

Highfield Primary School

"Together we can achieve more"



Child Protection and Safeguarding Policy October 2019

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Highfield Primary School

Child protection and safeguarding policy

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Appendices:

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

- Appendix 1. Types of abuse**
- Appendix 2. Logging of concern log**
- Appendix 3. What to do diagram**
- Appendix 4. Specific safeguarding issues**

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Important Contacts

Role/Organisation	Name	Contact details
Designated Lead	Mrs Halil-Docherty (Assistant Head)	0208 360 2149
Deputy Designated Lead	Mr David Wilson (Headteacher)	0208 360 2149
Designated Safeguarding and Child Protection Governor	Mrs Wren (Chair of Governors)	0208 360 2149
Local Authority Designated Officer (LADO) Department: Schools & Children Services	Bruno Capela In an event of an allegation/concern against a member of staff contact LADO (also referred to as DO)	0208 379 2850/020 8379 4392 in the event that Bruno Capela is unavailable, calls will be directed to Duty LADO. email: bruno.capela@enfield.gov.uk or SafeguardingEnfield@enfield.gov.uk webpage: www.enfieldscb.org (search LADO) IF A CHILD IS IN IMMEDIATE DANGER CALL 999
Children's Services- MASH	(Multi Agency Safeguarding Hub) (Mon-Fri: 9am-5pm) Previously known as SPOE ChildrensMash@enfield.gov.uk	020 8379 5555 Make referrals via Children's Portal: https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home
Children's Social Care – Urgent	Safeguarding concerns that are out of hours-emergency Duty Team Emergency Duty Service – after hours, weekends and public holidays	0208 379 1000 Anyone can make a referral. Make referrals via Children's Portal: https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home
Children's Social Care –Non-urgent	Safeguarding concerns that still require a response Duty Team Please visit the Children's Portal	Make referrals via Children's Portal: https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home
Early Help & support	Early Help service duty team	020 8379 2002 or 020 8379 2525 The document previously called the GREEN non-safeguarding Early Help Form (EHF) will now be completed via the Family Hub icon on the Children's Portal. https://eh.childrensportal.enfield.gov.uk/web/portal/pages/ehmref#h1
Local Police Emergency		999
Local Police non-emergency		0300 123 1212 Enfield Station or dial 101
Prevent Duty If young children/people are identified as being vulnerable to radicalisation	prevent@enfield.gov.uk . webpage: www.enfieldscb.org (search Prevent) http://www.elearning.prevent.homeoffice.gov.uk http://www.elearning.prevent.homeoffice.gov.uk/preventreferrals	Serious concerns referred to: Anti-Terrorism Hotline (Metropolitan Police Service) Tel: 0800 789 321 (www.met.police.uk/terrorism) Staff can raise concerns relating to extremism directly to the DFE: 020 7340 7264
NSPCC Helpline	24- hour emergency service	0800 800 5000 help@nspcc.org.uk
NSPCC FGM Helpline	webpage: www.enfieldscb.org (search FGM)	0800 028 3550 or email: fgmhelp@nspcc.org.uk
Childline		0800 11 11
NAPAC- adult survivors of Child Abuse	Mon–Thur 10am-9pm Fri- 10am-6pm	0808 801 0331
Family Based Solutions	Joe Lettieri, Ayse Adil Shantel Elmaz Office opening Times: Monday to Friday 9am to 5pm Saturday 10am to 4pm	5 Chase Side Crescent, Enfield, Middlesex, EN2 0JA 020 8363 6262 admin@familybasedsolutions.org.uk

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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

The **aims of this policy** are:

- To raise the awareness that it is **everyone's** responsibility to safeguard children and of their individual responsibilities in identifying and reporting possible cases of abuse.
- To support the child's development to foster security, confidence and independence.
- To provide a systematic means of monitoring children known or thought to be at risk.
- To emphasise the need for good levels of communication between all who work at Highfield Primary School.
- For everyone to be aware of and use the school procedures – how to raise, log concerns and ensure they are forwarded to the appropriate staff in cases of suspected abuse.
- For all staff to understand they can refer directly to the Intake and Assessment Team at Enfield Children's Services.
- For all staff to act in the interests of the child.
- To develop and promote effective working relationships with other agencies including co-operating with the Local Authority to improve and safeguard the wellbeing of children.
- To ensure that adults who work in our school who have access to children have been properly DBS checked.
- To create a culture of Safer Recruitment and ensure Procedures are adhered to.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2019\)](#) 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.

