



## **CHILD PROTECTION AND SAFEGUARDING POLICY**

Suffah Primary School

September 2020

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## 1 Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

## 2 Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2019\)](#), and the [Governance Handbook](#).

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

The Prevent Duty Guidance Mar 2019

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy covers Suffah Primary and Nursery settings.

It is available for all to download from our school website and is also available upon request from the school office.

The School is committed to safeguarding and promoting the welfare of children and young people and always considers the best interest of the child

## 2.1 Multi-agency working

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

## 3 Definitions

### 3.1 Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Appendix 1 defines neglect in more detail.

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

**Children** includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education Sep 2020 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

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

## 4 Equality Statement

We ensure all children are made aware of the following opportunities if they wish to raise a concern:

- Speaking to any staff member they feel most comfortable with
- To drop a note anonymously in the suggestion box
- To approach their prefect / School council representatives
- They can raise their concern via 'Pupil Voice' sessions.

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

**We give special consideration to children who:**

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
  - Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
  - Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
  - Are asylum seekers
  - Are at risk due to either their own or a family member's mental health needs
  - Are looked after or previously looked after. (Nominated person is the **DSL Asif Ali (Head Teacher)**).

## 5 Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities. **Anyone** can make a referral to Children's Services.

### 5.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education \(Sep 2020\)](#), and review this guidance at least annually.

#### All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Handbook (Code of Conduct), the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education, have up to date training on the Prevent Duty, how to identify young people at risk, on-line safety with relevant training being renewed every three years. All temporary staff and Volunteers will be made aware of the arrangements during their induction. Informal supplementary training will be kept up to date annually.
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation
- If there is any risk of an immediate serious harm to a child, a referral will be made to Children's Services **immediately**.

Section 13 and appendix 4 of this policy outline in more detail how staff are supported to do this.

### 5.2 The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is **Head Teacher (Asif Ali)**. The DSL takes lead responsibility for child protection and wider safeguarding including Early Years.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. You can also contact him regarding safeguarding on; [dsl@suffahprimaryschool.co.uk](mailto:dsl@suffahprimaryschool.co.uk) / [head@suffahprimaryschool.co.uk](mailto:head@suffahprimaryschool.co.uk)

The governor appointed for Safeguarding and Child Protection is:

**Wahid Hussain** [safeguardinggov@suffahprimaryschool.co.uk](mailto:safeguardinggov@suffahprimaryschool.co.uk)

When the DSL is absent, the following will act as Safeguarding deputies:

#### Primary School & EYs

1. Deputy DSL 1 for Primary & EY: Soobia Khan (Bursar) [bursar@suffahprimaryschool.co.uk](mailto:bursar@suffahprimaryschool.co.uk)
2. Deputy DSL 2 for EYs: Sunbul Munir (Nursery Teacher) [nursery@suffahprimaryschool.co.uk](mailto:nursery@suffahprimaryschool.co.uk)

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children

Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

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

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

### **5.3 The Governing Board**

The governing board will approve this policy at each review of no longer than one year or earlier if required, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint a governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education Part 1 and Part 2.

Section 13 has information on how governors are supported to fulfil their role.

### **5.4 The Headteacher**

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Referring any concerns that a child may be at risk promptly, to Children Social Care or Designated Officer

## **6 Confidentiality**

You should note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in appendix 3

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

**Further details on information sharing can be found:**

- in Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful
- at [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department
- in [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.

## 7 Raising Awareness / Recognising Abuse / Taking Action

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and

attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

**Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.**

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

**7.1 If a child is suffering or likely to suffer from harm, or in immediate danger**

Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

- Mon-Fri call Hounslow ‘Front Door’ services on 02085836600 choose option 2 then option 3 or email to [childrensocialcare@hounslow.gov.uk](mailto:childrensocialcare@hounslow.gov.uk)
- Mon-Fri (9am-5pm) - Early Help Hounslow: 020 8583 3200 / 6600 and choose Option 1 or email [earlyhelp@hounslow.gov.uk](mailto:earlyhelp@hounslow.gov.uk) or [CSLL-socialcare-GCSX@hounslow.gcsx.gov.uk](mailto:CSLL-socialcare-GCSX@hounslow.gcsx.gov.uk). Duty Managers can be contacted on 020 8583 3257 or 4573.
- Out of hours and weekends- Emergency Duty Team: 020 8583 2222

You do not have to give your name and your conversation will be treated confidentially.

If you have immediate concerns about a child’s safety, please contact the police on: 999.

Additionally, the NSPCC can be contacted 24/7 for help and advice on 0808 800 5000.

You can also report abuse to London Borough of Hounslow via this link below:

<https://www.gov.uk/report-child-abuse-to-local-council>

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#). [NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

**7.2 If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Maintain utmost confidentiality. Do not speak to any colleague, child or adult regarding the disclosure, other than the Safeguarding Lead or Deputy Safeguarding Lead.
- Record your conversation on Schoolpod as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- CC the DSL into the record and contact the DSL to inform him/her that you have made a record of a disclosure. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

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

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

**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 our local safeguarding procedures.

**The Designated Officer (concern-children) DO for the London Borough of Hounslow can be contacted on 020 8583 3065**

[childrensocialcare@hounslow.gov.uk](mailto:childrensocialcare@hounslow.gov.uk)

### 7.4 Upskirting is a form of peer-on-peer abuse

It's a criminal offence and is now listed in paragraph 27 of KCSIE.

