



**WOOD END  
INFANT SCHOOL**

**Statutory Policy**

*Child Protection Policy*

Policy to be signed off by the Full Governing Board	
Policy last reviewed by the Full Governing Board	25/03/2019
Policy last ratified and adopted by Full Governing Board	25/03/2019
Policy / Document due for review	March 2020

Matt Jeatt  
Chair of Governors  
25/03/2019

Wood End Infant School

*Child Protection Policy*

<b>Key Contacts at Wood End Infant School</b>		
<b>Role</b>	<b>Name</b>	<b>Phone Number</b>
Designated Safeguarding Lead (DSL)	Sharon Letch	020 8422 5182
Deputy Designated Safeguarding Lead (DDSL)	Madhu Bhachu	020 8422 5182
SENDco (If HT and DHL not in school DSL)	Lucy Morton	020 8422 5182
School Business Manager	Jackie Pusey	020 8422 5182
Chair of Governors	Matthew Jeatt	020 8422 5182
Safeguarding Governor & Governor for Looked After Children (LAC)	Lesley Tucker	020 8422 5182
<b>Key Contacts at Local Authority</b>		
Head of safeguarding, review and quality assurance	Kogie Perumall (Interim until 8 April) Tel: 020 8825 8155/8930 Email: <a href="mailto:perumallK@ealing.gov.uk">perumallK@ealing.gov.uk</a>	
Local Authority Designated Officer (LADO)	Kogie Perumall Email: <a href="mailto:PerumallK@ealing.gov.uk">PerumallK@ealing.gov.uk</a> (link sends e-mail) Safeguarding, review and quality assurance manager Allegations against professionals (AAPs)	
Child protection advisers	Child protection duty desk Tel: 020 8825 8930	
Child sexual exploitation (CSE) and missing coordinator	Christina Evers Tel: 020 8825 5951 Email: <a href="mailto:EversC@ealing.gov.uk">EversC@ealing.gov.uk</a> (link sends e-mail)	
Ealing Safeguarding children board (ESCB) manager	Steve Bourne Tel: 020 8825 9618 Email: <a href="mailto:BourneS@ealing.gov.uk">BourneS@ealing.gov.uk</a>	
Schools HR consultancy team	Mark Nelson Tel: 020 8825 9478 Email: <a href="mailto:MNelson@ealing.gov.uk">MNelson@ealing.gov.uk</a> (link sends e-mail)	
Ealing Council children's services	Tel: 020 8825 8000 (ECIRS)	
Police child protection team	Tel: 020 8246 1901	

**Ealing Children's Integrated Response Service (ECIRS)**

1. ECIRS offers one point of entry for all referrals and requests for help for children and young people. Phone: (020) 8825 8000.
2. For referrals complete the ECIRS referral form (link is on EGFL) and submit by secure email or fax: (020) 8825 5454, or post: ECIRS, Perceval House, 2nd floor blue area, 14-16 Uxbridge Road, Ealing W5 2HL.
3. All urgent referrals should be initiated by phone (020) 8825 8000 and followed up by submitting the referral form within 24 hours.

EHAP (Early Help Assessment forms) to be completed as directed by the ECIRS team

## 1. Aims

All staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect at an early stage.

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

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To give special consideration to those pupils with Special Educational Needs and disabilities, recognising that additional barriers can exist for this group of children.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To minimise the risk of peer on peer abuse.
- To develop and promote effective working relationships with other agencies
- To ensure that all adults within our school who have access to children have been checked as to their suitability.
- To liaise effectively with Social Services.

## 2. Legislation and statutory guidance

- This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2018) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

- 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
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage
- Definition and a guide for practitioners, local leaders and decision makers working to protect children from Child Sexual Exploitation February 2017 DfE

This places a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

Staff and Governors at Wood End Infant School are aware that many children are the victims of different kinds of abuse and that they can be subjected to social factors that have an adverse impact upon their lives – including domestic violence, substance misuse, bullying, mental health and radicalisation. We also acknowledge that safeguarding incidents could happen anywhere and staff should be alert to possible concerns arising.