This policy is also based on the following legislation:

- 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

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

Our safeguarding policy refer to our locally agreed multi-agency procedures that have been put in place by the 3 safeguarding partners.

Our Principles

Highfield Primary School recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children and we will carry out this duty through our teaching and learning, pastoral care and extended school activities. All members of the school community (including volunteers and Governors) will at all times establish and maintain a safe and stimulating environment where children feel secure, are encouraged to talk to adults they can trust and are listened to.

Through training all staff will be able to recognise the signs of abuse and understand their responsibilities when a child may be at risk of harm. All staff will annually be reminded of our safeguarding and child protection procedures and will be asked to read this policy and sign that they acknowledge its contents including the 'Keeping Children Safe in Education' part 1.

There was whole school training for all staff and play leaders in September 2019 with regards to Prevent and Keeping Children Safe in Education updates. All staff and Governors will be attending the full Child Protection training on 28th October 2019 from the ECP.

In September 2019 all staff were updated on Child Protection Procedures following the updates within the statutory guidance of, *Keeping Children Safe in Education (September 2019)*, and signed to acknowledge they had read and understood its content (Part 1 and Annex A). Any staff to join the school after this time will be required to read this document and have child protection procedure training from a member of the designated team.

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.

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 (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. Equal Opportunities Statement

At Highfield Primary our Race and Equal Opportunities statement states that we celebrate the richness and diversity that our pupils represent.

- All pupils are valued equally and will be treated as such whatever their personal circumstances.

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- We promote a high standard of behaviour in our school community where our core values of respect, cooperation and kindness underpin all that takes place in our school.
- We promote a positive approach to the multi-lingual, multi-faith society seeking at all times to promote a positive image regardless of race, class, faith, disability, age, gender or sexual orientation.

5. Roles and Responsibilities

Our Designated team are: Mrs Halil-Docherty, Assistant Headteacher (Lead), Mr Wilson, Headteacher (Deputy Lead) Mrs Shaughnessy, Deputy Headteacher, Mrs Morton, Deputy Headteacher, Mrs Christodoulou, Learning Mentor and Mrs Lynch, Learning Mentor.

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.

Highfield Primary school will ensure that:

- We have a designated member of staff and a designated team who undertake regular training and all CP designated staff will keep up their training every two years.
- **All** who work at Highfield are aware of the Designated Child Protection Lead and the CP Team (Deputies) and their roles. Their photographs and the CP procedures are kept in all appropriate rooms in the school and given to all visitors in a visitor's badge.
- **All staff** understand their responsibility to provide a safe learning environment.
- **All staff** understand that they have a responsibility to identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm.
- **All** members of staff have an understanding of the signs and indicators of abuse and are advised to maintain an attitude of "**it could happen here**".
- **All** members of staff understand how to respond to a pupil who discloses abuse, including the need to record and report any concerns using the school concern logs.
- All **parents/carers** are made aware of the responsibilities of staff members with regard to child protection procedures.
- Procedures are in place to fulfil the admission and attendance requirements in Appendix A "Children Missing from Education" in *'Keeping Children Safe in Education'* (September 2019) and other related policies.
- Procedures are in place to fulfil the safer recruitment requirements *'Keeping Children Safe in Education'* (September 2019) and other related policies.
- The **Designated Safeguarding Lead** reviews and updates our procedures will be at least annually.
- All **new members of staff** will be given a copy of our safeguarding and child protection procedures as part of their induction into the school. This will include how to respond to concerns, e-safety and familiarisation with the early help process and the how to make referrals to children's social care. They will read this policy, the behaviour policy, the staff code of conduct and Part 1 and Annex A of, *'Keeping Children Safe in Education'* (September 2019) and other related policies.
- Fortnightly meetings are held involving all CP designated staff. These meetings involve discussing procedures and concerns about specific pupils.
- A list of all relevant staff training and when it needs updating is kept in the school safeguarding training file.

All staff:

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff/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

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- The early help process 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), indicators of being at risk from or involved with serious violent crime (SVC), FGM and radicalisation.

