



Safeguarding Policy and Child Protection Policy

Introduction

The overall aim of Harmondsworth Primary School is to educate, care for and nurture our children.

Our school is concerned about the welfare and safety of its pupils and works to create a culture of security to enable them to feel valued, listened to and to know that their wishes and feelings are respected.

'School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.' Keeping Children Safe in Education 2018

This policy has been developed in accordance with the principles established by:

- Working Together to Safeguard Children 2018
- Education Act 2002
- What to do if you are worried a Child is being Abused 2006
- Keeping Children Safe in Education 2018
- Children Act 2004
- Safeguarding Children and Safer Recruitment in Education 2007
- Guidance for safer working practice for those working with children and young people in education settings October 2015
- The Prevent Duty June 2015
- Disqualification under the Childcare Act 2006 as amended 2018

Statutory Framework

'Working Together to Safeguard Children' 2018 requires all schools to follow procedures for protecting children from abuse.

Schools are also expected to ensure that they have appropriate procedures in place to enable them to respond appropriately if they believe that a child has been, or is currently, at risk of being abused. These procedures should also cover circumstances where there is an allegation involving a member of the school's staff.

DCSF Circular 10/95 (Protecting Children from Abuse: The Role of the Education Service)

states that:

- staff should be alert to the signs and symptoms of abuse and know to whom they report any concerns



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- all schools should have a Designated Person with responsibility for co-ordinating action within school and liaising with agencies
 - Designated Persons should have appropriate training
 - Schools should follow borough guidelines
 - Schools should have procedures for handling suspected cases of abuse, including where a member of staff is involved

Circular 10/95 states that 'parents should be made aware of the school's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.'

Designated Officer: Eleesa Dowding

Deputy Designated Officer: Ngairé Hepworth/Gurdip Daheley

Safeguarding Governor: Simon Bennett

Aims

The aims of this policy are:

- to support the child's development in ways that will foster security, confidence and resilience
- to provide an environment in which children feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- to raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting cases of abuse
- to provide an environment where staff and pupils can talk freely about concerns and know that they will be listened to and appropriate action will be taken
- to provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children
- to acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils
- to develop a structured procedure within the school; this will be followed by all members of the school community in cases of suspected abuse
- to develop effective working relationships with all other agencies involved in safeguarding children
- to ensure that all adults within our school who have access to children have been checked as to their suitability



Role of Governing Body

The Governing Body is responsible for ensuring that:

- the school has policies and procedures for safeguarding and promoting the welfare of the pupils in their care
- the school reviews these policies annually
- parents are aware that a Child Protection Policy is in place and available to see on request
- the Designated Person for Child Protection is properly trained and has time to carry out their duties
- the school has procedures for safer recruitment
- the school has procedures for dealing with allegations of abuse against members of staff or volunteers working in the school
- the school has a lead governor responsible for Child Protection
- Ensure that where reasonably possible, there is more than one emergency contact for each pupil.
- To ensure pupils are taught about safeguarding

The Designated Person

The role of the Designated Person is to:

- ensure that all staff, including non-teaching staff, are aware of these procedures
- ensure that all staff have training every three years to enable them to know when and to whom they must pass their concerns
- develop an effective working relationship with other agencies
- make referrals where child abuse is likely to occur, or is suspected or disclosed, to Social Care
- ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral
- ensure that all records are kept confidentially and securely and are separate from pupil records
- ensure that if a child leaves the school their child protection file is copied and forwarded to the Designated Person in the new school
- attend case conferences, or ensure that the appropriate member of staff attends and is aware of the purpose and procedure for a Child Protection Conference
- ensure that a report is prepared for conference and to participate in core groups as required
- ensure that any absence of two days, without satisfactory explanation, of a pupil currently on the Child Protection Register is referred to the Participation Officer and/or Social Care
- meet with the Participation Officer to monitor children at risk



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- act as a source of support and advice to staff within schools on all child protection concerns
 - provide an annual report for the Governing Body
 - keep up to date with knowledge to enable them to fulfil their role, including attending any relevant training
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School Procedures (See Appendix 1)