### 3. Definitions

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's 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 (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 Ealing (LA)
- A clinical commissioning group (Health) for an area within the Ealing LA
- The chief officer of police for a police area in the Ealing Borough Area

#### 4. Equality statement

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 8**)
- 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

#### 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.

## 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, 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, Wood End Infant behaviour policy, Ealing code of conduct for staff policy. The role and identity of the designated safeguarding lead and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the EHAP ) 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

**Section 12 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 **Sharon Letch**. The DSL takes lead responsibility for child protection and wider safeguarding.

When the DSL is absent, the Headteacher Madhu Bhachu will act as cover.

If the **DSL** and **Deputy DSL** are not available, Lucy Morton **SENDCo** will act as cover.

The DSL will:

- Provide advice and support to other staff on child welfare and child protection matters
- Ensure staff induction includes the school's Child Protection and Safeguarding Policy, Ealing Code of Conduct.
- To provide a systematic means of monitoring children thought to be at risk.
- To emphasise the need for good levels of communication between all staff.
- To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
- To promote understanding and build relationships with other agencies in order to work together more effectively.
- To work with the PSHE Leader to promote children's personal, social and health development in ways which foster security, confidence and independence and to work with the Computing Leader to promote e-safety.

- 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 To attend training at least every two years, and update knowledge annually by keep up to date with changes in legislation.
- To display the name and role of the DSL clearly around the school to inform parents, staff, volunteers and agency workers.

The DSL 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.

Those named above and all members of the Leadership Team have received child protection training and will liaise in accordance with London Child Protection Procedures, and LA Personnel Procedures

### **5.3 The governing body**

The governing body will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

To have a named governor responsible for Looked After Children and children subject to a child protection plan. **(Lesley Tucker)**The governor will monitor the effectiveness of this policy in conjunction with the full governing board.

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 Part1.

**Section 12** 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

## 6. Confidentiality

*Staff have the professional responsibility to share relevant information about the protection of children with other professionals particularly investigating agencies. If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer for the child's own sake. Within that context, the child should, however be reassured that the matter will be disclosed only to the people who need to know about it. Staff who receive the information about children and families in the course of their work should have the information only within professional context. Child protection records are stored securely.*

*Personal information about all pupils' and their families is regarded by those who work in this school as confidential. All staff will aim to maintain this confidentiality, all records relating to child protection incidents will be maintained by the Designated Safeguarding Lead and only shared as is consistent with the protection of children.*

Points to consider:

- 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
- 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 11**, and allegations of abuse against staff in **appendix 3** Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

## 7. Recognising abuse and taking action

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.

Any concern must be discussed with the Designated Safeguarding Lead or a member of the SLT in her absence, as soon as possible and at least by the end of the teaching session, concerns should be recorded on a pink form.

The Designated Safeguarding Lead will plan a course of action as a matter of urgency, and ensure that a written record is made. The head will be informed.

The Designated Safeguarding Lead, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. Ealing’s Thresholds of Need Guidance will be consulted. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that one or both of the parents may be the possible abuser (sexual or physical), the parents will be informed immediately. In the case of a disclosure of sexual or physical abuse where a parent is the alleged abuser a conversation between school and children’s services will take place as to who is the best agency to inform parents.

The Designated Safeguarding Lead or Head may seek clarification or advice and consult with the Duty Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. See flow chart, **Figure 1 and 2**. The safety of the child is our first priority.

Referrals to outside agencies will usually be made by the designated child protection lead or the deputy designated child protection lead, although any adult may raise concerns directly with social care.

If a child makes a disclosure to a teacher or other member of staff that gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. See flow chart, **Figure 1 & 2**

Additionally the following link to the GOV.UK webpage can be accessed for reporting child abuse to your local council:

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

## 7.2 If a child makes a disclosure to you

All staff need to be alert to the signs of harm and abuse, 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.
- He/She should not investigate - this is a matter for the Social Services – but should report these concerns immediately to the Designated Safeguarding Lead, discuss the matter with them, and make full notes. Complete a pink form.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- They should report any concerns immediately, (as soon as possible, that day) to the Designated Safeguarding Lead or a member of the SLT. If in any doubt they should consult with the Designated Safeguarding Lead.
- 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.

Where children are risk of FGM staff must report this immediately to the DSL/ Deputy DSL they will take the next steps to consider the safety of the children by ringing social care and the police.

## **7.4 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 and 2** on pages 13 /14 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. 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.