The DSL, Designated Safeguarding Lead (and Deputies):

They are:

- To have current knowledge of the London Child Protection Procedures and how to apply them
- To ensure that all teaching and support staff are aware of the child protection procedures
- To support the child and member of staff/volunteer who receives the disclosure
- To receive the information from the member of staff/volunteer of suspected abuse and to assess with the Child Protection Team whether a referral should be made to Enfield Children's Services
- To ensure staff record their concerns and clear child protection and welfare concern records are kept confidentially and securely
- To assist Enfield Children's Services and police should there be an investigation
- To attend child protection case conferences, core group meetings and strategy meetings
- To ensure any pupil with a Child Protection Plan, Child in Need Plan or who is a Child Looked After who is absent without explanation for more than 2 days is referred to Enfield Children's Services.
- To ensure any child who has been absent for a continuous period of 10 school days or more, without school permission, is referred to the Local Authority

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

The Designated Governor:

Our school has a designated safeguarding and child protection governor, Mrs Wren, who will act as the link between the Governing Board and the Designated Lead/deputies. The governor will review safeguarding procedures/practices including access to training through termly meetings with the safeguarding and child protection designated teacher.

The Governing board:

The governing board has an overarching role in ensuring that policies, procedures and training in our school is effective and comply with the law at all times.

6. Confidentiality

- We recognise that all matters relating to child protection are confidential.

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- The DSL and Deputies (members of the child protection team) will only disclose any information about a pupil to other members of staff on a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 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)

7. Recognising abuse and taking action

Staff, volunteers and governors must understand the types of abuse and follow the procedures set out in the event of a safeguarding issue.

What are the categories of Abuse?

Staff are aware that the categories below are rarely standalone events that can be covered by one definition or label. In many cases multiple issues will overlap with one another.

Physical abuse is where parents or carers or other significant adult deliberately inflict injuries on a child or, knowingly, do not prevent them. Punching, hitting, kicking, burning or biting are some examples of physical abuse. Physical abuse can cause injuries including bruising, burns, fractures, internal injuries and brain damage. In the most extreme cases, physical abuse can cause death.

Emotional abuse is when parents or carers continuously fail to show a child love or affection, or when they threaten, degrade and taunt a child. This can result in a child becoming nervous and withdrawn, lacking in confidence and with no self-esteem.

Neglect occurs when parents or carers fail to meet a child's essential needs, such as adequate food, clothing, warmth and medical care. Children left alone or without proper supervision who are too young to look after themselves, is another example of neglect.

Sexual abuse takes place when a child is forced to take part in a sexual activity. Examples of sexual abuse include fondling, masturbation, or exposing children to pornographic videos, books, magazines or other material. Sexual abuse can have very damaging and long lasting effects.

Procedures to follow if you have concerns about a child

In school, staff would be right to refer a child to a member of the Child Protection Team if they noticed a child who was: -

- Bruised and giving questionable reasons for this
- Showing a change in personality and attitude
- Unable to concentrate on their work for long
- Having friendship problems, which are out of character
- Refusing to take part in Circle Time
- Persistently unhappy or depressed

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- Appearing reluctant to go home
- Frequently asking to visit the toilet
- A marked change in any behaviour

If a child chooses to disclose information, the procedure is:

- to listen in a supportive manner
- never promise that you will not tell anyone else
- no attempt must be made to interrupt the child
- do not artificially prolong a discussion with the child in the hope of getting a disclosure
- do not ask leading questions as this could put the legality of the case at risk
- summarise what the child has already said
- Use the TED strategy Tell, Explain, Describe
- accept the child's terminology and remain calm and supportive

Write down immediately what the child has said using their words, including the date and time and **type a log of concern** (saved in staff, Safeguarding, Safeguarding forms) and hand to a DSL or any of the Deputies.

All referrals to Children's services must be completed on the Enfield Children's Portal using your own account. **Anyone can make a referral!** You can add the DSL and Deputies to referrals to ensure they are also contacted with regards to outcomes or actions.

For Safeguarding referrals and guidance please access the Children's Portal:

<https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home>

Allegations of abuse against other pupils- Peer-on-peer abuse

All staff are aware of safeguarding issues which can manifest themselves via peer on peer abuse. This is likely to include but not limited to bullying (including cyber bullying), gender based violence/sexting. Guidance can be found on MindEd and NSPCC and Thinkyouknow resources which are used half-termly in class lessons. If an allegation is made, a factual record should be made, but no attempt to investigate. 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, sexually abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

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

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan in place for all children involved (including victim (s), the child(ren) against who 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

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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
- 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

The DSL or Deputy informed should contact the social services to discuss, who may then make a referral. If an allegation indicates a possible criminal offence has taken place, the police should be contacted and the parents/carers informed.