- Our school procedures for safeguarding children are in line with local authority procedures and 'Working Together to Safeguard Children 2018'
- The deputy Designated Person will act in the absence of the Designated Person for Child Protection
- If a disclosure is made and the Head Teacher, Designated Person and Deputy Designated Person are not present at school, they must be contacted immediately
- If any member of staff is concerned about a child s/he must inform the Designated Person immediately. S/he must use the agreed format to record concerns. The school uses CPOMS to record any concerns.
- Notes should be made about any concerns as quickly as possible
- The Designated Person will seek advice initially from the Local Authority MASH Team
- Particular attention will be given to the attendance, academic progress and physical, social and emotional development of any child who has been identified as at risk or who has been placed on the Child Protection Register
- The Designated Person will inform Social Care of any significant change affecting any child on the Child Protection Register
- The name of the Designated Person, the Deputy Designated person and the lead governor responsible for Child Protection will be displayed clearly in the school
- The Designated Person and Deputy Designated Person will undertake training every two years and other staff every three years

Training

The Designated Safeguarding Lead has undertaken child protection training and training in inter-agency working and will attend refresher training at two yearly intervals. The Deputy Designated Safeguarding Lead with responsibilities for child protection issues, as detailed in this policy, will also undertake this same training. This will normally be Working Together to Safeguard Children training as provided by Hillingdon Local Safeguarding Children Board.



Staff and volunteers undertake training in child protection and safeguarding and this is updated at least every three years.

Records of training will be monitored by *Governors*.

Every year at the beginning of the school year, all staff and volunteers who work in the school are reminded of the provisions in this Child Protection and Safeguarding Policy. Staff also access Fronter where bulletins and policies can be located.

Every recruitment panel includes at least one member of staff who has undergone safer recruitment training under the scheme currently operated by The Children's Workforce Development Council with refresher training every three years.

The *Governors* will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every three years.

If they have not attended the training for staff generally, temporary and voluntary staff who work with children are made aware of the School's arrangements for safeguarding and their responsibilities as above whilst they are waiting to attend the next available safeguarding course.

The school will keep a central record of all safeguarding training undertaken by members of staff and others.

The Designated Safeguarding Lead will attend, wherever possible, the Safeguarding Schools Cluster Meeting, which will meet at least termly and whose members can be gathered for advice at any time. This meeting is a good opportunity to share good practice and to outline concerns. It is chaired by the Child Protection Lead for Education.

What is Child Abuse?

Neglect

Neglect is defined by Keeping Children Safe in Education 2018 as:

'The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the



child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.'

Possible signs of neglect:

Responsible staff should be especially concerned about a child who:

- is constantly hungry, greedy or stealing food.
- has lingering illnesses which have not been treated.
- is continually smelly, scruffy and dirty.
- is often dressed in inadequate or unsuitable clothing for the weather conditions.
- suffers repeated accidents, suggesting a lack of proper supervision.
- is constantly tired.
- does not respond when given attention or, on the other hand, craves attention and affection from any adult.

Keeping Children Safe in Education 2018 defined Physical abuse as:

'a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.'

Possible signs of Physical Abuse:

Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Sometimes someone burns a child, perhaps by holding a part of the body against something very hot or by scalding. Poisoning a child, perhaps by giving them alcohol or drugs, is also physical abuse. Older children may seek to conceal such injuries by keeping their arms and legs covered or being reluctant to



change for sport. Responsible staff need to be especially concerned about:

- Injuries which do not match the explanation given for them
- Bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence
- Bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks or belt marks
- Burns or scalds with clear outlines
- Bite marks and bruises like love-bites.
- Bruising in or around the mouth.

The definition for sexual abuse given in *Keeping Children Safe in Education 2018* is as follows:

'Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.'

The key elements in any definition of sexual abuse are:

- the betrayal of trust and responsibility.
- abuse of power for the purpose of the sexual gratification of the abuser.