### **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.

### **Early Help and Inter-agency working**

The school is committed to identifying and working with families who may benefit from 'early help'. We do this in the following ways:

- Inter-agency assessment using the Ealing's Early Help Assessment (EHAP)
- Referrals to the Ealing SAFE (Supportive Action for Families in Ealing) team
- Child and Adult Mental Health Service (CAMHS),
- Education Welfare service and Educational Psychology service.
- Where there is a concern (whether it requires contact with a social worker or not), dated incidents will be recorded and kept confidential. Other agencies will be consulted as appropriate (eg ESW, SENS team, School Nurse etc)
- TAF

### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

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 on the 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 if this information is not made available, and ensure outcomes are properly recorded.

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.

## 7.5 If you have concerns about extremism

If a child is not 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. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

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.

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)

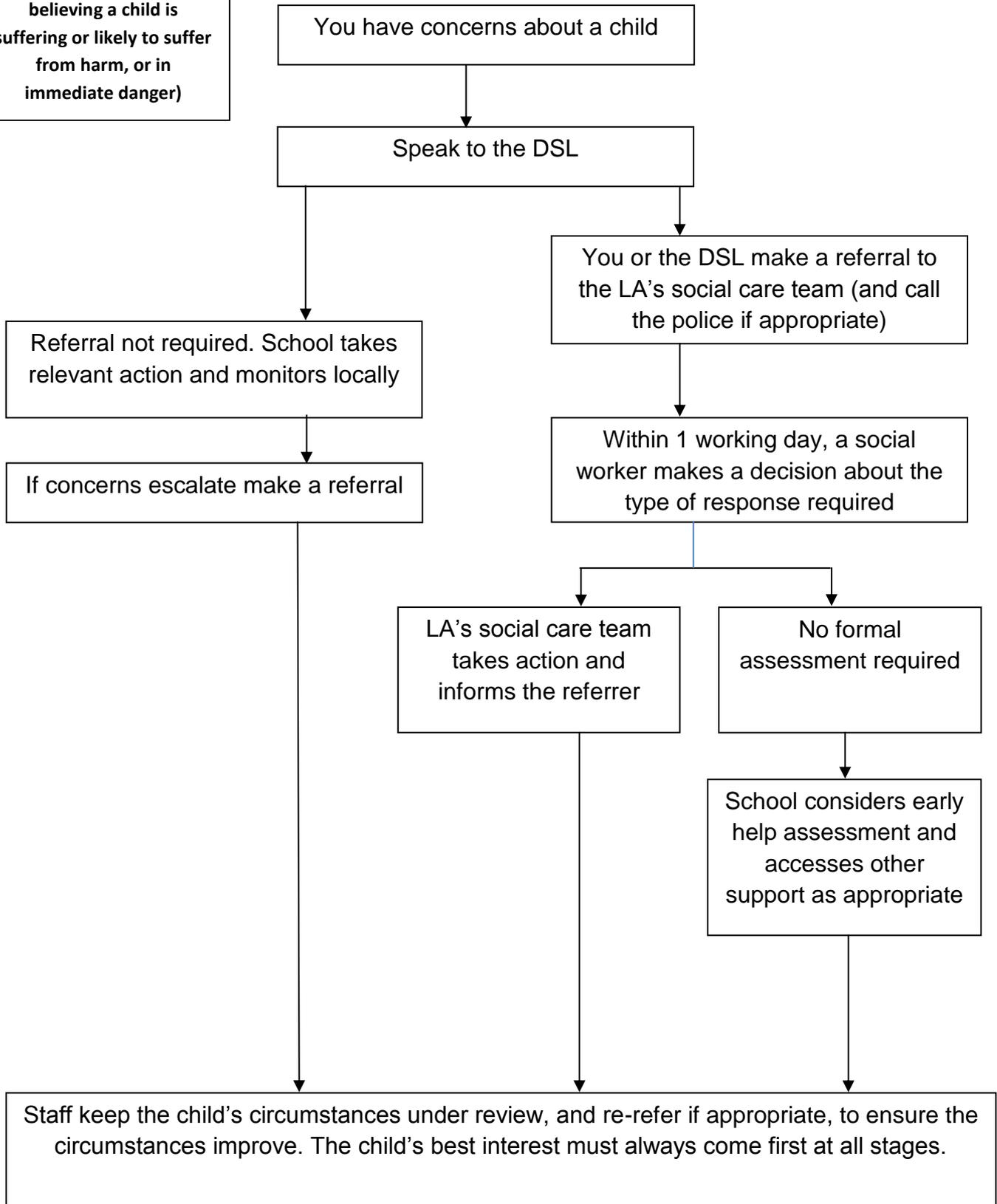
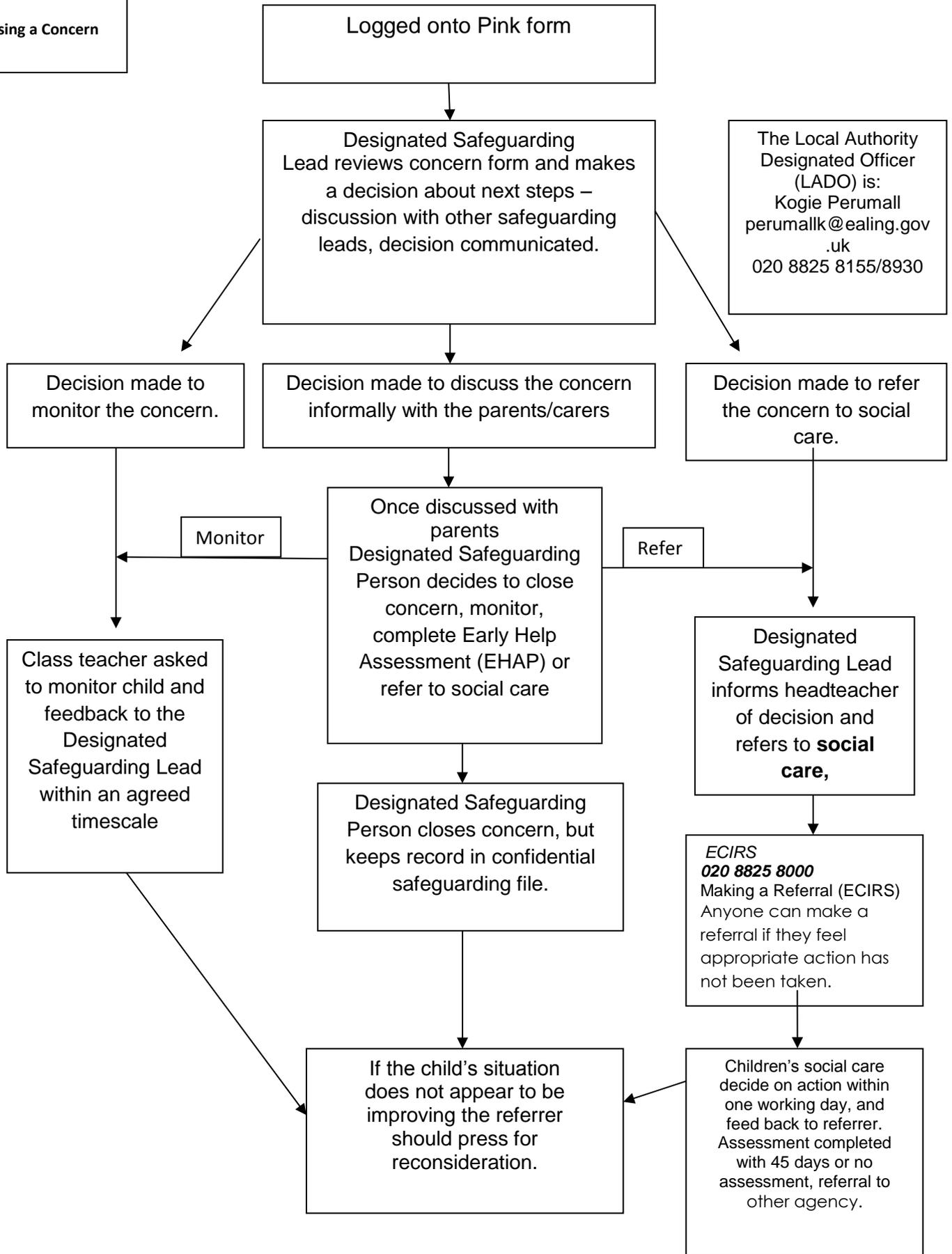


Figure 2

Raising a Concern



## 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. This includes:  
Support for Pupils and families

The school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school maybe the only stable, secure and predictable element in the lives of children at risk.