**Definition:** Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

### 7.5 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Figure 1 on page 11 illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care.

**The Designated Officer (concern-children) DO for the London Borough of Hounslow can be contacted on 020 8583 3065.**

[childrensocialcare@hounslow.gov.uk](mailto:childrensocialcare@hounslow.gov.uk)

You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

## **7.6 Early help**

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

## **7.7 How to make a referral**

Children's Services Duty Desk

### **HOW TO CONTACT CHILDREN'S SOCIAL CARE**

**Telephone 0208 583 6600 first select Option TWO for Children's Services** then there are further options, three of which relate to this guidance:

With immediate effect, all safeguarding referrals must now go to  
[childrensocialcare@hounslow.gov.uk](mailto:childrensocialcare@hounslow.gov.uk)

Any URGENT referrals please contact the Front Door on 020 8583 6600 Option 2 then Option 3 and discuss your concerns.

### **7.7.1 New Referrals with NO allocated social worker:**

Front Door on 020 8583 6600 Option 2 then Option 3 and discuss your concerns.

Secure email address: [childrensocialcare@hounslow.gov.uk](mailto:childrensocialcare@hounslow.gov.uk)

Fax Number: 020 8583 3245

Duty Manager (West): 020 8583 3257

Duty Manager (East): 020 8583 4573

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority close to but before the 24 hours are elapsed, if this information is not made available, and ensure outcomes are properly recorded.

### **7.7.2 To get an update on a recent referral**

**Telephone 0208 583 6600 please select option 2**

The MASH Business Support Officers will be available to update you on the outcome.

### **7.7.3 Existing Cases that are currently open and have an allocated Social worker - These are not new referrals.**

Please contact the allocated social worker or their Team Manager / Assistant Team Manager directly. They should provide you with full contact details but do please be proactive in requesting them.

If you do not know the name of the social worker please select option 1 and you will be connected to a Business Support Officers embedded in the SW teams who will put you through, or assist if the Social Worker is not available.

Director Children's Safeguarding and Specialist Services Children's and Adults' Services London Borough Hounslow Email: martin.forshaw@hounslow.gov.uk

Tel: 020 8583 3002

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

### **7.8 Children who need a social worker (Child in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

### **7.9 If you have concerns about extremism**

The school assesses the risk of children being drawn into terrorism, and who may be at risk of radicalisation.

If a child is suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken.

### **7.10 Prevent Lead for the Local Authority**

London Borough of Hounslow - Mrs Joan Conlon is the Prevent Lead Telephone: 0208 583 2197

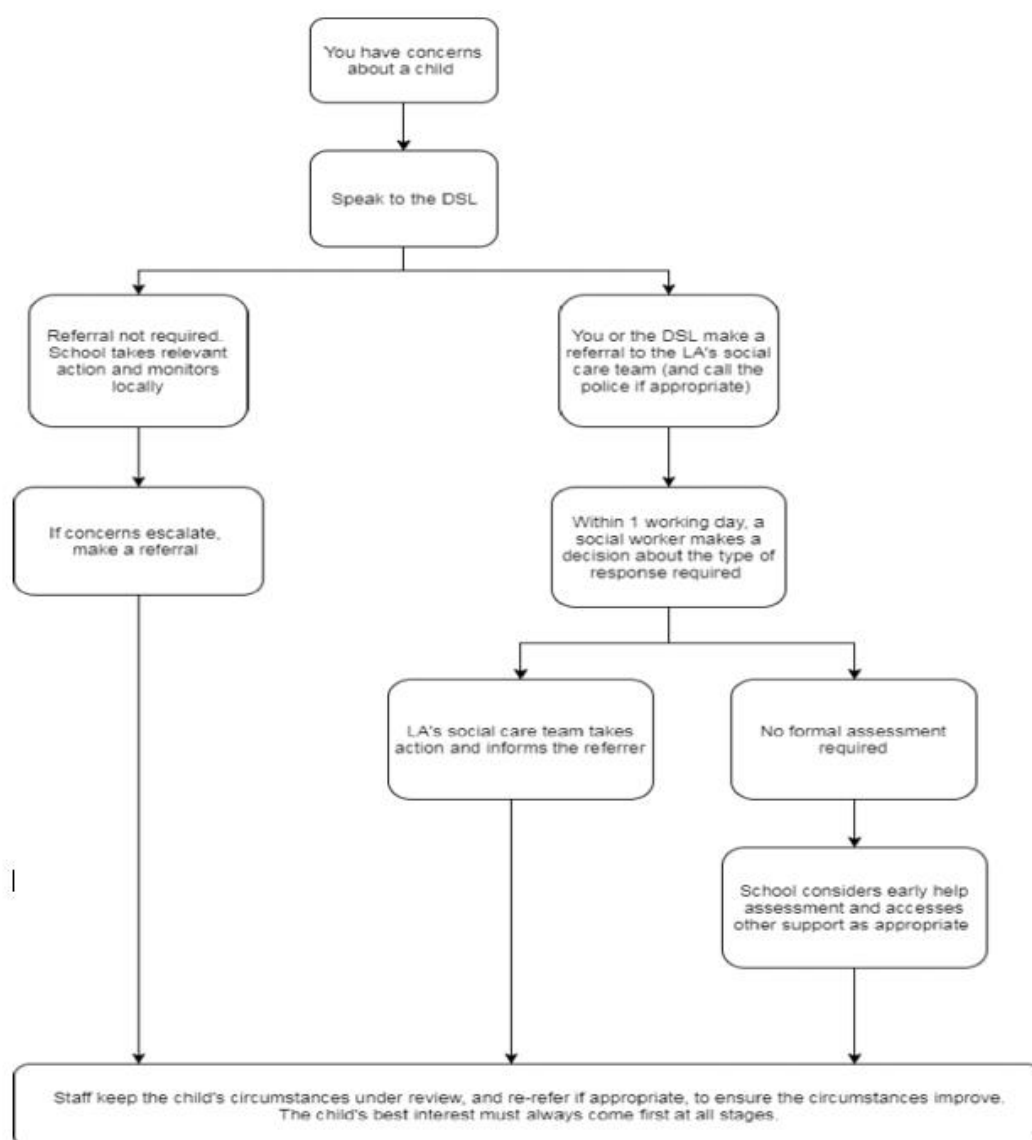
The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