Possible signs of sexual abuse:

The abuser may use different ways to persuade the child to cooperate such as bribery, threats or physical force. Sexual abuse can take different forms, from touching to intercourse, and often does not cause



any outward signs of physical injury. It can happen to boys as well as girls and to children of any age, from birth to 18 years old. Sexual abuse can have long lasting effects. Some children who have been abused go on to abuse other children. Some find as they grow up that they are unable to have close relationships with other people. Others deliberately injure themselves because they feel so awful about themselves.

Be especially concerned about a child who:

- Exhibits sexually explicit behaviour.
- Has inappropriate sexual knowledge for his or her age.
- Attempts suicide or self-inflicts injuries.
- Repeatedly runs away from home.

Keeping Children Safe in Education 2018 defined emotional abuse as:

'The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.'

Possible signs of Emotional Abuse:

This form of abuse may result in a child becoming withdrawn, nervous, and unhappy or lacking in confidence. It may result in a child being unable to make friends, perhaps because they behave aggressively or inappropriately towards other children. Emotional abuse may happen when a carer behaves in a persistently indifferent or hostile way towards a child, perhaps through bullying, rejecting, frightening, criticising or scapegoating the child. It may happen when a carer's behaviour is inconsistent so that the child never knows what reaction to expect. It may happen when carers are very possessive or over-protective. In



severe cases, children may be subjected to cruel treatment and punishment, like being locked in cold, dark surroundings or being made to do endless, inappropriate household tasks. A child living with domestic violence is also suffering emotional harm.

Responsible staff should be especially concerned about a child who:

- is continually depressed and withdrawn.
- runs away or who is frightened to go home.
- is reluctant to attend school.
- is persistently blamed for things that go wrong.
- is made to carry out tasks inappropriate to their age.
- is not allowed to do normal childhood activities.
- displays excessive fear of their parents or carers.
- is excessively clingy and tearful.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. February 2017

Sexual exploitation can take forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitive relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.



Honour Based Violence

Honour Based Violence, which may include forced marriage and / or female genital mutilation, is perpetrated against children and young people for a number of reasons which may include forced marriage and / or female genital mutilation.

Female Genital Mutilation (FGM)

- All staff and volunteers need to be alert to the possibility of a girls being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of this practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. It is mandatory that teachers reports disclosures on FGM about a female under 18 personally to the police. **(See Appendix 3)**

Dealing with a Disclosure

If a child discloses that s/he has been abused, the member of staff should:

- listen to what the child says without displaying shock or disbelief
- take what the child says seriously
- keep an open mind
- accept what is being said
- allow the child to talk freely
- reassure the child but not make promises which may not be possible to keep
- do not promise confidentiality. Staff have a duty to report the incident to the Designated Person and it may be necessary to inform Social Care
- reassure the child - it is not his or her fault
- stress that it is right to tell
- listen; do not ask direct or leading questions, such as, what did he/she do next? Did he touch your private parts?
- ask open questions e.g. Who? When? Where? Anything else to tell me? And?
- do not criticise the perpetrator - the child may still love him or her
- explain what you have to do next - See School Procedure.



Record Keeping

Where abuse is disclosed or suspected the member of staff should:

- make brief notes as soon as possible recording exact words used by the child
- record dates and times on CPOMS
- draw a diagram to indicate any marks or injuries observed

These notes must not be destroyed, even if a more detailed report is written later. They may be needed by the Court.

Data protection means that parents/ pupils have the right to see their school records.

Although child protection information is exempt from this requirement, if a parent or former pupil asked to see notes registering any child protection concerns, then it is likely that a Local Authority would be obliged to show them, unless the case had involved a criminal prosecution, care order or other legal prohibition. An exception might be made if to release the information would cause individual harm to the parent or pupil. Therefore, it is vital that all information written about children, or allegations made by children is kept to objective comments, verbatim accounts and factual information.

The Referral Process

When a clear disclosure is reported to the Designated Person, a referral must be made immediately.

Where there are concerns raised, the Designated Person may choose to seek advice and they will decide whether it is appropriate to refer. This decision may be made following discussion with the Safeguarding Team. Referral can be made over the telephone but should be followed up in writing using the Common Referral Form.

