

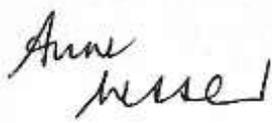


## Keeping Children Safe in Education / Safeguarding & Child Protection Policy

**INSPIRING BELIEF  
in God and one another**



**ST RICHARD'S  
SCHOOL**

|                                 |                                                                                      |
|---------------------------------|--------------------------------------------------------------------------------------|
| <b>DATE APPROVED BY THE LAT</b> | February 2021                                                                        |
| <b>DATE APPROVED BY THE LAC</b> | March 2021                                                                           |
| <b>REVIEW DATE</b>              | September 2021                                                                       |
| <b>Signed Headteacher</b>       |  |
| <b>Signed Chair of LAC</b>      |  |

## Vision Statement

Our schools aspire to provide 'excellence and equity in a Christian context', where every child is valued as a unique individual treasured by a loving God. 'I have inscribed you on the palms of my hands.' Isaiah 49.v16.

Our aim is that every child will have the opportunity to flourish and develop into a rounded adult who can live life to the full. 'I have come that they may have life and may have it in all its fullness'. John 10.v10.

Our schools are places where all are welcome and where we practise kindness and hospitality on a daily basis.

Our vision and our values are clearly displayed and while it is not a requirement that a child and their family have to be practising Christians we do expect all parts of the community, children, staff, parents and carers to support the values that we hold dear.

In our school, we demonstrate how we support this vision through our values, which are Friendship, Endurance, Trust and Hope and summarised in the school's own vision statement: Inspiring belief in God and in one another.

The vision of St Richard's CE Primary School is for a thriving and outstanding school where children and adults, working with the local community, have the opportunity to become the best they can be.

Inspiring belief...

- in ourselves – through progression and fulfilment
  - in each other – through motivation and teamwork
  - in the children – through showing them their potential
  - in the parents – through building trust by results
  - in God to all – through our whole lives
- 
- We believe in looking out for everyone  
We put safety first and we do all we can to ensure that all needs are met.
  - We believe in working together  
We act like a family who support and motivate one another.
  - We believe in aiming for the best  
We do all we can to ensure the highest quality in every area – our children deserve nothing less.
  - We believe in looking to the future  
We are positive and seek opportunities to grow and improve, overcoming obstacles to achieve our goals.

We live out our values and vision through our key policies e.g. The LAT Behaviour policy is supported through the values described in the rewards and sanctions section of the policy demonstrating the importance of dignity and forgiveness.

The school admissions policy decided by the Local Academy Committee shows our inclusivity and the importance we place on service to our local community.

The breadth of the curriculum and the creative projects which we enjoy are key to providing opportunities for children to experience life in 'all its fullness', so that alongside learning and wisdom they also experience joy and delight in learning.

Care for the individual and their needs is crucial and the school's policies regarding inclusion and SEND are constant reminders that each of us is known to God and our names are 'inscribed on the palms of His hands'.

LAT HR policies are common in all schools and are created to ensure that individuals are treated fairly and with dignity. All HR policies have been scrutinised by the various unions to ensure that they contain acceptable procedures.

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## 1. Preamble

**This policy applies to all teaching and non-teaching staff, contracted and volunteer staff, and governors.**

The LDBS Academies Trust and the LDBS Academies Trust 2 (herein collectively referred to as 'the LAT') academies should refer to the Keeping Children Safe in Education (September 2020) ('KCSiE') document in all matters relating to Safeguarding and Child Protection.

The Local Academy Committee ('LAC') MUST ensure that all staff have, as a minimum, read and understood Part One of KCSiE and Annex A. Because there have been a number of changes it is required that all staff will have received further training on Annex A. The LAC should keep a record and check that the training has taken place and that there is a register of signatures against these documents.

The LAT academies should also refer to the following documents published by the Department for Education's ('DfE's'):

- What to do if you are worried a child is being abused (March, 2015), and
- Working together to safeguard children (July, 2018).
- Teaching about mental well-being (June 2020)

In KCSiE, Annex A includes:

- Children who have to go to court as witnesses;
- Children with members of their family in prison;
- Criminal exploitation of children;
- Sexual exploitation of children;
- FGM;
- Forced marriage;
- County lines;
- Domestic abuse;
- Honour based abuse;
- Upskirting;
- Preventing radicalisation;
- Prevent duty;
- Channel;
- Peer on peer and child on child abuse;
- The response to allegation of sexual violence or harassment;
- Children missing from education;
- Homelessness.

## 2. Objectives

All academy staff, governors and everyone who has contact with children has a legal duty to safeguard and promote the mental and physical health and development of all children at all times. They must consider the best interests of the child and ensure that they provide a safe environment in which they can learn.

**The over-arching safeguarding message to all schools remains as maintaining an attitude of "it could happen here".**

### **3. Responsibilities of the Academy**

The LAT academies must:

- Protect children from maltreatment;
- Prevent anything which might impair the child's mental and physical health and development;
- Have clear systems in place which will identify any mental wellbeing needs and provide a protocol to follow if they become a safeguarding concern;
- Try and ensure that every child grows up in circumstances that are safe;
- Be alert to any changes of behaviour or other indicators of abuse or trauma;
- Take action to ensure that each child has the best possible outcomes;
- Provide a safe environment in academy for children to learn;
- Appoint a Designated Safeguarding Leader ('**DSL**') who is a member of the academy's leadership team;
- Appoint at least one Deputy DSL who is trained to the same standard as the DSL;
- Ensure the DSL and the Deputy DSL attend training every 2 years.