This school will endeavour to support pupils through:

- Daily 1:1 check-ins with SLT/ designated LSA
- Pastoral Support plans for individuals
- Place2be
- Social emotional interventions
- SEND support plan
- Assessment with EP/PRU

The curriculum plans for opportunities to encourage self-esteem and self-motivation:

- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- The implementation of school behaviour management policies
- A consistent approach, which recognises and separates the cause of the behaviour from that which the pupil displays.

- Regular liaison with other professionals and agencies who support pupils and their families
- A commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

## **9. Mobile phones and cameras**

### **Technology: Photographing, videoing mobile phones and camera use (including Early Years Foundation Stage)**

- 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 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.
- Appropriate use of technology, including mobile phones, which capture photographs or video is essential at Wood End Infant School.
- The use of mobile phones and other recording devices such as iPads does not detract from the quality of supervision and care of children.
- Practitioners are able to use their personal mobile phone during their break times or when working away from children. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.
- While working with children or in areas where children are present phones must be switched off and kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure. (See E-Safety policy for further information). Personal mobile devices should not be used in EYFS.
- Parents' consent to school taking photographs by signing a permission slip upon entry to school. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.

## **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

### **10.2 Other complaints – See separate WEI Complaints policy**

### **10.3 Whistle-blowing - See separate WEI Whistleblowing policy**

All staff should be aware of their duty to raise concerns about the attitude and actions of colleagues. (See Whistleblowing policy).

Staff will be provided with the contact details of the Chair of Governors, LADO and the NSPCC Whistleblowing Advice Line.

## **11. Record-keeping**

- We will hold records in line with our records retention schedule.
- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. 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

### **11.1 Recording Information**

- Make some brief notes at the time or immediately afterwards on CPOMS.
- Observed injuries and bruises are to be recorded on the Recording Injuries Diagram
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”).
- It is important to keep any original notes and pass them to the Designated Safeguarding Lead.
- All referrals to Social Services must be followed up within 24 hrs in writing using the referral form.

### **11.2 Transfer of Records**

- When a pupil transfers to another school
- If the pupil is subject to a Child Protection or Child in Need Plan their Social Worker will be contacted by the Designated Safeguarding Lead and informed of the transfer. The Designated Safeguarding Lead will also make direct contact with the lead at the new school.
- When a pupil changes schools (mid-year or usual transition points), child protection records will be passed on to the Designated Safeguarding Lead at the receiving school, these will be sealed unless there is a current on-going concerns. Once the receiving school has confirmed they have received the records, all copies in school will be shredded.
- If a child leaves to an unknown school, the LA Children Missing Education procedures will be followed and CP records will be kept for 3 years after this they will be sent to the Local Authority.
- A letter will be sent to the original school to clarify whether or not there are child protection concerns

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. 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.

Annual training will also include updates on the following specific safeguarding issues; bullying including cyberbullying; children missing education; child sexual exploitation (CSE); domestic violence; drugs; fabricated or induced illness (Munchausen syndrome); faith abuse; private fostering; peer on peer abuse; self-harm - **Appendix A** and FGM.

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.

### **Staff**

All staff, including supply teachers, student teachers and other visiting staff and those supporting school trips, are informed of the Designated Safeguarding Lead's name and the school's policy for the protection of children:

- During their first induction to the school
- Through the provision of a copy of this policy
- Through the 'Safeguarding Advice for Volunteers and Visitors' booklet
- Information on relevant notice boards
- Whole staff training or briefing meetings
- Reminders at the beginning of each year
- Termly updates

### **Volunteers**

Volunteers will receive appropriate training, as part of their induction. They will be provided with a copy of "Safeguarding Advice for Volunteers and Visitors" (Appendix E). They will be informed of who the Designated Safeguarding Lead is and will be given a copy of the Safeguarding Code of Conduct. They will be asked to sign to say they have received and read the information.

## **12.2 The DSL and Deputy DSL**

The DSL and Deputy DSL 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.

## **12.5 Staff who have contact with pupils and families**

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## **12.6 Positive Handling (Team Teach) training**

This school follows "Use of reasonable force: Advice for headteachers, staff and governing bodies" 7/2013, which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment.

Certain members of staff have undergone the 2-day Team Teach training in Positive Handling and Restraint Training.

## **13. Monitoring arrangements**

This policy will be reviewed **annually** by the DSL. At every review, it will be approved by the full governing board.