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

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

**Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



### 7.11 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher.

If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/Chair of Governors will then follow the procedures set out in appendix 3, if appropriate.

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher. The headteacher will then follow the procedures set out in appendix 3, if appropriate.

If the concerns/allegations are about the headteacher/ Chair of Governors or the headteacher and Chair of Governors are related, the person who the disclosure was made to must make a referral to the designated officer at the local authority within 24 hours. An external person with authority or a SMT must be designated to liaise with the LADO.

Concerns including allegations that may meet the harms test should be addressed as set out in Part four of KSCIE 2020.

### **7.12 Safeguarding Advice and Allegations Management**

The SAAM Duty Desk is the first point of contact for the London Borough of Hounslow Local Authority. Petra Kitchman S&QA Manager will cover more complex matters in the interim before a new DO is appointed.

Please continue to call SAAM DUTY for all new DO enquiries and referrals regarding allegations against professionals who work with children: 0208 583 5730.

SAAM DUTY EMAIL for new DO referrals: LADO / SAAM Duty: [LADO@hounslow.gov.uk](mailto:LADO@hounslow.gov.uk)

If a serious crime has been committed, then the Police must be informed. Where appropriate, the school will inform ISI / Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

### **7.13 Allegations of abuse made against other pupils (Peer on Peer Abuse)**

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”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys’ perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This 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
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting and upskirting)
- Involves initiation/hazing type violence and ritual

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**
- Inform the DSL immediately and if you can't, make a referral directly to CSS or to the Police if a serious crime has been committed
- The DSL **MUST** 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
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate, to provide support to the victim and the perpetrator.

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

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by speaking to any member of staff. By dropping in an anonymised note into the comments box outside the school office. Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## 7.14 Sexting

### 7.14.1 Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

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

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

## 7.15 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff.

This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

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

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

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

#### **7.16 Further review by the DSL**

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

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

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

#### **7.17 Informing parents**

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

#### **7.18 Referring to the police**

If it is necessary to refer an incident to the police, this will be done through the DSL calling 101 and giving the relevant information. Unless, the allegation is against the DSL, whereby, the Head Teacher (if he/she is a different person) will be informed. If the allegation is against the Head Teacher or Chair of Governors, then a direct referral must be made to the LADO or the Police if a serious crime has been committed.

#### **7.19 Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

#### **7.20 Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes.

Teaching covers the following in relation to sexting:

- What it is

- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

Pupils will be informed that if they receive any message or image that upsets them, they must inform a responsible adult at home and if it happens in school then they inform their teacher.

Pupils will also be supported to build resilience towards radicalisation and e-safety online through the curriculum.

### **7.21 Notifying Parents**

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

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

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

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

## **8 Pupils with Special Educational Needs and Disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- We offer extra pastoral support for pupils with SEN and disabilities.

## **9 Mobile Phones and Cameras**

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their lockers in the staff room during contact time with pupils.

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

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

All photographs of pupils and/or their work will be taken on the school owned phones and cameras.

## 10 Complaints and Concerns about School Safeguarding Policies

### 10.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### 10.2 Other complaints

Please refer to our Complaints Policy and Procedures for further details.

### 10.3 Whistle-blowing

Please refer to our Whistle-blowing Policy.

## 11 Record-keeping

We will hold records in line with our GDPR Policy.

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

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

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

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

All our safeguarding records are kept electronically on our School Management System (Schoolpod).

Any paper-based records are kept in a separate locked filing cabinet in the DSL's office.

The DSL and one deputy (Soobia Khan) have access to the filing cabinet by being the only key holders.

The records are maintained until the pupil leaves school. Thereupon the records are handed over to the receiving school.

Information is shared in line with London Borough of Hounslow's Safeguarding procedures.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## 12 Training

### 12.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. They will be given a copy of Safeguarding Policy, KCSIE Part 1 with Appendix A, online Safety Policy, Acceptable Use Policy, Staff Handbook, Behaviour Policy, Whistle -blowing Policy, Children Missing from Education Policy, introduction to the DSL and his/her role, This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

All staff will be trained to manage a report of child on child sexual violence and sexual harassment.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers and temporary staff will receive the appropriate level training during their induction, if applicable.

### 12.2 The DSL and Deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### 12.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

### 12.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

## 13 Monitoring Arrangements

This policy will be reviewed **annually** by **Asif Ali / Head Teacher**. At every review, it will be approved by the full governing board.