### **4. Responsibilities of the (Executive) Headteacher**

The (Executive) Headteacher has overall responsibility for all aspects of safeguarding and child protection within the academy as noted above.

In addition, the (Executive) Headteacher will:

- Consider how children are taught about safeguarding by using the curriculum to facilitate this, in particular E-Safety and Personal, Social, Health, and Citizenship Education;
- Ensure that volunteers are appropriately supervised, and a risk assessment completed
- Ensure staff understand and have information necessary to keep looked after children ('**CLA**') safe;
- Establish ways in which staff, including DSL's, can be provided with supervision;
- Be the line manager for the leadership and management of safeguarding policies and procedures as listed above.

### **5. Responsibilities of the Designated Safeguarding Leader**

The DSL, Dionne Hurst, will ensure that all aspects of this policy are established and maintained and that safeguarding procedures are fully in place. The role includes leading on training, receiving and coordinating referrals and documentation, liaising, both, internally, with the Headteacher and the LAC and, externally, with agencies, particularly children's social care, as well as, sharing information about mental and physical welfare, child protection and safeguarding with staff and offering support and guidance to pupils and staff when necessary.

The DSL, Dionne Hurst, must ensure that those working directly with the children understand their academic progress and attainment and maintain high aspirations for each child. Working with all staff, including support staff the DSL must identify challenges the children may be facing and what additional support and guidance the children may need.

The Deputy DSL will ensure continuity of the above in the absence of the DSL.

## 6. Responsibilities of all Academy Staff

The academy staff must always inform the DSL of any concerns they have about a pupil's safety and well-being. These concerns must be recorded and discussed with the DSL, and if appropriate, with the senior leadership team, who will decide on whether the pupil is, or is likely to, suffer significant harm, and whether or not to make a referral.

All staff must:

- Identify children who may be in need of help;
- Listen to what children are telling them;
- Be alert to any changes in behaviour which may indicate that the child's mental well-being is affected;
- Monitor for signs of improvement or whether things get worse;
- Consult the designated safeguarding lead and follow their advice;
- When necessary follow any referral processes; working with social services and any other agencies;
- Keep good records;
- Challenge if things are not happening; and
- Safeguard children's wellbeing and maintain public trust in the teaching profession.

## 7. Disclosure

It is vital that staff never guarantee confidentiality to a child as other people may need to be informed and involved. If a child asks a member of staff to keep a secret, the child should be informed sensitively that this cannot be guaranteed and that they may need to inform someone else in order to seek help and support. The information would not be given to anyone other than those who need to know it, in the best interests of the child.

Guidance for staff if a child makes a disclosure:

- Allow child to tell you in their own time;
- Don't interrupt unless you need clarification;
- Don't lead or prompt;
- Reassure the child that you have heard and tell them what you will do next;
- **Do not promise confidentiality;**
- Write it down as soon as you can and draw a body map if necessary;
- Report this to the Designated Safeguarding Leader urgently.

The Local Authority ('**LA**') Child Protection Service is responsible for investigating and taking appropriate action, including reporting back to the academy, when referrals are made due to concerns regarding Child Protection. Early Help Hounslow, 020 8583 6600/3200 [children.socialcare@hounslow.gov.uk](mailto:children.socialcare@hounslow.gov.uk), out of hours emergency duty 0208583 2222.

## 8. Responsibilities of the Board

The LAT Board of Directors ('**Board**') will have the ultimate responsibility for ensuring that all its academies follow statutory safeguarding aspects and have clear procedures in place to ensure the safety and welfare of its pupils and staff.

The Board will ensure that:

- All the academies in the LAT have access to appropriate policies;

- The academies have arrangements in place to provide cover for the DSL (who will be a member of the Academy's Senior Leadership Team ('**SLT**'));
- The DSLs are given the appropriate resources (time, funding, training and support) to carry out the duties of that role, including the time to attend strategy meetings, case conferences and core group meetings, as well as, child protection conferences when appropriate;
- The DSL or the Deputy DSL is available during opening hours, during term time or when the setting is open, for staff to discuss safeguarding concerns;
- The academies have arrangements in place to handle allegations against other children (i.e., child-on-child abuse);
- All academies have a designated teacher who promotes the achievement of CLA in the academy (if not the DSL); and
- The designated teacher for CLA has appropriate training.