Sexting

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/Deputy involved.

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/Deputy involved 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

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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.

Female Genital Mutilation, 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 members of staff 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 staff 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 all staff 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.

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

Figure 1 in appendix 3 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 0800 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 is accessed using the Enfield Portals site online (in place since July 2019).

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 using the Enfield Children's portal, 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 if this information is not made available, and ensure outcomes are properly recorded.

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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.

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. 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

Concerns about a staff member or volunteer

The Headteacher and Deputy Headteacher, three Assistant Headteachers and SENDCo have attended 'Safer Recruitment' training. All staff and volunteers who have access to children in our school have been carefully selected and screened and have all had an enhanced DBS check prior to commencing work. All details of all appointments and checks are held in the Single Central Record.

We understand that a pupil may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

The Headteacher (in his absence the Deputy or Assistant Headteachers) will on all such occasions discuss the content of the allegation with the Enfield LA Deputy Head of Safeguarding/LA Designated Officer and the member of staff may be asked to leave the premises and be "suspended" whilst investigations are held. If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LADO. The school will follow the LA procedures for managing allegations against staff, a copy of which is available in the school.

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.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded.

Curriculum coverage

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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

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Procedures and Multi-agency working arrangements

- Our procedures are in accordance with government guidance
- We have a locally agreed multi-agency arrangement that have been put in place by the three safeguarding partners (the LA – Local Authority, the Clinical Commissioning group for the area, and the Chief Officer of Police for the area)

Supporting Children

We recognise:

- that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth
- that a child in these circumstances may feel helpless and humiliated
- that a child may feel self-blame
- that the school may provide the only stability in the lives of children who have been abused or who are at the risk of harm

Highfield Primary will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Having a zero tolerance policy towards any form of discrimination, gender stereotyping or any form of hate including homophobia
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support agencies and those agencies involved in the safeguarding of children.
- Notifying Enfield Children's Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Volunteers and Visitors

We provide advice for volunteers and visitors through our safeguarding leaflet for volunteers. This is discussed thoroughly with a member of staff (Volunteer Lead) prior to spending time within the school. Our volunteers are told that they have a duty to safeguard and promote the welfare of our pupils. They are told about our children protection procedures and sign a confidentiality clause. Disclosure and Barring Service (DBS) checks are carried out on volunteers who regularly work with children. Those volunteers and visitors who do not have an enhanced DBS check will only be allowed to work with children under supervision. A safeguarding leaflet is provided for supply teachers working in school and the Local Authority checklist for agencies are carried out.

Supporting staff

At Highfield Primary School we recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and

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

Site Security

All staff have a responsibility to ensure the school buildings and grounds are secure and for reporting concerns that may come to light.

The identity of all visitors and volunteers are checked. Visitors sign in and out in the office visitors' log and wear a visitor's badge which contains key messages on the reverse. Any individual who is not known or identifiable will be challenged by members of staff, for clarification and reassurance.

The school will not accept the behaviour of any individual, parent/carer or anyone else who threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site. The school's Visitor Policy is available in the Reception foyer.

Physical intervention

At Highfield Primary we acknowledge that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person following the guidance given in DfE Guidance "*Safeguarding Children in Education*" to comply with the Education Act 1996 s550A. We understand that physical intervention of a nature, which causes injury to a child, may be considered under child protection or disciplinary procedures. Our Learning Mentors have attended Approach Training and are able to advise staff on safe practice.

Tutoring

The Governing Body has decided staff may not tutor current pupils who attend Highfield Primary.

Bullying

Our policy on bullying is set out in our Behaviour Policy. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

Our policy on racism is set out in our Behaviour Policy. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Female Genital Mutilation

As part of the regular CP training for staff, staff are aware of the possibility of FGM and the potential indicators that FGM make take place. Staff are made aware that if an act of FGM is discovered that member of staff must report it to the police.

Radicalisation

Staff have been trained to be aware of the possibility of radicalisation and the potential indicators at a WRAP (workshop to raise awareness of Prevent) briefing led by the LA Prevent officer in May 2015.

Prevention

At Highfield Primary we recognise that school plays a significant part in the prevention of harm to pupils by providing pupils with good lines of communication with trusted adults, supportive friends.

Our school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty. (Learning mentors are available to children every day should they need to discuss any issues that concern them).