## 14 Links with other policies and guidance

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and Safety
- Attendance
- Online Safety
- Equality
- Sex and Relationship Education
- First Aid
- Curriculum
- Privacy Notices
- Whistle-Blowing
- Anti-Bullying

## 15 Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

## 16 Education

Opportunities to teach safeguarding, including online safety, are discussed at paragraph 88-90. Resources that could support schools and colleges include:

- [Be Internet Legends](#) developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- [Education for a connected world framework](#) from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.

- [PSHE association](#) provides guidance to schools on developing their PSHE curriculum
- [Teaching online safety in school](#) is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- [Thinkuknow](#) is the National Crime Agency/CEOPs education programme with age specific resources
- [UK Safer Internet Centre](#) developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

### 16.1 Education at home

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#).

### 16.2 Information and support

There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

#### 16.2.1 Advice for governing bodies/proprietors and senior leaders

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on [sexting-in-schools-and-colleges](#) and [using-external-visitors-to-support-online-safety-education](#)

#### 16.2.2 Remote education, virtual lessons and live streaming

- [Case studies](#) on remote education practice are available for schools to learn from each other
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning](#) guidance, including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [National cyber security centre](#) guidance on how to set up and use video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

#### 16.2.3 Support for children

- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre](#) to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse

#### 16.2.4 Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Lucy Faithfull Foundation StopItNow](#) resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

### 17 Opportunities to teach safeguarding

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory in September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here: [Statutory guidance: relationships education, relationships and sex education \(RSE\) and health education](#). Colleges may cover relevant issues through tutorials.

The following resources may help schools and colleges:

- DfE advice for schools: [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS)27 guidance: [Education for a connected world](#)
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Rise Above](#)

## 18 Web filters

The school subscribes to 'NetSupport' whose software monitors all of our internet traffic. All staff pcs, laptops, chrome books and tablets are monitored.

Suffah Primary school children do not need to bring any mobile phone or web enabled devices (3G, 4G & 5G) into school. All pupils are dropped off by parents / guardians and are picked up as well. The wifi password is not shared with anyone outside the organisation.

Staff must leave their mobile phones into the provided lockers in the staff room.

## 19 Off Site Supervision

If the school arranges any visit offsite, then the Head Teacher will ensure there is sufficient supervision ratio for the age range.

## 20 Inspection

Since September 2019, Ofsted's inspections of early years, schools and post-16 provision are carried out under: [Ofsted's Education Inspection Framework](#). Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

In addition to the framework and inspections handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: [Inspecting safeguarding in early years, education and skills settings](#).

The Independent Schools Inspectorate (ISI) is approved to inspect certain independent schools, and will also report on safeguarding arrangements. ISI has a published framework which informs how it inspects at [Independent Schools Inspectorate](#).

## APPENDIX

These appendices are based on the Department for Education's statutory guidance, **Keeping Children Safe in Education**.

### Appendix 1: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional Abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
- 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.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Appendix 2: Safer Recruitment and DBS Checks – Policy and Procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files.

We follow requirements and best practice in retaining copies of these checks, as set out below.

### 20.1 New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months after the member of staff leaves the post.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate.
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state. We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates if the post necessitates it, before interview.

We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### 20.2 Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff.

We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left
- Consideration is given to making a referral to the TRA (Teaching Regulation Agency) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'Unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'.

### **20.3 Visitors**

Please see Visiting Speakers Policy.

### **20.4 Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **20.5 Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

The contractors who visit the school regularly, will be given basic safeguarding training and will be introduced to the DSL.

We will not keep copies of such checks for longer than 6 months. Check GDPR policy

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances. We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual

falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

## **20.6 Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

## **20.7 Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

## **20.8 Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK
- The chair of the board will have their DBS check countersigned by the secretary of state.

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

The Chair of Governors is nominated to liaise with the local authority on issues of child protection or in cases of allegations against the Head or a member of the governing body and take lead responsibility. Our Chair of Governors name is Mr Afzaal Kiani. Email is [chairgov@suffahprimaryschool.co.uk](mailto:chairgov@suffahprimaryschool.co.uk)

#### **20.9 Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

#### **20.10 Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

#### **20.11 Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## Appendix 3: 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 or volunteer has:

- 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with 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.

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.

### 20.12 Supply teachers

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as ‘the agency’).

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children’s social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their legal representative or hire one if they don’t have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

### 20.13 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 will 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 site.

### 20.14 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

### 20.15 Procedure for dealing with allegations

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

- Immediately discuss the allegation with the designated officer at the local authority. 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. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- 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
- **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 for EYs and ISI for the Primary 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 governing board 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.

#### **20.16 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

#### **20.17 Specific actions**

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

The case manager will discuss with the local authority's designated officer 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.

#### **20.17.2 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.

#### **20.17.3 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.

#### **20.17.4 Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the 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.

### **20.18 Confidentiality**

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

The case manager will take advice from the local authority's designated officer, police and children's social care services, 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

### **20.19 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.

#### **20.20 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.

#### **20.21 Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school'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 4: Specific Safeguarding Issues

### 20.22 Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance<sup>9</sup>.

### 20.23 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 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.

#### **20.24 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.

#### **20.25 Contextual safeguarding**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

#### **20.26 Children with family members in prison**

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

#### **20.27 County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside

consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

## **20.28 Sexual Exploitation**

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

## **20.29 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

More information include definitions and indicators are included in Annex A.

### **20.30 Homelessness**

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

The DSL and deputies 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.

### **20.31 Domestic Abuse**

The cross-government definition of domestic violence and abuse is:

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

### **20.32 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.

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.