## **9. Responsibilities of the Local Academy Committee**

The LAC **must**:

- Appoint one of the governors to (1) monitor compliance with this policy and liaise with the Lead Safeguarding Director of the LAT, Marion Hunter, and (2) monitor the risk assessments carried out to support staff members. The LAC governor to whom this role has been allocated is Allan Joseph.
- Appoint a DSL and a Deputy DSL and ensure that, when necessary, there is cover.
- Ensure Section 128 checks have been carried out on governors, headteachers, the SLT and anyone who had a leadership role in the academy.
- Ensure risk assessments have been carried out on any volunteers whether or not they need a DBS.
- Include an anonymised update on safeguarding and child protection concerns in Part 2 of every LAC Meeting so that the LAC is kept aware of children who may be at risk.
- Check that academies have at least 2 contact numbers for every child.
- Produce an academy specific policy which reflects the requirements of this policy, the legal requirements, any local arrangements and the particular circumstances of the academy.
- Ensure that Safer Recruitment Guidelines are followed in all appointments, including support staff and supply teachers and that at least one person who has been appropriately trained in safer recruitment is on each appointment panel.
- Investigate, together with other agencies, any allegations regarding behaviour, past or present, which may indicate that someone is not suitable to work with children.
- Appoint a teacher, Jodie Knock, to take particular responsibility for CLA.
- Ensure that the academy has obtained, and holds on record, written confirmation from any supply agencies and / or contractors that the agency / contractor follows the best practice Safer Recruitment Guidelines when employing staff that they will supply to the academy.
- Ensure that all new staff, including supply staff and volunteers, are given mandatory induction which makes certain that they are familiar with this policy, reporting arrangements, and the policies listed.

## **10. Responsibilities of the LAC Safeguarding Governor**

The LAC safeguarding governor **must** check:

- That every member of staff has read the Part 1 and Annex A of KCSiE 2020 and signed the declaration to that effect.
- That staff have had regular safeguarding and child protection training and are receiving any necessary updates.
- That volunteer risk assessments have been completed.
- The Single Central Record ('**SCR**') each term, and sign and date it. From time to time a LAT Officer will also check the record and sign it.
- That the academy has at least 2 contact numbers for each child.
- That all Section 128 checks have been done.
- The name of the DSL and the Deputy DSL is displayed clearly in every classroom and outside the academy office, as well as, the National Society for the Prevention of Cruelty to Children ('**NSPCC**') whistle-blowing helpline number, 0800 028 0285.

See *APPENDIX 8 and Appendix 11*

## **11. Links with other LAT Policies**

This policy should be read in conjunction with other related policies in the Academy. These include:

- Behaviour and Anti-bullying Policy
- Health and Safety Procedures
- Relationships and Sex Education Policy
- Attendance Policy
- Equality Plan
- Online and E-Safety Policy
- Whistleblowing Policy
- Professionalism and Staff Code of Conduct
- Dealing with Allegations Against Staff Policy
- Complaints Policy
- Radicalisation and Extremism (Prevent Duty) Policy
- Safer Recruitment

All staff should familiarise themselves with these upon induction so that they are fully aware of the academy Safeguarding and Child Protection policies and procedures and are able to fully implement them.

## **12. Signs that a child may need additional help**

Signs that a child may need additional help include, but are not limited to:

- Disability and specific additional needs.
- SEN not necessarily with an EHCP.
- Is a young carer.
- Is being drawn into antisocial or criminal behaviour.
- Is involved with a gang.
- Goes missing.
- Signs of drugs or drink at home.
- Is at risk of exploitation.
- Problems at home including mental health issues or domestic abuse.
- Has returned home after being in care.
- Is at risk of being radicalised.
- Is privately fostered.

- Has a social worker.
- Signs of abuse physical or emotional.
- Changes in behaviour
- Signs of neglect.
- Homelessness.
- Signs of bullying, including cyber bullying, sexting and child on child abuse.
- A risk or evidence of FGM.

Academy staff should be prepared to identify children who may benefit from 'early help', which means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff should discuss early help requirements with the designated safeguarding lead.

### **13. Children with special education needs and disabilities**

When dealing with children with special educational needs and disability, please remain aware that:

- Their behaviour or any injuries may not be as a result of their SEN or disability.
- They are much more likely to feel isolated from their peers.
- They may be being bullied.
- They may not be able to communicate what is happening to them.
- They may require extra pastoral support.

#### **If you have concerns you should:**

- Speak to the safeguarding lead or their deputy.
- Ensure there is support for the child in academy.
- The DSL may make a referral to statutory services including Child Protection or the Police.

Georgina Herry, SEND Advisor, 07816 067852, [Georgina.herry@hounslow.gov.uk](mailto:Georgina.herry@hounslow.gov.uk)  
Zarah Lowe (Centres), SEND commissioner, 07868 484233, [Zarah.lowe@hounslow.gov.uk](mailto:Zarah.lowe@hounslow.gov.uk)

**Always check that action has been taken, it is not enough to just pass on the information.**

### **14. Concern about safeguarding practices within the academy**

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the academy safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the academy management team (cf LAT Whistleblowing Policy).

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher this should be referred to the Chair of the LAC, Anne Messer.

If a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. Then a referral must be made to the Disclosure and Barring Service ('**DBS**'). This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them such as the Local Safeguarding Children Board ('**LSCB**'), or the LA Prevent or Channel Coordinators, [Joan Conlon](#), Mob: 07817 079190, [Najeeb Ahmed](#), Mob: 07890 540433, [Karmjit Rekhi](#), Mob: 07976 721119.

## **15. Professional Confidentiality**

Individual safeguarding and child protection concerns are confidential. All child protection documentation involving individual students will be kept in a locked office in a locked cabinet and / or a password-protected digital file. For further advice on how to store sensitive documents digitally, please refer to the Trust's Data Protection Policies or contact the Trust's Data Protection Officer.