If the concern relates to an allegation against a member of staff it will be referred to the Local Authority Designated Officer (LADO).

Diversity

Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

'Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can



change responses. Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.'

(Victoria Climbié Inquiry Report).

Research also shows that children with special needs are at an increased risk of abuse.

There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

We recognise that children with special educational needs and disabilities can face additional safeguarding challenges.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- young women subject to honour based violence (where, for instance, they have transgressed the expectations of them as young women in their family and community)
- children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community
- girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out) (See Appendix 3)
- children being trafficked into other families from abroad
- girls and/or boys at risk of being forced into marriage.

Speaking to Parents

All parents are made aware of the school's Child Protection Policy, through reference to it in our prospectus and on our website. The name of the Designated Person, Deputy Designated Person and the lead governor responsible for Child Protection is displayed in our school entrance.

Where concerns are raised, the Designated Person must explain to parents that the school has a duty of care to refer to Social Care if they believe that the child or other children may be at risk of significant harm. There are situations when seeking consent should be avoided.

- In cases of sexual abuse, where evidence could be destroyed
- Where the risk of violence to the child or others may result
- Where a child may be coerced into withdrawing a statement
- Where the sharing of information with parents is best managed jointly
- The Designated Person should seek advice from Social Care and keep a record of the advice given.



Supporting Children

We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We recognise that there may be other groups of children and young people who are particularly vulnerable, e.g. those with disabilities, young carers and children living with substance abuse.

We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- encouraging the development of self esteem and resilience in every aspect of school life
- promoting a caring, safe and positive environment within the school
- liaising and working together with all other support services and those agencies involved in the safeguarding of children
- notifying Social Care as soon as there is a significant concern
- ensuring that a named teacher is designated for 'Looked After Children' and that an up to date list of children is maintained and regularly reviewed
- notifying Social Care when a young child or person attending the school is privately fostered
- notifying the Participation Officer (following notification to the Designated or Deputy Designated Person) of the absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan.

Peer on peer abuse

Abusive behaviour can happen to pupils in schools and settings. It is necessary to consider what abuse is, and looks like, how it can be managed, and what appropriate support and intervention can be put in place to meet the needs of the individual. It is also paramount to identify what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse, and should never be tolerated or passed off as 'banter' or 'part of growing up'.



There are many forms of abuse that may occur between (e.g. physical, emotional, sexual, cyberbullying).

When an allegation is made by a pupil against another student, which is of a safeguarding nature, it should be reported to the designated safeguarding lead (DSL) as soon as possible. If the DSL is not available, the Head teacher or deputy DSL should be informed. They must then report this to the DSL as soon as possible.

A factual record must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes. The incident should not be investigated at this time.

A pupil against whom an allegation of abuse has been made may be suspended from the School and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from Children's Services or the Local Authority Designated Officer (LADO) as appropriate on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Services or the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her.

A risk assessment will be considered at this time to protect all parties involved. It may be appropriate to exclude the alleged child against whom the report has been made for a fixed time, in line with our schools behaviour policy and procedures.

If a pupil is suspended from school as a result of an allegation of abuse, the Chair of Governors and at least one Designated Governor will be informed as soon as practicable.

Educating Children about the Issues

Curriculum subjects, especially PSHE and E-safety, can make children aware of unacceptable behaviour. Children should be taught:

- about recognising and managing risks
- about unacceptable physical contact
- to recognise coercion



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- that violence of any type is unacceptable
 - that it's fine to talk about your own problems
 - who they can talk to in school and at home about issues that concern them
 - The UKCCIS Education Group has produced advice for schools and colleges on responding to incidents of 'sexting.'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.24_39_KG_NCA_Sexting_in_Schools_WEB__1_.PDF

Support for Staff

Dealing with Child Protection is always difficult and stressful. Members of staff should consider seeking support for themselves, initially from the Designated Person. Further support can also be provided by the Head Teacher or another trusted colleague, occupational health, and/or a representative of a professional body or trade union, as appropriate.

Confidentiality

- We recognise that all matters relating to child protection are confidential
- The Head Teacher or Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secret that which might compromise the child's safety or well being or that of another child
- We will always undertake to share our intention to refer a child to Social Care with parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Safeguarding Team or Social Care on this point.