### **20.33 FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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 7.3 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.

#### 20.34 **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 local authority's designated officer.
- 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.

### 20.35 Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

### 20.36 Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

### 20.37 Additional support

The department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the [Prevent duty](#).
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

#### 20.38 Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but not limited to); bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation / haze type violence and rituals.

#### 20.39 Sexual violence and sexual harassment

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

#### 20.40 What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but another eg. vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time the activity occurs.

#### 20.41 Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of a child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

#### 20.42 Upskirting

Upskirting is now a form of peer-on-peer abuse. It's a criminal offence and is now listed in paragraph 27.

**Definition:** The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

#### **20.43 The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 36 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

#### **20.44 Serious violent crime (paragraphs 29 to 30)**

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime.

These include:

- Unexplained gifts or new possessions - these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- Increased absence from school
- Change in friendship or relationships with others or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

#### **20.45 Mental Health**

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plan

#### **20.46 Children requiring mental health support**

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools' guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See Rise Above for links to all materials and lesson plans.

The department is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the Link Programme. Training for senior mental health leads, will be available to all state funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health.

#### **20.47 Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign into the Visitors App and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will

carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

#### **20.48 Non-collection of children**

If a child is not collected at the end of the session/day, we will:

Call the main parent on record. If the call is not answered, then a voice message will be left, and a text message will be sent if the number has the capacity to allow them.

The next parent on record will be called. If the call is not answered, then a voice message will be left, and a text message will be sent if the number has the capacity to allow them.

The emergency contact will be called. If the call is not answered, then a voice message will be left, and a text message will be sent if the number has the capacity to allow them.

If all of the above fail, we will inform LADO on 02085833065 and/or the Police informing them of neglect of the child.

The incident will be regarded as a safeguarding incident and will be recorded per the procedure in the policy above.

#### **20.49 Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

See Missing Pupil Policy.

#### **20.50 Review of this policy**

This Safeguarding Policy will be reviewed along with the procedures and their implementation on an annual basis. It will be overseen by the Chair of Governors. The Head Teacher will contribute to the writing of the Policy

## 21 Appendix 5

### Suffah Primary School

#### Deputy Designated Safeguarding Lead Job Description

<b>Job title</b>	Designated Safeguarding Lead
<b>Line manager:</b>	Chair of Governors
<b>Supervisory responsibility:</b>	As the designated safeguarding lead, you are expected to carry out all of the duties listed below and ensure the Safeguarding Policy is up to date and implemented.

#### Main purpose of the job

- To work as a senior member of staff within the school's leadership team, taking lead responsibility for all safeguarding and child protection matters arising at the school and supporting all other staff in dealing with any child protection concerns that arise.
- Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact;
- To assist the Head teacher by taking the lead on the development of safeguarding and children protection policies, training and procedures and guidance for Suffah Primary School and to coordinate referrals, arranging action and reviewing services for children and families.
- To be available for staff for all training needs and to discuss any safeguarding concerns.
- To take lead on safeguarding issues which come to light via online means according to the online safety policy.
- To work with the Governors to ensure there are policies, procedures, systems, structures resources and personnel in place to promote the welfare and protection of children at Suffah Primary School and to support vulnerable families.
- To have legal responsibility for dealing with safeguarding and child protection issues, providing advice and support to staff liaising with the Local Authority and working with a range of other agencies.
- To undertake health and safety duties commensurate with the post and/or as detailed in the school health and safety policy.

#### Duties and responsibilities

- To implement Suffah Primary School safeguarding/child protection policy and procedures.
- To refer all cases of suspected abuse of any pupil at the school to children's social care;
- To encourage good practice by promoting and championing the safeguarding/child protection policy and procedures and ensuring all staff have access to and understand them.
- Ensure that all staff is aware of their responsibility to challenge behaviour which breaches the Staff Code of Conduct.
- To support other staff who have made referrals to local authority children's social care;
- To maintain accurate, confidential and up-to-date documentation on all cases of safeguarding and child protection and report where required.
- To ensure parents see copies of the safeguarding policy to avoid potential conflict later.

- To ensure that vulnerable pupils who are victims of abuse are supported appropriately and sensitively and that all actions assigned to Suffah Primary School from planning and interventions meetings are successfully carried out and monitored.
- To collate and produce statistical information with regards to safeguarding and pupil groups.
- To undertake health and safety duties commensurate with the post and/or as detailed in the school health and safety policy
- To work in accordance to the schools Equality and Cohesion Policy.

## **Accountabilities**

- Attend and participate in Child Protection Conferences and Planning and Review meetings whilst working closely with colleague's in Children's Services as required, some of which may take place out of normal working hours.
- To maintain confidentiality at all times.
- From referrals, develop a register of students who are 'At Risk' or have child protection plans.
- To adhere to the Schools' policies as outlined in the staff handbook.
- To ensure the school's safeguarding policy is updated and reviewed annually.
- As the Designated Safeguarding Lead, to refer cases of suspected abuse to the local authority children's social care as required.
- Refer cases where a crime may have been committed to the Police as required.
- To support the Head Teacher to ensure compliance with statutory duties for safeguarding and keeping children safe in school.
- To work with the Head Teacher to monitor priorities for vulnerable children.