Only members of staff who need to be informed are informed of such concerns; this would always include the Headteacher and DSLs. The child's class teacher will be given "need-to-know" information and not necessarily all the details linked to the case. In some circumstances it may be necessary to inform other members of staff, such as the Special Educational Needs and Disability Coordinator ('**SENDCo**'), Camille Bertram, or a Teaching Assistant ('**TA**'). The LAC will not be informed about individual safeguarding and child protection concerns.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others (including to social service departments) must always, however, have regard to both common and statute law.

**The LSCB must be informed of any allegation made against a member of staff.**

## **16. Supporting Students at Risk**

School may be the only stable, secure, and predictable element in the lives of 'at risk' children and yet their behaviour may be challenging and defiant and it may even be necessary to consider suspension or exclusion.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

We will endeavour to support students through:

- The curriculum, to encourage self-esteem and self-motivation;
- Discussing relevant issues through PSHCE and / or through relationships and sex education, and to teach pupils to assess risks;
- Providing mental health education and support;

- Robust Online and E-Safety policies and guidance;
- The culture and ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued;
- Opportunities for pupils to share concerns through strategies such as circle time / worry-boxes / academy counsellor (if applicable);
- The implementation of positive behaviour strategies;
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays;
- Regular liaison with other professionals and agencies that support the students and their families;
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so; and
- The development and support of responsive and knowledgeable staff trained to respond appropriately in Child Protection situations.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Academy staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment, and / or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, or mental health issues, children may also be vulnerable and in need of support or protection.

Pupils at risk from radicalisation will be supported as detailed in our Radicalisation and Extremism Policy.

## **17. Missing Children in Education**

Children can fall out of the education system because they:

- Fail to start appropriate provision and hence never enter the system;
- Cease to attend, due to exclusion (including illegal, unofficial exclusion);
- Live a lifestyle which involves travelling;
- Are withdrawn from the school by their parents;
- Fail to complete a transition between providers (e.g., being unable to find a suitable academy place after moving to a new LA);
- Receive home education;
- Are struggling with their physical and mental health.

The LAT aim is to limit the opportunities for children to go missing when they fall out of the education system. Academies have a range of processes and procedures to address such an instance, including:

- Regular monitoring of academy attendance and auditing of academy registers;
- Maintenance of a 'Central Register' of children at risk of missing education;
- A co-ordinated Admissions scheme.

All academies must inform the LA of any pupil who fails to attend academy regularly, or has been absent without the academy's permission for a continuous period of 10 academy days or more, at such intervals as are agreed between the academy and the LA.

In order to be certain that children are not put at risk, children who were down to start academy but did not arrive should also be reported to the LA as missing.

Children who are missing education may fall prey to multiple harms, including criminal and sexual exploitation, and it is therefore vital that their absence is treated with speed.

### **17.1. Private Fostering**

Schools must be clear about who is legally responsible for a child, if they identify a private fostering arrangement this must be reported to the Local Authority.

### **17.2. Transfer of Files**

When a child moves to a new school the files including the CP file should be transferred as quickly as possible. The CP file must be separate to the main file and must be sent in such a way that the school knows that it has arrived safely and securely. It may also be necessary for the DSL to speak to their counterpart in the new school to ensure there are no gaps in the care for the child. When files are transferred the Trust's schools should ensure that a safe receipt of the file transfer and a record of transfers is retained.

## **18. Early Years Foundation Stage**

As an early years provider delivering the Early Years Foundation Stage ('**EYFS**'), the academy aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

The academy will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their physical and mental welfare, and takes appropriate action where there are child protection concerns.

Notifications will be made to Ofsted by the DSL under the guidance of the Local Authority's Designated Officer ('**LADO**') in the event of an allegation of serious harm or abuse by any person working in the early years setting.

### **18.1. Safeguarding in the EYFS**

All safeguarding policies will apply equally to children in EYFS settings in so far as they are relevant to that age group.

### **18.2 Child Protection and the Use of Mobile Phones**

EYFS settings within the academy will follow academy procedures set out in this policy. In addition, the academy has the following child protection procedures and expectations:

- Parents and carers are asked to turn their mobile phones on 'silent' if they are coming into the early years setting and leave the setting if they need to use their mobile;
- Parents are prohibited from taking any photographs of children in the early years setting. The only exception would be in the event of a class assembly, or a school event;
- Staff must seek parental permission to take photographs of the children, which must be linked to teaching the curriculum, and they should use only academy equipment for this purpose;
- Staff may use mobile phones during breaks in the staff room but not whilst children are present, unless in an emergency situation;

- Academy cameras should be used for all recording / photographing purposes both in and out of academy. These images should only be printed out at the academy and staff should not under any circumstances take photos or images of children home;
- The use of personal mobile phones and cameras by staff and visitors to take photos of children both in and out of the academy is not permitted unless permission has been given by the academy.

## **19. Procedures**

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the London Child Protection Procedures ('**LCPP**'), or those of the relevant regional authority (such as the Surrey Safeguarding Children Partnership Procedures). You can find Hounslow's safeguarding partnership at [www.hscb.org.uk](http://www.hscb.org.uk).

Visitors to the academy will sign in, wear badges, and be accompanied at all times unless they have been screened using DBS procedures.

Parents and carers are informed as to the academy's duties and responsibilities regarding child protection and other safeguarding-related aspects and policies through the academy prospectus and website.