Allegations Involving a Member of Staff

All school staff should take care not to place themselves in a vulnerable position with a child.

Where an allegation is made against an adult, immediate advice must be sought. Reports are made to the Head Teacher/Designated Officer and the LADO. The Head Teacher will discuss the content of the allegation with the Safeguarding Team. The Head Teacher will also notify the Chair of Governors.



If the allegation concerns the Head Teacher the person receiving the allegation will immediately inform the Deputy Head Teacher who will inform the Chair of Governors. S/he will consult the Safeguarding Team. The school will follow the borough procedures for managing allegations against staff.

'The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk' Keeping Children Safe in Education September 2018

Recruitment of Staff/Volunteers

Safer recruitment procedures will be followed. All staff and volunteers will be carefully selected and vetted to try to ensure they do not pose a risk to children. All references will be checked and verified. Those staff and volunteers having contact with children will have an enhanced check through the Disclosure and Barring Service. All will receive safeguarding training. A risk assessment will be carried on all volunteers (Appendix 3). Volunteers will receive information and basic training in safe conduct and what to do if they have concerns about a child. This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously.

Temporary Staff

Temporary staff will be provided with the name of the Designated Person for Child Protection and Deputy Designated Person for Child Protection.

Children Missing in Education (Guidance 2016)

The school has procedures in place for when children have poor attendance or are regularly missing. The school ensures that where reasonably possible, there is more than one emergency contact for each pupil.

Harmondsworth Primary will notify the local authority when we are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations (see Guidance). This duty does not apply when a pupil's name is removed from the admission register at standard transition points - when the pupil has completed the final year of education normally provided by that school - unless the local authority requests that such returns are to be made.

When removing a pupil's name, the notification to the local authority will include:
(a) the full name of the pupil, (b) the full name and address of any parent with



whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register

- The School will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii)
- **Harmondsworth Primary will** also notify the local authority **within five days** of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point - at the start of the first year of education normally provided by that school - unless the local authority requests that such returns are to be made.
- When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

Use of Reasonable Force

There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour. Individual plans will be created in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.

Disqualification by Association

The school will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009. The 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.

Data Protection Act

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Contextual Safeguarding



Harmondsworth Primary is aware of the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

'As well as threats to the welfare of children from within their families, children may be vulnerable to abuse, or exploitation from outside their families.' Working Together to Safeguard Children (2018), paragraph 33

Child Criminal Exploitation

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Other Policies

This policy should be read in conjunction with the following, related school policies:

- Anti-bullying
- Health and Safety
- Safe Handling Procedures
- Drugs and Substances
- First Aid
- Physical Intervention
- E-safety and Internet use policy
- Intimate Care
- Whistleblowing
- Behaviour Policy
- Preventing Radicalisation
- Volunteer Policy
- Staff Handbook
- Attendance