## **Reporting Concerns:**

- Recognise how to identify signs of abuse and when to make a referral.
- Respond appropriately to disclosures or concerns relating to the well-being of a child.
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information.
- Liaise with the Head Teacher to inform them of any issues and ongoing investigations.
- Liaise with the Governor with safeguarding responsibilities and Chair of Governors.
- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely.
- When pupils move school, ensure their safeguarding file is sent to the new establishment immediately and securely.
- Refer cases to the Channel programme where there is a radicalisation concern as required.

## **Multi Agency Working:**

- Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored.
- Attend and contribute effectively to Child In Need meetings, Child Protection conferences, and planning and review meetings; including those taking place out of normal working hours.
- Liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life working with the Early Help Strategic Partnerships and referring to the Early Help Allocation groups where necessary.
- Ensure that actions resulting from meetings are SMART and that they are carried out in a coordinated way.

- When the Head Teacher is unavailable to attend and contribute effectively to welfare meetings, Child Protection conferences, Early Help, and planning and review meetings; including those taking place out of normal working hours.

### **Training:**

- Attend relevant training required for a DSL on a bi-annual basis but stay up to date with any interim updates. In addition, attend staff meetings/briefings forums/roadshows to reinforce and enhance safeguarding knowledge and practice.
- Be pro-active in identifying training needs and inform the Head Teacher and governors
- Keep up to date with safeguarding guidance and policies
- Contribute to safeguarding training for staff as appropriate record keeping.
- Understand the policy and procedures in relation to record keeping.
- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are shared with the Head Teacher and the Safeguarding Governor/Chair of Governors and are stored securely.
- Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

### **Equipment:**

You are responsible for the equipment provided to you for use in your job role. This means you must ensure equipment is used in accordance with training provided, all the school's policies and procedures and the law and using, where applicable any safety equipment or Personal Protective Equipment provided. You are responsible for ensuring that the equipment used by you is maintained and can be operated at all times.

### **Note**

This job description is not your contract of employment nor any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.

Suffah Primary School is committed to safeguarding children and expects all staff and volunteers to share this commitment. We follow safe recruitment practices to protect children and vulnerable adults. Staff are subject to enhanced DBS checks.

## 22 Appendix 6

### Suffah Primary School

#### Deputy Designated Safeguarding Lead Job Description

<b>Job title</b>	Deputy Designated Safeguarding Lead
<b>Line manager:</b>	The Head teacher
<b>Supervisory responsibility:</b>	As deputy designated safeguarding lead, you are expected to support the DSL and lead in the absence of the DSL.

#### Main purpose of the job

- To work as a senior member of staff within the school's leadership team, taking lead responsibility for all safeguarding and child protection matters arising at the school and supporting all other staff in dealing with any child protection concerns that arise.
- Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact;
- To assist the Head teacher and DSL on the development of safeguarding and children protection policies, training and procedures and guidance for Suffah Primary School and to coordinate referrals, arranging action and reviewing services for children and families.
- To be available for staff for all training needs and to discuss any safeguarding concerns.
- To take lead on safeguarding issues which come to light via online means according to the online safety policy.
- To work with the DSL to ensure there are policies, procedures, systems, structures resources and personnel in place to promote the welfare and protection of children at Suffah Primary School and to support vulnerable families.
- To have legal responsibility for dealing with safeguarding and child protection issues, providing advice and support to staff liaising with the Local Authority and working with a range of other agencies.
- To undertake health and safety duties commensurate with the post and/or as detailed in the school health and safety policy.

#### Duties and responsibilities

- To implement Suffah Primary School safeguarding/child protection policy and procedures.
- In the absence of the DSL, refer all cases of suspected abuse of any pupil at the school to children's social care;
- To encourage good practice by promoting and championing the safeguarding/child protection policy and procedures and ensuring all staff have access to and understand them.
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Staff Code of Conduct.
- To support other staff who have made referrals to local authority children's social care;
- To maintain accurate, confidential and up-to-date documentation on all cases of safeguarding and child protection and report where required.
- To ensure parents see copies of the safeguarding policy to avoid potential conflict later.

- To ensure that vulnerable pupils who are victims of abuse are supported appropriately and sensitively and that all actions assigned to Suffah Primary School from planning and interventions meetings are successfully carried out and monitored.
- To collate and produce statistical information with regards to safeguarding and pupil groups.
- To undertake health and safety duties commensurate with the post and/or as detailed in the school health and safety policy
- To work in accordance to the schools Equality and Cohesion Policy.

## **Accountabilities**

- Attend and participate in Child Protection Conferences and Planning and Review meetings whilst working closely with colleague's in Children's Services as required, some of which may take place out of normal working hours.
- To maintain confidentiality at all times.
- To support the DSL in developing a register of students who are 'At Risk' or have child protection plans.
- To adhere to the Schools' policies as outlined in the staff handbook.
- To ensure the school's safeguarding policy is updated and reviewed annually.
- As the Deputy Designated Safeguarding Lead, to refer cases of suspected abuse to the local authority children's social care as required.
- Refer cases where a crime may have been committed to the Police as required.
- To support the Head Teacher and DSL in ensuring compliance with statutory duties for safeguarding and keeping children safe in school.
- To work with the Head Teacher and DSL in monitoring priorities for vulnerable children.

## **Reporting Concerns:**

- Recognise how to identify signs of abuse and when to make a referral.
- Respond appropriately to disclosures or concerns relating to the well-being of a child.
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information.
- Liaise with the Head Teacher and DSL in informing them of any issues and ongoing investigations.
- Liaise with the Governor with safeguarding responsibilities and Chair of Governors.
- Support the DSL in ensuring that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely.
- When pupils move school, ensure their safeguarding file is sent to the new establishment immediately and securely.
- Refer cases to the Channel programme where there is a radicalisation concern as required.