## **20. Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All child on child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under the school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence;
- Could put pupils in the school at risk;
- Is violent;
- Involves pupils being forced to use drugs or alcohol; and / or
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it;
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed; and
- The DSL will contact the children and adolescent mental health services ('CAMHS'), if appropriate.

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

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images;

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys; Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensuring pupils know they can talk to staff confidentially, /by posters around the school, during assemblies and PSHE lessons; and
- Ensuring staff are trained to understand that a pupil harming another pupil could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

## **21. If you discover that FGM has taken place or a pupil is at risk of FGM**

The DfE's KCSiE 2019 explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 7.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

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

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow the local safeguarding procedures.

## **APPENDIX 1**

### **Recognising Abuse: Drawn from Child Welfare Information Gateway**

#### **Recognising child abuse**

The following signs may signal the presence of child abuse or neglect.

The Child:

- shows sudden changes in behaviour or school performance;
- has not received help for physical or mental problems brought to the parents' attention;
- has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes;
- is always watchful, as though preparing for something bad to happen;
- lacks adult supervision;
- is overly compliant, passive, or withdrawn;
- comes to school or other activities early, stays late, and does not want to go home.

The Parent:

- shows little concern for the child;
- denies the existence of—or blames the child for—the child's problems in school or at home;
- asks teachers or other caregivers to use harsh physical discipline if the child misbehaves;
- sees the child as entirely bad, worthless, or burdensome;
- demands a level of physical or academic performance the child cannot achieve;
- looks primarily to the child for care, attention, and satisfaction of emotional needs.

The Parent and Child:

- rarely touch or look at each other;
- consider their relationship entirely negative;
- state that they do not like each other.

#### **Types of Abuse**

The following are some signs often associated with particular types of child abuse and neglect: physical abuse, neglect, sexual abuse, and emotional abuse. It is important to note, however, that these types of abuse are more typically found in combination than alone. A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

#### **Signs of Physical abuse**

Consider the possibility of physical abuse when the child:

- has unexplained burns, bites, bruises, broken bones, or black eyes;
- has fading bruises or other marks noticeable after an absence from school;
- seems frightened of the parents and protests or cries when it is time to go home;
- shrinks at the approach of adults;
- reports injury by a parent or another adult caregiver.

- Consider the possibility of physical abuse when the parent or other adult caregiver:
- offers conflicting, unconvincing, or no explanation for the child's injury;
- describes the child as "evil," or in some other very negative way;
- uses harsh physical discipline with the child;
- has a history of abuse as a child.

### **Signs of Neglect**

Consider the possibility of neglect when the child:

- is frequently absent from school;
- begs or steals food or money;
- lacks needed medical or dental care, immunisations, or glasses;
- is consistently dirty and has severe body odour;
- lacks sufficient clothing for the weather;
- abuses alcohol or other drugs;
- states that there is no one at home to provide care.

Consider the possibility of neglect when the parent or other adult caregiver:

- appears to be indifferent to the child;
- seems apathetic or depressed;
- behaves irrationally or in a bizarre manner;
- is abusing alcohol or other drugs.

### **Signs of Sexual abuse**

Consider the possibility of sexual abuse when the child:

- has difficulty walking or sitting;
- suddenly refuses to change for gym or to participate in physical activities;
- reports nightmares or bedwetting;
- experiences a sudden change in appetite;
- demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour;
- becomes pregnant or contracts a venereal disease, particularly if under age 14;
- runs away;
- reports sexual abuse by a parent or another adult caregiver.

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex;
- is secretive and isolated;
- is jealous or controlling with family members.

### **Signs of Emotional Maltreatment**

Consider the possibility of emotional maltreatment when the child:

- shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression;
- is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example);
- is delayed in physical or emotional or mental development;
- has attempted suicide;
- reports a lack of attachment to the parent.

Consider the possibility of emotional maltreatment when the parent or other Adult caregiver:

- constantly blames, belittles, or berates the child;
- is unconcerned about the child and refuses to consider offers of help for the child's problems;
- overtly rejects the child.

## **APPENDIX 2**

An example of information given to parents to explain the school's legal duty to refer

The school has a legal duty to make every effort to keep children safe.

If school staff members have a worry or are told information which should be passed on, we have a legal duty to tell social services.

- schools report;
- social services investigate.

If we have a concern about a child we will usually try to tell the parent before contacting social services. In some situations, though, we will not be able to do so.

When parents receive a call from the school or social services we understand that it can be a very emotional time. Parents should try not to panic but work together with the different agencies. This helps situations to be sorted out quickly and for families to receive the help that they need.

Staff are only told about referrals on a "need to know" basis so information is dealt with in a professional and confidential way. **There will be no gossip.**

We always want to keep continued good relationships, even during difficult times.

### **APPENDIX 3**

#### Safeguarding training log

- CP training for:
  - DSL/Deputies
  - Whole staff--formal
  - Whole staff--ongoing (e.g., review annually)
  - LAC Governors
- Safer recruitment training (including governors) and date;
- First aid training-list numbers trained, when completed and type of certificate, e.g. paediatric/emergency/comprehensive training—include names if possible;
- Epi-pen/asthma/anaphylaxis—list number trained and when completed;
- Use of physical restraint (if needed);
- Any other medical training, e.g. on diabetes;
- Any other relevant safeguarding training, e.g. E-Safety for parents, staff, pupils;
- Prevent (or Channel) training for safeguarding vulnerable pupils in regard to extremism.
- Mental Health training

#### Site manager:

- H&S training and date—any aspects.