Contacts

Rob Wratten (Child Protection lead in Education) 01895 277463

Rob Wratten (Schools LADO) 01895 250975

Referral & Assessment Team (London Borough of Hillingdon) 01895 556644

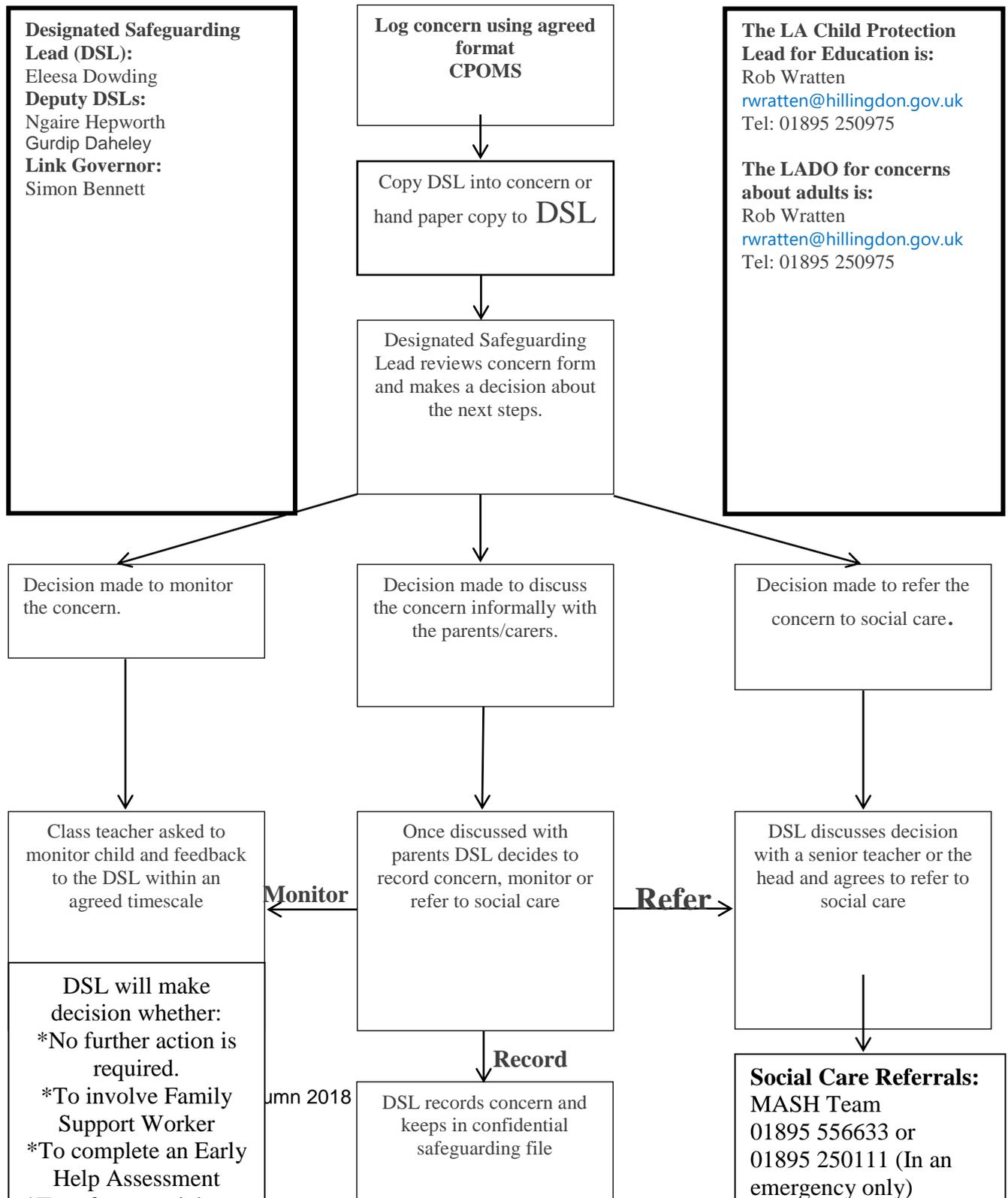
This policy will be reviewed annually.



September 2018

Reviewed September 2018 following the release of updated legislation 'Keeping Children Safe in Education 2018

Appendix One FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Designated Safeguarding Lead (DSL):
Elesaa Dowding
Deputy DSLs:
Ngaire Hepworth
Gurdip Daheley
Link Governor:
Simon Bennett

Log concern using agreed format CPOMS

Copy DSL into concern or hand paper copy to DSL

Designated Safeguarding Lead reviews concern form and makes a decision about the next steps.

The LA Child Protection Lead for Education is:
Rob Wratten
rwratten@hillingdon.gov.uk
Tel: 01895 250975

The LADO for concerns about adults is:
Rob Wratten
rwratten@hillingdon.gov.uk
Tel: 01895 250975

Decision made to monitor the concern.

Decision made to discuss the concern informally with the parents/carers.

Decision made to refer the concern to social care.