## **14. Links with other policies/Documentation**

This policy links to the following policies and procedures:

- Behaviour
- Anti-bullying:
- Positive handling
- Ealing Staff code of conduct
- Complaints

- Health and safety
- Attendance
- E-Safety / AUP
- Equality
- Sex and relationship education
- Medical Policy
- Health and Safety Policy
- Whistleblowing Policy
- Managing Allegations Against Staff
- Links to Key Documents and Information
- Making a Referral (ECIRS)
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- What to do if you are worried a child is being abused EGFL – Safeguarding
- Ealing Code of Conduct
- Responding to Allegations of Abuse Against Teachers Ealing Thresholds of Need
- Prevent Strategy NSPCC Whistleblowing Advice Line FGM – What to do if you are concerned
- Use of reasonable force: Advice for headteachers, staff and governing bodies” 7/2013

**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

## **Bullying**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- **An Imbalance of Power:** Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g.

## **Cyber bullying**

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

## **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 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.

The Single Central Record will include details of:

1. Name
2. Role
3. Organisation
4. DBS number
5. Date of DBS Disclosure
6. Confirmation that the Headteacher or a person delegated by them has had sight of this disclosure
7. Confirmation that the Headteacher or a person delegated by them has seen proof of identification such as a passport or Photo ID from a statutory agency or organisation contracted by the Local Authority. Copies of disclosures must not be kept on site.
8. For national and external organisations recognised by the LA such as NHS healthcare professionals or LA maintenance teams, a formal letter from their organisation that clearly outlines that staff have all received DBS clearance.
9. Prohibition Order checks on teachers.
10. A record of staff that have completed Prevent training

## **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
- 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

Pupils aged under 8 add: 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, 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

### **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

### **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.

### **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.

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

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.

**Pupils aged under 8:** 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.

### **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.

**Pupils aged under 8:** In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

## **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

## **Pupils aged under 8:**

- 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

## **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.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All 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). Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

## **Appendix 3: allegations of abuse made against staff (Linked to Managing Allegations against Staff Policy)**

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

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.

## **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

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

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

## **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher 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, with the LADO for Ealing is **Kogie Perumall(020 8825 8155/8930)**, [permrummallk@ealing.gov.uk](mailto:permrummallk@ealing.gov.uk) The Head Teacher on all such occasions will discuss the content of the allegation with the LA Designated Officer (LADO) for Child Protection. If

the allegation made to a member of staff concerns the Head Teacher, the Chair of Governors should be consulted directly, they will consult with the LAs Lead Officer for Child Protection (LADO).

- This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (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. Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the local authority social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. When appropriate they should also be given access to welfare counselling or medical advice where this is provided by the employer. Schools can refer staff to "workplace options" if they buy into this service.
- The school should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when

employees are suspended to ensure that they are kept informed of both the progress of their case and current work related issues. Social contact with colleagues and friends must not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

- 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

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 body 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.

### **Timescales**

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

### **Specific actions**

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

The case manager will discuss with the 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.

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

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case

manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

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

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the 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.

### **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

### **Record-keeping**

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

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

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will

retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.  
The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

## References

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

## Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the 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

### Procedures and Responsibilities

We will follow the procedures set out by the Local Safeguarding Children Board (LSCB) and take account of guidance issued by the DfE to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated person responsible for child protection and their role.
- Ensure staff induction includes the school's Child Protection and Safeguarding Policy, Ealing Code of Conduct and details of the Designated Safeguarding Lead.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated safeguarding lead.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out our obligations on the web site.
- Notify social care if there is an unexplained absence of more than one day of a pupil who is subject to a child protection plan.

- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences
- Keep records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely.
- Adopt and follow procedures where an allegation is made against a member of staff or volunteer and report to the Local Authority Designated Officer (LADO), as appropriate, within 24 hours.
- Ensure safe recruitment practices are always followed by having at least one person on each interview panel who has completed the Safer Recruitment training, following stringent pre- employment vetting checks, ensuring staff are DBS checked at the appropriate level and entered on the Single Central Record (SCR) and references are taken up and kept on file.
- Ensure volunteers have appropriate checks and supervision.

## **Staff**

Receiving a disclosure or observing signs of abuse can be very distressing for staff. Staff will be supported through discussions with SLT, time with our Place2be Manager or they can also contact work place options for further support and counselling.