## **Multi Agency Working:**

- Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored.
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- Liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life working with the Early Help Strategic Partnerships and referring to the Early Help Allocation groups where necessary.

- Ensure that actions resulting from meetings are SMART and that they are carried out in a coordinated way.
- When the Head Teacher or DSL is unavailable to attend and contribute effectively to welfare meetings, Child Protection conferences, Early Help, and planning and review meetings; including those taking place out of normal working hours.

### **Training:**

- Attend relevant training required for a DSL on a bi-annual basis but stay up to date with any interim updates. In addition, attend staff meetings/briefings forums/roadshows to reinforce and enhance safeguarding knowledge and practice.
- Be pro-active in identifying training needs and inform the Head Teacher or DSL
- Keep up to date with safeguarding guidance and policies
- Contribute to safeguarding training for staff as appropriate record keeping.
- Understand the policy and procedures in relation to record keeping.
- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are shared with the Head Teacher and DSL and are stored securely.
- Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

### **Equipment:**

You are responsible for the equipment provided to you for use in your job role. This means you must ensure equipment is used in accordance with training provided, all the school's policies and procedures and the law and using, where applicable any safety equipment or Personal Protective Equipment provided. You are responsible for ensuring that the equipment used by you is maintained and can be operated at all times.

### **Note**

This job description is not your contract of employment nor any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.

Suffah Primary School is committed to safeguarding children and expects all staff and volunteers to share this commitment. We follow safe recruitment practices to protect children and vulnerable adults. Staff are subject to enhanced DBS checks.

## 23 Appendix 7:



**London Borough  
of Hounslow**

# REFERRAL FORM

## Allegations Against Staff & Volunteers Working with Children & Young People

Referrer Details			
Referred by:		Agency/Relationship to child	
Address:		Contact No:	
Date of Referral:		Email (Secure):	
Is the professional aware of this referral?			Yes <input type="checkbox"/> No <input type="checkbox"/>

23.2 Professional against whom the allegation has been made			
Name & DoB:		Given names:	
		Known As:	
Home Address:		Postcode:	
Employer:		Contact No:	
Employer address:		Postcode:	
Family Members Names:	DOB	M / F	Relationship (Please state if have PR if known)


36.1 Allegation made by:	
Name & DoB:	
Home address:	
Relationship to subject of allegation:	

36.2 Any other relevant supporting information
--

36.3 Reason for referral

36.4 Actions taken so far

New referrals / all new enquiries to the LADO should be made through the Safeguarding Advice and Allegations Management (SAAM) duty system:

Tel: 020 8583 5730

Email: [LADO@hounslow.gov.uk](mailto:LADO@hounslow.gov.uk)

For all LADO referrals please complete this form and email to

[LADO@hounslow.gov.uk](mailto:LADO@hounslow.gov.uk)

Tel 020 8583 5730

We will aim to respond within one working day on receipt of your referral.

The Local Authority Designated Officer (LADO) is Grace Murphy  
[Grace.Murphy@hounslow.gov.uk](mailto:Grace.Murphy@hounslow.gov.uk)

Tel: 020 8583 4933

For urgent referrals out of hours please contact:

The Emergency Duty Team 020 8583 2222

The Acting Head of Safeguarding & Quality Assurance:

Elizna Visser is the Line Manager for the LADO

Tel: 020 8583 3685

Email: [Elizna.Visser@hounslow.gov.uk](mailto:Elizna.Visser@hounslow.gov.uk)

## **LADO ONLY**

### **LADO Decisions**

	yes <input type="checkbox"/>	<input type="checkbox"/>
--	------------------------------	--------------------------

If Yes, date of proposed meeting.	Date:	
-----------------------------------	-------	--

<b>If No record reason</b>	
End Date:	

<b>Category of abuse</b>			
Sexual Abuse	<input type="checkbox"/>	Physical Abuse	<input type="checkbox"/>
Neglect	<input type="checkbox"/>	Emotional Abuse	<input type="checkbox"/>

<b>Final outcome of the investigation</b>			
Substantiated	<input type="checkbox"/>	Unsubstantiated	<input type="checkbox"/>
Malicious	<input type="checkbox"/>	False	<input type="checkbox"/>
Further referrals needed (i.e. DBS)	<input type="checkbox"/>		

End Date:	
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## Appendix 8:



**London Borough  
of Hounslow**

Please return completed form to  
childrensocialcare@hounslow.gov.uk (secure)

Children's Services  
Duty

Civic Centre, Lampton Road, TW3 4DN  
Tel 020 8583 6600 (option2) Children's Services  
Then option 3 for the Frontdoor

# **Child & Family Assessment/Notification Safeguarding Form (CFAN)**

**Please complete ALL sections**

## **1. Referrer Details**

Referrer name:	Organisation: <b>Suffah Primary School</b>
Role:	Address: 367 Wellington Road South Hounslow, Middx, TW4 5HU
Email: @suffahprimaryschool.co.uk	Telephone: 02085729817