Class teacher asked to monitor child and feedback to the DSL within an agreed timescale

Once discussed with parents DSL decides to record concern, monitor or refer to social care

DSL discusses decision with a senior teacher or the head and agrees to refer to social care

DSL will make decision whether:
*No further action is required.
*To involve Family Support Worker
*To complete an Early Help Assessment

Record
DSL records concern and keeps in confidential safeguarding file

Social Care Referrals:
MASH Team
01895 556633 or
01895 250111 (In an emergency only)



Appendix

Appendix 2

Female Genital Mutilation (FGM)

Harmondsworth Primary School recognises Female Genital Mutilation (FGM) as a safeguarding issue, and an illegal and abusive practice

- Harmondsworth Primary School will fully comply with HM Government guidelines and the law to take every possible step to ensure that no pupil is subjected to FGM.
- All staff will receive training about FGM as part of their ongoing CPD. The implications of FGM and other illegal practices related to particular BME communities such as forced marriage will be specifically addressed in relation to young people.
- The school's Designated Teacher will be fully aware of the issues relating to FGM and the procedure to follow should there be concerns a student is at risk of the practice.
- When a student is deemed to be at risk of or has undergone FGM
- All efforts should be made to establish the full facts at the earliest opportunity, however, it is not the role of teachers to investigate allegations of abuse and all referrals should be made in accordance with the relevant safeguarding children guidance.
- It is mandatory that teachers reports disclosures on FGM about a female under 18 personally to the police.
- Staff should:
 - Talk about FGM in a professional manner
 - Explain FGM is illegal in the UK
 - Inform police and social services even if it is against the wishes of the victim and/or their family
 - Activate local and national safeguarding procedures and protocols
 - Ensure the victim is aware of the health consequences and encouraged to seek medical help
 - Liaise with the school's safeguarding officer(s)
 - Refer to medical, counselling and support groups
 - Ensure that safeguarding and protection is considered for other family members

If a student stops attending school and FGM is suspected a referral must be made to the local authority where the young person is resident.



Appendix 3
Risk Assessment for Volunteers

Risk Assessment for Volunteers

This risk assessment should be completed when considering whether a person working as a volunteer at the school should be asked to apply for an enhanced DBS certificate.

Name of Person

.....

Is the volunteer in 'Regulated' Activity? Yes No

If 'yes', an enhanced DBS with Barred list check is required.

Is the volunteer not in 'Regulated' Activity? Yes No

If 'no', an enhanced DBS without a Barred list check may be obtained

Areas to consider

What is the age group of the pupils that the volunteer will work with?	
Are these pupils regarded as particularly vulnerable?	
How frequently will the volunteer be in school?	
What is the connection of the volunteer to the school?	
What motivates the volunteer to want to work in the school?	



Is the volunteer in paid employment or do they work in a voluntary capacity elsewhere with children?	
Can the volunteer provide at least one reference from someone other than a family member, including a senior person at the employment or voluntary service named above?	

What information does the school already know about the person?	
Has the person's identity been verified?	
Is the person aware of any reason why they should not volunteer to work with children?	
Is the school aware of any reason that the person should not work with children?	

Decisions

- High Risk** – The person has no previous connection with the school AND can not provide references from elsewhere. There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the school should consider whether the person's uncorroborated background would raise an unacceptable risk.
- Medium Risk** – The person can provide suitable references for other work with children (either paid or unpaid), they have a connection to the



school, and no issues have come to light that would mean they would be unsuitable.

There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the school may wish to do so, as no enhanced DBS has to be seen.

- Low Risk** – The person is signed up to the DBS Update Service and the checks reveal no negative information OR the person is employed or volunteers elsewhere and has a recent enhanced DBS and can provide references OR the school knows the person well (eg. may be a former employee)

There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, unless the person uses the DBS Update service, the school may decide to obtain a new enhanced DBS.



Decision

- Application for enhanced DBS check is not needed. State reason(s) below:

- Application for an enhanced DBS check is needed. State reason(s) below:

- Application for an enhanced DBS check and a Barred List check is needed because the person is in Regulated Activity

Headteacher (Print Name)

.....

Headteacher (Signature)

.....

Date

.....

....

Chair of Governors (Print Name)

.....

HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON



Chair of Governors (Signature)

.....

Date

.....

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