safeguarding Lead (DDSL) will also be informed and will monitor the situation. We will continue to attempt to make contact.
- If, after an appropriate period of time and taking into account all available information, the child still has not been collected, and no telephone contact with parents/carers or authorised adults, this would constitute a safeguarding concern. The decision will be made by the DSL or DDSL to contact local authority children's social care to notify the non-collection concern. Local authority children's social care will, if necessary, make emergency arrangements for the child and arrange for a visit to be made to the child's house and will check with the police. The School will make a full written report of the incident
- We undertake to look after the child safely throughout the time that they remain under the School's care, until such a time as the child has been collected by a parent, guardian or carer, or until appropriate, alternative care arrangements have been made with local authority children's social care and/or the police in order to prioritise the child's safety.
- The DSL will keep a record of incidents where parents/carers do not collect a child from School or are late for no explained or good reason, or where there are repeated incidents. If any concerns about a child's safety and welfare result, these will be dealt with in accordance with the School's Safeguarding and Child Protection Policy

In the event of children returning from outings or away sporting fixtures, the parents/carers will be given ample notice in writing of the change in pick up arrangements. Parents/carers will sign to acknowledge receipt of this information. The same timeline will apply but action taken will start after the revised pick up time, taking into account timing practicalities.

Use of photos and images Appendix 10

To overcome any issues relating to the use of photographs of a child or children, the following guidelines are to be followed:

- Parental permission is obtained (See Appendix 1 attached).
- Ensure that parental wishes are adhered to.

- Wherever possible use only group, team or whole class shots.
- Never name children in photographs.
- Only images of children in suitable dress are used to reduce the risk of inappropriate use. Some activities clearly present a greater risk e.g. swimming or athletics activities, and such photographs should focus on the activity rather than the child and will avoid full face or full body shots.
- The School will never use an image of a child who is the subject of a Court Order.
- Whenever possible, establish whether the image will be retained for further/future use.
- Ensure images are stored securely and used only by those authorised to do so.
- Ensure as far as possible that the image is used for its intended use.
- Photographs of children or staff who have left the school may be used after they have left, in particular in respect of historical records of past school events. However, it is good practice for such photographs to be destroyed periodically (e.g. reviewed on a three yearly basis).