## **Case Conferences and Core Group Meetings**

The Designated Safeguarding Lead will liaise with the class teacher to complete a report for Case Conferences. The Multi-agency report format will be used. The report will be discussed with parents before the Case Conference. The report will then be faxed to Social Care for distribution at the meeting.

It is generally a requirement for the Designated Safeguarding teacher to attend a Child Protection Case Conference. During the meeting the chair will gather all information and assess the risks, all who attend will be asked for their view in respect of registration.

If a child is subject to a child protection plan a Core Group will be agreed. All core group members meet regularly (at least monthly) to monitor the progress the Child Protection Plan and Core Assessment.

Attendance at these meetings will be given priority.

Where no registration has taken place children may be subject to a Child in Need Plan.

## **The Health and Safety Policy**

The school has a Health and Safety policy, which is monitored by the relevant committee of the school governors.

The LA produces a monitoring checklist, which has to be completed on a yearly basis. The Headteacher, the Deputy Head with responsibility for Health and Safety, the Site Supervisor and the Governors with responsibility for Health and Safety oversee this comprehensive list. Any concerns from staff are reported to any of the above and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment.

There is also a critical incidents and Lock down procedure plan that details what staff and parents should do in the case of emergencies.

In addition to the Health and Safety Policy there are policies regarding Food and Drink and Food and Hygiene. These determine safe practices in school in the Kitchen and Dining Room.

### **First Aid**

In school there are always trained members of staff who oversee First Aid. There are two main First Aid stations situated around school. When a child is unwell, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained First Aider is consulted and gives appropriate treatment
- The incident is logged in the accident book / Riddor
- A medical slip is completed for the child to inform the teacher and parents
- For head or other serious injuries, parents are called immediately
- If there is any doubt at all a parent is contacted.

### **Medical Conditions**

“DfE Supporting Pupils at school with Medical Conditions 2015” now means that there is a duty on schools to make arrangements to support children with medical conditions, such as diabetes. (See policy for Children with medical needs)

### **Site security**

Wood End Infants provides a secure site, which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Gates should be locked except at the start and end of each day.
- Doors should be closed to prevent intrusion but to facilitate smooth exits.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.

### **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.

### **Child sexual exploitation**

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

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

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

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

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends

- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

### **Homelessness**

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

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

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

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

So-called 'honour-based' violence (HBV) 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 HBV 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 HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **FGM**

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

Section 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.

## Preventing radicalisation

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

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

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

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

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

Staff will be alert to changes in pupils' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
- Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

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.

## **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 the visitors' book 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.

## **Non-collection of children**

If a child is not collected at the end of the session/day, we will: ring the parent and the next of kin to notify that the child has not been picked up. If there is still no contact then Social Care will be contacted to make them aware of the situation. This may trigger the child becoming a LAC child in which case the relevant Virtual Head and Social Care team will be notified.