Have certificates to support the above training in the file. If certificates are not available, then file the letter of acceptance on the course. The file can be either electronic or paper (or both.)

#### **Long-Term Storage of Files – please see the Trust’s Data Protection Policies**

## APPENDIX 4

### Safeguarding Report to the LAC

### Safeguarding Report to the LAC

LDBS Academies Trust



#### Vulnerable pupil overview

|                                         | Number | Notes |
|-----------------------------------------|--------|-------|
| Safeguarding & Child Protection Team    |        |       |
| Children in Need (CIN)                  |        |       |
| Looked After Children LAC               |        |       |
| Agency involvement or school monitoring |        |       |
| EWO                                     |        |       |

#### Meetings:

|                                     | Date | Notes |
|-------------------------------------|------|-------|
| Case conferences:                   |      |       |
| Child Protection Core Group Meeting |      |       |
| CIN review:                         |      |       |
| LAC:                                |      |       |
| Professional meetings:              |      |       |
| EWS                                 |      |       |
| TAF (team around the family):       |      |       |
| Hounslow Public Health meetings     |      |       |

#### SCR: approved/ monitored:

| Date | Governor/reviewer | Staff member responsible | Notes/Actions |
|------|-------------------|--------------------------|---------------|
|      |                   |                          |               |

#### First aiders:

| Date of expiry | CPD/Training | Name |
|----------------|--------------|------|
|                |              |      |

**Accidents this term:** 0 pupil                      0 adults

Over time

|              | Pupils |  | Adults |  | Total    |
|--------------|--------|--|--------|--|----------|
| Autumn       | 0      |  | 0      |  | <b>0</b> |
| Spring       |        |  |        |  |          |
| Summer       |        |  |        |  |          |
| <b>Total</b> | 0      |  | 0      |  | <b>0</b> |

#### Fire drills:

|              |  |
|--------------|--|
| Autumn term: |  |
| Spring term: |  |
| Summer term: |  |

#### Health, Safety, & Security

**Security breaches:**

**Risk Assessments:**

|                                                   | Autumn | Spring | Summer |
|---------------------------------------------------|--------|--------|--------|
| Number of changes due to site changes:            |        |        |        |
| Number of individual Risk Assessments for pupils: |        |        |        |
| COVID Risk Assessments for staff:                 |        |        |        |

**Premises:**

| Date | Work carried out | Date | Work carried out |
|------|------------------|------|------------------|
|      |                  |      |                  |

**Premises CPD:**

| Date | CPD/Training | Name |
|------|--------------|------|
|      |              |      |

**Positive Handling training:**

| Date | Name |
|------|------|
|      |      |

**Safeguarding CPD:**

| Date | CPD/Training | Participants |
|------|--------------|--------------|
|      |              |              |

**Prevent online HM Government training**

| Date | Participants |
|------|--------------|
|      |              |

**Adverse Childhood Experiences training:**

| Date | CPD/Training | Participants |
|------|--------------|--------------|
|      |              |              |

**Designated Safeguarding Lead:**

| Date of expiry | CPD/Training | Participants |
|----------------|--------------|--------------|
|                |              |              |

**Safer recruitment:**

| Date | CPD/Training | Participants |
|------|--------------|--------------|
|      |              |              |

**Audits and reports:**

| Date | Audit/Report | Actions |
|------|--------------|---------|
|      |              |         |