### **Date Completed:**

Is this a Social Care SAFEGUARDING Referral (**Risk or Need**) Yes ☐ No ☐

Are the family aware of this referral Yes ☐ No ☐

**OR.....**

Is this assessment a request for targeted early help (**see list**) Yes ☐ No ☐

**parental consent given** (*Consent is essential for family support*) Yes ☐ No ☐

Is this child / young person in a Private Fostering Arrangement Yes ☐ No ☐

Is this child/ young person a Young Carer Yes ☐ No ☐

-----

## **2. Family Composition & Details**

**Main Parent/Carer**

Name <Relationships>	Date of Birth: <Relationships>
Address: <Relationships>	Relationship to child/ren:  Parental Responsibility?
Email: <Relationships>	Gender: <Relationships>
Home Tel: <Relationships> Mobile no: <Relationships>	Ethnicity:

**Parent/Carer 2**

Name <Relationships>	Date of Birth: <Relationships>
Address: <Relationships>	Relationship to child/ren  Parental Responsibility
Email: <Relationships>	Gender: <Relationships>
Home Tel: <Relationships>	Ethnicity:

**Children**

Please indicate in the Highlighted box the child/ren this form refers to ✓

Name	<input checked="" type="checkbox"/>	DoB/EDD	Gender	Ethnicity	School/Setting	Year
<Patient Name>	<input type="checkbox"/>	<Date of birth>	<Gender>	<Ethnicity>	<Patient School>	
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					

### 3. Communication

Is English the family's first language:	Yes <input type="checkbox"/> No <input type="checkbox"/>
If no, please state the first language	<Main spoken language>
Is interpreter required	Yes <input type="checkbox"/> No <input type="checkbox"/>
Communication difficulties/issues	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please give details of any disability or special needs within the family:	

### 4. GP Details

Is Family registered with a GP; Yes <input type="checkbox"/> No <input type="checkbox"/>	NHS No: <NHS number>
Practice/Health centre: <Organisation Details>	
Address: <Organisation Address>	
Telephone: <Organisation Details>	
Health Visitor (if applicable)	

### 5. Other Relevant Agency Involvement (current or previous)

Family member	Professional/Agency & Contact details	Reasons for involvement	Current? Y/N
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

---

## 6. Please summarise the issues leading to this Assessment/Notification

Who are you concerned about in this household and why?

<Event Details>

---

## 7. Family Assessment Information

*Please provide known information on all family members including strengths as well as needs*

Health - Details of any physical and emotional or mental health needs

Education / Learning issues

Quality of family relationships and home environment
Housing, work and finances
What are the current strengths and supports in place?
What support do you feel is required and what outcomes would you like to see achieved?
What are the risks if no support/intervention is put in place? Eg significant harm, family breakdown, or poor outcomes

Date:

---

## 8. Consent to Share Information

**Please discuss this consent statement for information storage and information sharing**

"We need to collect the information contained within this document so that we can understand what help you may need. If we cannot address all of your needs we may need to share some of this information with, or request additional information from, other organisations so that they can help us to provide the services you need."

"We will treat your information as confidential and we will not share it unless we are required by law to share it or it is believed you or your child will come to some harm if we do not share it. In any case we will only ever share the minimum information we need to share"

<b><i>I have had the reasons for information sharing and information storage explained to me. I understand those reasons and consent to information being shared.</i></b>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
<b><i>I understand the information that is recorded on this form and that it will be stored and used for the purpose of providing services to myself and the children or young people for whom I am parent or carer.</i></b>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>



## 37 Contacts

<b>Safeguarding Advice &amp; Allegations Management (SAAM)</b>	Duty Desk /Duty person:	0208 583 5730
<b>Designated Officer (concern- children) LADO</b>	Elizna Visser	New referrals / all new enquiries to the LADO should be made through the Safeguarding Advice and Allegations Management (SAAM) duty system:  Tel: 020 8583 5730  Email: <a href="mailto:LADO@hounslow.gov.uk">LADO@hounslow.gov.uk</a>
<b>Hounslow Front Door:</b>	If cannot getting through to LADO	020 8583 3260 020 8583 3261 020 8583 3632 020 8583 4570 020 8583 3228
<b>Police Contacts (concern-professionals)</b>	Child Abuse Investigation Team (CAIT) at: Feltham Police Station	020 8247 6331
<b>Hounslow Police Station</b>	For ' <b>stranger abuse</b> ' (i.e. abuse on the part of non-family members or people who do not work with the child), referrals should be directed to 'Uniform Police' on the Metropolitan Police Control Switchboard	020 8577 1212
<b>Children's Social Care Contacts</b> <b>Lara Wood</b> Head of Safeguarding <b>Steve Liddicott</b> Head of Safeguarding		020 8583 3061 <a href="mailto:lara.wood@hounslow.gov.uk">lara.wood@hounslow.gov.uk</a>  020 8583 3061 <a href="mailto:steve.liddicott@hounslow.gov.uk">steve.liddicott@hounslow.gov.uk</a>
<b>Intake Team (Referrals):</b>	Chiswick Tel: 020 8583 6673 Fax: 020 8583 3245	Feltham Tel: 020 8583 6672 Fax: 020 8583 3303
<b>Early Help Hounslow (EHH)</b>	First <b>point of contact</b> for all professionals and members of the public to request services or support regarding safeguarding concerns	020 8583 6600 <i>option 1</i>  <a href="mailto:earlyhelp@hounslow.gov.uk">earlyhelp@hounslow.gov.uk</a>

Approved by Governing Body: 15<sup>th</sup> Oct 2020

Chair of Governors: Mr Afzaal Kiani

Head Teacher: Mr Asif Ali