## **Children who are Looked After (CLA)**

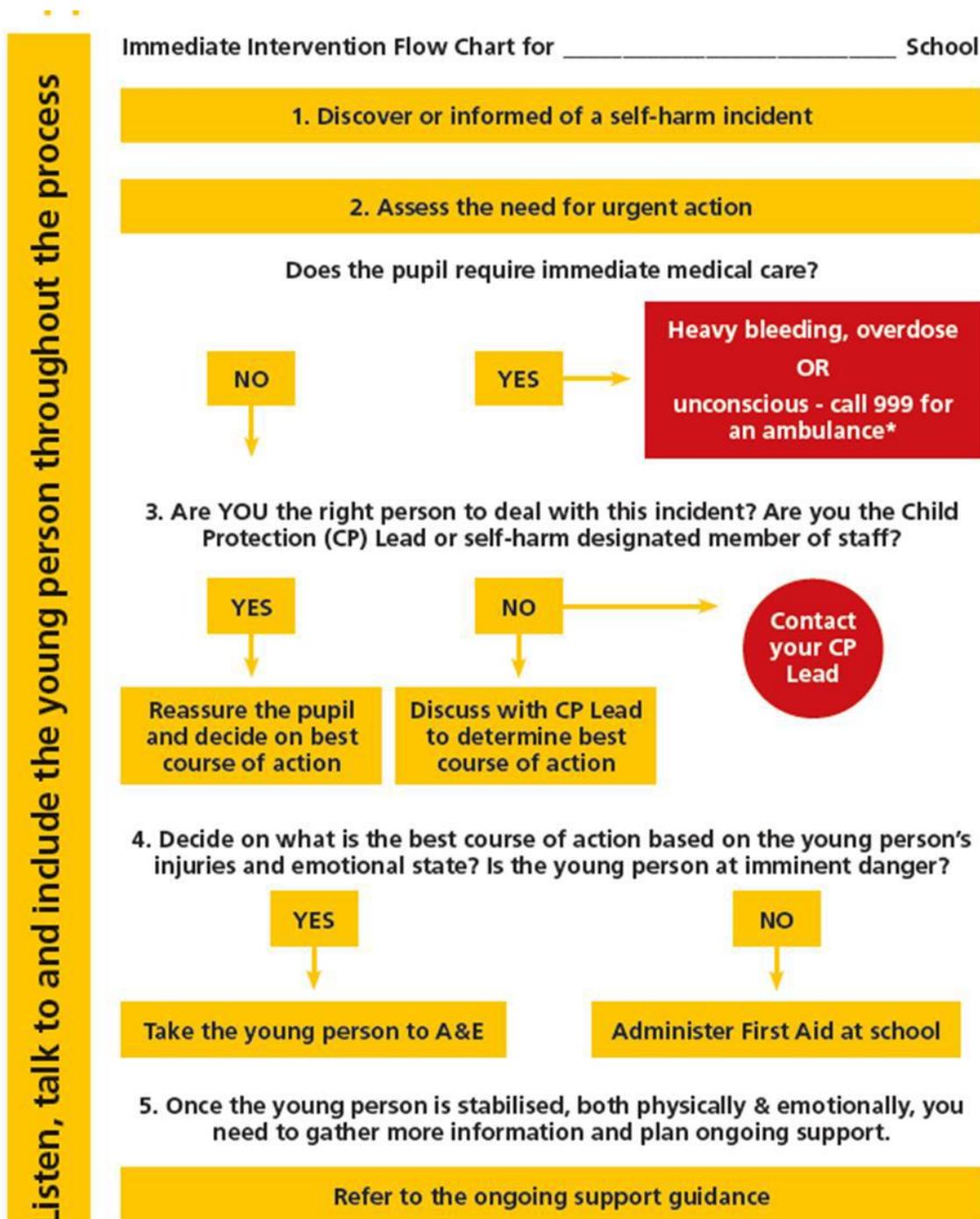
The Designated Safeguarding Lead Sharon Letch is the named teacher for Children who are Looked After in school. The DSL will liaise directly with the LA virtual head regarding the provision for LAC. The designated safeguarding governor is also the designated governor for LAC.

To ensure staff know the legal status, contact arrangements with parents, care arrangements, level of authority delegated to the carer, details of the child's

## **Missing pupils**

The school recognises that a child going missing from an education setting is a potential indicator of abuse and neglect. We will notify the LA's "Children Missing Education" department and follow up any incidents help identify any safeguarding risks and prevent their going missing in future. We keep children on roll until the Local Authority ask us to report children to the 'Children Missing in Education'.

Appendix A - Self Harm



\*NICE guidance suggests all cases of children or young people under the age of 16 that attend A&E after harming themselves should be admitted to a paediatric ward for assessment (WLMHT & Ealing Children's Social Care 2013).

**Appendix B -**

**Pink Form -Wood End Infant School**

**Child Protection Concern Form**

Name of child:		
DOB:	Class:	Date of concern:
Person filling in form:		Shared with CP professional? Yes    No
<p>Observation/ discussion re concern (names, dates etc): Write down the child's words exactly. (Record any marks, bruises or other injuries on the body map overleaf)</p>		
Action taken:		
Outcomes:		
Follow up:		

**If you have a concern about a child please complete this referral form and hand it to the Designated Professional for Child Protection (Sharon Letch) or the Deputy Designated Child Protection Professional (Lucy Morton). In their absence please complete the form and hand it to Madhu Bhachu (HT) or any member of SLT.**

**Body Map – please record the following:**

- Details of the injury – where it is on the child, what it looks like, its colour, shape, size and condition.
- Details of all visible injuries, even small marks that may not seem of concern at the time.
- In regards to the condition of the injury, is it deteriorating or getting better?