**Issues/ development aspects for next year/term:**

## APPENDIX 5

### What is abuse?

←———— Criminal law levels of intent —————→

|           | <b>Accidental/Inadvertent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Intentional</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical  | <ul style="list-style-type: none"> <li>• accidental striking</li> <li>• rough play</li> <li>• inappropriate restraint</li> <li>• not providing/attending training</li> <li>• <i>inattention to hygiene needs, e.g., head lice</i></li> <li>• ignoring safety requirements</li> <li>• <i>getting young children to do household chores such as ironing</i></li> <li>• <i>over/under feeding</i></li> </ul>                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• deliberate striking or burning</li> <li>• hitting</li> <li>• shaking</li> <li>• throwing</li> <li>• <i>poisoning</i></li> <li>• <i>suffocating</i></li> <li>• <i>Munchausen's syndrome</i></li> <li>• kicking</li> </ul>                                                                                                                                                                                                        |
| Emotional | <ul style="list-style-type: none"> <li>• inappropriate use of humour</li> <li>• lack of sensitivity in class discussions, e.g. children who may be suffering bereavement, parent in prison, etc.</li> <li>• failure to intervene</li> <li>• inattention to cultural/ethnic norms</li> <li>• ignoring child</li> <li>• <i>parent and child are 'friends'; abrogation of parental responsibility</i></li> <li>• <i>domestic violence</i></li> </ul>                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• deliberate rudeness or blanking</li> <li>• sarcasm</li> <li>• threats/bullying</li> <li>• humiliation</li> <li>• lack of praise</li> <li>• undermining confidence</li> <li>• ridicule</li> <li>• constant criticism</li> <li>• <i>denied love and affection</i></li> <li>• deliberately turning a blind eye</li> <li>• racist abuse</li> <li>• scapegoating</li> <li>• deliberate exclusion of child from activities</li> </ul> |
| Neglect   | <ul style="list-style-type: none"> <li>• not noticing gradual changes in behaviour</li> <li>• <i>forgetting medication or giving extra dose</i></li> <li>• leaving children unattended</li> <li>• not doing risk assessment</li> <li>• failure to take child's concerns seriously</li> <li>• failure to create a culture where abuse can be reported</li> <li>• failure to evaluate the impact of policies</li> <li>• organisation of room space</li> <li>• lack of attention to ethnic and cultural norms, e.g. food NOT physical punishment, etc.</li> <li>• allowing child to go home without checking supervision arrangements</li> <li>• <i>inappropriate clothing</i></li> </ul> | <ul style="list-style-type: none"> <li>• leaving children unattended</li> <li>• not reporting suspicions</li> <li>• allowing children to drink</li> <li>• not tackling bullying</li> </ul>                                                                                                                                                                                                                                                                               |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                   |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sexual | <ul style="list-style-type: none"> <li>• being overheard in a personal conversation</li> <li>• accidental physical contact –bumping into, touching</li> <li>• failure to intervene</li> <li>• invading personal space</li> <li>• inappropriate dress</li> <li>• supervision arrangements for PE/swimming</li> <li>• not securing age-inappropriate material (TV, internet, magazines)</li> <li>• inappropriate behaviour, e.g. flirting</li> </ul> | <ul style="list-style-type: none"> <li>• use of inappropriate material in lessons</li> <li>• suggestive comments</li> <li>• inappropriate humour</li> <li>• homophobic comments</li> <li>• sexual touching</li> <li>• invading space/overly tactile</li> <li>• indecent exposure</li> <li>• voyeurism</li> <li>• penetrative/oral acts</li> </ul> |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**NB: Many of the points noted could sit at different levels depending on the circumstances. However, a key point to note is that sexual abuse, of all forms of abuse, is most likely to be intentional. The points in italics are more relevant to the home context.**

## **APPENDIX 6: Allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff, permanent, supply, or volunteer has:

- Behaved or may have behaved in a way that has harmed a child, or may have harmed a child, or
- 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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

Staff must raise any concerns they may have about any person working in the school. We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement. Staff should be aware that other professionals such as police and medical staff may also raise concerns and be consulted.

### **Suspension**

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is / are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we may consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Trust

### **Definitions for outcomes of allegation investigations**

**Substantiated:** there is sufficient evidence to prove the allegation

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

**False:** there is sufficient evidence to disprove the allegation

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the (Executive) Headteacher (or chair of the LAC, where the (Executive) Headteacher is the subject of the allegation) – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the LADO. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and / or children's social care services and the CEO.
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and / or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and / or children's social care services, as appropriate and the CEO who should be kept informed throughout the process.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and / or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child / children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and / or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child / children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

#### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the (Executive) Headteacher, or other appropriate person in the case of an allegation against the (Executive) Headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered and will consult the CEO as necessary.

The case manager will take advice from the LADO, police, children's social care services and the CEO as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse ('IICSA'), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

## **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

## **Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to the Trust's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

## **APPENDIX 7: Specific safeguarding issues**

### **Children missing from education**

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

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

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

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

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

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

### **Child sexual exploitation**

Child sexual exploitation ('CSE') is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

- Indicators of sexual exploitation can include a child:
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and / or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

### **Child Criminal Exploitation**

Schools should be aware of, and discuss with the DSL:

- Children who appear with unexplained gifts or new possessions e.g. expensive trainers;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes in to the local housing authority so they can raise / progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### **So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse ("HBA") encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

### **HBA**

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

## FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 21 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother / family member disclosing that FGM has been carried out
- A family / pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the LADO
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### **Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy

- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

Staff should always take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures.

## **APPENDIX 8: Checklist to support monitoring of SCR**

**Statutory requirements only as outlined in KCSiE 2020:** This may be useful for governors to use when monitoring the SCR.

### **Governor SCR checklist**

**Name of Governor:**

**Date check completed:**

**SCR checklist -statutory requirements**

Y/N comments/actions

**NB date for these checks must be included** (not statutory but the initials of who checked them can also be added)

Identity check (photo id)

Barred list check

Enhanced DBS

Prohibition from teaching

(NB this also includes non- qualified teachers in a 'teaching' role)

A section 128 direction check – only GB of a maintained school, and staff with management positions in a MAT

Professional qualifications (QTS)

Right to work in the UK

Overseas checks - if the person has worked/lived outside the UK

Supply staff: the school has checked that the agency has carried out all relevant checks, (DBS, prohibition) obtained appropriate certificates and stated the date this confirmation was received

Governors all have a DBS and a S128 has been carried out

### Non-statutory elements

the school can add columns to support safeguarding e.g. training, disqualification, references and note the person checking these

## **Appendix 9: Guidance for speakers visiting the school**

In regard to speakers visiting the premises and addressing children, the academy should consider the inclusion of:

- A formal procedure for inviting speakers, which involves approval by the Headteacher and a clear understanding of why the speaker has been chosen.
- A list of appropriate checks on the suitability of the person prior to their visit or agreement of their visit. This could include internet searches and/or contacting other academies where the person has spoken previously.
- Although not always possible, it is helpful to invite speakers from an established company, charity or other group whose aims are well-documented.
- A document for the speaker to read and sign, to ensure that they understand they must abide by the academy's equality commitments, that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs, and there must be no extremist material and that they will stick to the agreed content discussed with the academy.
- An understanding that the speaker will be expected to talk with staff about the content of the presentation before the event; speakers and staff must allow time for this discussion, whether it is on the day or beforehand.
- An understanding that such talks and presentations will not be used to raise funds, without the prior written permission of the Headteacher.
- Visiting speakers must arrive at reception in good time to book in and must bring suitable identification and be suitably attired. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in 'regulated activity' and so will not necessarily have a DBS certificate to present.
- Visitors must be supervised at all times and not left alone with pupils, unless they have confirmed DBS checks.
- Visiting speakers should understand that their presentation will be brought to an early end, if the content proves unsuitable.
- All information about the visiting speaker and the booking process should be recorded on a suitable proforma.
- After the presentation, an evaluation form should be completed which will include feedback from staff, note any contentious subject areas or comments, and state whether the speaker could be booked again in the future. Once a person has visited an academy, future checks should be proportionate.

## Visiting Speaker Proforma and Checklist

Name of the speaker

Reason for booking

Approval from (Executive) Headteacher

Have you checked the speaker's suitability? Yes / No

Contacted other academies?

Internet search?

Are they from an established company or charity?

Have you liaised with the speaker over the content of the presentation and or seen the presentation? Yes / No

Have you told them that the presentation will stop if deemed unsuitable? Yes / No

Is this to raise funds? Yes / No

If so, has the (Executive) Headteacher granted permission? Yes / No

Have you asked the speaker to bring a photographic ID and be suitably attired? Yes / No

Do they have a DBS? Yes / No

**ALL VISITING SPEAKERS MUST SIGN A DECLARATION TO ABIDE BY THE TRUST'S POLICY**

## **Appendix 10: Contextual information regarding the school**

All staff receive basic awareness child protection training annually and updates are provided through INSET and meetings. For more details, see the Safeguarding section under Staff Code of Conduct.

If a member of staff is concerned about a child's welfare they should record these concerns on a 'Child Protection Concern' form which is printed on purple paper. Forms can be found in the staff room or school office. This should then be passed to the DSL. They may also discuss their concerns with the DSL but the details of the concern should be recorded in writing. The Designated Safeguarding Lead (DSL) is Dionne Hurst, the deputy DSLs are Jodie Knock and Lauren McCarthy. If they are not available pass to a member of the leadership team immediately. All concerns or disclosures relating to a pupil are highly confidential.

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed. St Richard's CE Primary School recognise that the signs may be due to a variety of factors, however, they may also indicate a child is being abused or is need of safeguarding.

In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are ok or if they can help in any way. Staff should use the 'Child Protection Concern' form to record these early concerns and give the completed form to the DSL.

We recognise that it takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, guilty or scared. Their abuser may have threatened that something will happen if they tell. They may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will:

- Listen to what the child has to say and allow them to speak freely.
- Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener.
- Reassure the child that it is not their fault and that they have done the right thing in telling someone.
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk.
- Take what the child is disclosing seriously.
- Ask open questions and avoid asking leading questions.
- Avoid jumping to conclusions, speculation or make accusations.

- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next.

If a pupil talks to any member of about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the 'Child Protection Concern' form in the child's own words. Staff should make this a matter of priority. The record should be signed and dated and the member of staff's name should be printed. It should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure as appropriate.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Early Help Hounslow.

Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to Early Help Hounslow or other support is appropriate.

If a referral is needed, then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

The child (subject to their age and understanding) and the parents will be told a referral is being made, unless to do so would increase the risk to the child.

If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

If a child is in immediate danger or is at risk of harm a referral should be made to Early Help Hounslow and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

You must be aware of the children who are not allowed to have photographs taken and displayed.

# Keeping Children Safe in Education 2020

## ST RICHARD'S CE PRIMARY SCHOOL

|                                                                       |  |       |  |
|-----------------------------------------------------------------------|--|-------|--|
| <b>Signed by the<br/>(Executive)<br/>Headteacher</b>                  |  | Dated |  |
| <b>Signed by the Chair<br/>of the Local<br/>Academy<br/>Committee</b> |  | Dated |  |

|                                       |                                                                                           |
|---------------------------------------|-------------------------------------------------------------------------------------------|
| Designated Safeguarding Lead          | <b>Dionne Hurst</b>                                                                       |
| Deputy Designated Safeguarding Lead   | <b>Jodie Knock<br/>Lauren McCarthy</b>                                                    |
| Encompass                             | <b>Vicky McCandless<br/>vicky.e.mccandless@met.police.uk</b>                              |
| LA Designated Officer Name and number | <b>Early Help Hounslow<br/>020 8583 6600/3200<br/>Children.socialcare@hounslow.gov.uk</b> |
| LADO                                  | <b>Grace Murphy<br/>020 8583 4933<br/>Lisa Tingle, IRO Manager<br/>020 8583 2742</b>      |
| SAAM – allegations against staff      | <b>Duty Line<br/>020 8583 5730<br/>LADO@hounslow.gov.uk</b>                               |