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- Include in the curriculum opportunities for PSHE, Circle Time and E-safety lessons which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

Health and Safety

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when they are away from the school on school trips and visits.

Transporting pupils using private vehicles

A LA Educational Visits Form EV6 sets out the legal requirements when transporting pupils using private vehicles. Any member of staff must obtain business insurance as they are employed by the school and under the terms of their private insurance they are using their vehicle for business purposes. If a parent/volunteer transports pupils then they would need to complete the EV6 form beforehand for the Head Teacher, in which they declare that they accept responsibility for maintaining appropriate insurance cover, hold a current valid driving licence and ensure that their vehicle is legal and road worthy in all respects. They do not require business cover as the terms of their insurance are for social, domestic and pleasure purposes.

8. Notifying Parents/carers

At Highfield we believe in working in close partnership with parents, carers and families and in most cases when we have concerns this will be shared. However, in some instances this would not be appropriate and we will take advice from Enfield Children's Services. We take our duty of care to safeguard our pupils seriously and have set this out clearly in our school prospectus found on the website.

9. 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 through our experienced Learning support assistants, Learning Mentors and Child Protection team.

10. Mobile Phones, Cameras and E-Safety

Mobile Phones

Staff should switch off mobile phones during class time and they should be kept locked away safely during child contact hours. Staff may not share mobile phone numbers with current or previous pupils or their parents/carers. Please give parents/carers the school office phone number instead. On trips staff should take the school mobile.

Social Networking Sites – Please see Code of Conduct Guidelines and E-Safety Policy

The name of the school or any information about school issues or any stakeholders including pupils, parents/carers, staff, governors including names and photos of colleagues should not be referred to on social networking sites.

Staff agree never to post any information or pictures that would damage the school's reputation or put the school into disrepute. As it is not possible to stop people viewing personal profile photos regardless of

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privacy settings staff must ensure all pictures are suitable for anyone to view. Staff who post photos which feature members of staff past or present must seek permission first.

Staff should not give their personal email address to current or previous parents/carers but are asked to give the school office address or school email addresses instead. Staff should contact current or previous Highfield pupils or current or previous parents/carers via social networking sites or email. If members of staff do communicate in this way the Governing Body cannot guarantee their safety or privacy. Staff are recommended to use the highest level of privacy settings and are asked not to reply to messages and to ignore friend requests and select "do not know this person".

Using the internet safely – Please also see E-Safety Policy

Our Computing Subject Leader trains staff in Child Exploitation and Online Protection and staff work with our pupils and parents to ensure they understand how to use the internet safely with half-termly lessons.

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

11. Complaints and concerns about school safeguarding policies

Complaints against staff or volunteers 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.

Whistleblowing

At Highfield Primary we recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. We follow all LA guidelines within their Whistleblowing Policy – a copy is kept in the Safeguarding File. Where a staff member feels unable to raise an issue with the Headteacher or Chair of the Governing Body or feels that their genuine concerns are not being addressed, other whistleblowing channels are available: The NSPCC whistleblowing helpline – 0800 028 0285 or email help@nspcc.org.uk

12. Record-keeping

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 or deputies.

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 or a deputy 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 or deputy 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.

Our records are kept electronic and secure for the Child Protection and Safeguarding team only. Any paper copies of meetings and logging of concerns are kept in a lockable unit.

The school shares information with other agencies when this is appropriate, in line with your local safeguarding procedures.

The blank Logging of concern form is saved on each school desktop (*Appendix 2*). Staff need to:

- complete the log immediately after a disclosure has been made or when they have noticed something worrying about a child that would possibly be putting them at risk of harm.
- The form needs to be typed,
- printed forms to be handed to the DSL or one of the Deputies.

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- Never leave it on their desk or in a place visible for others to access. Do not save the log.

13. Training and induction for 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. This training took place on 2nd September 2019.

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

Volunteers will receive appropriate training/guidance, if applicable.

Per statutory guidance:

- The DSL and any Deputies undergo training every two years
- In addition to formal training, their knowledge and skills are updated at regular intervals, and at least annually
- All staff members are required to undergo child protection training that is regularly updated. They should also receive regular safeguarding and child protection updates as required, at least annually
- All staff must be familiar with the school's child protection policy and procedures

14. Safer Recruitment procedures:

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.

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15. Appendices:

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.

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Appendix 2: Logging of concern form

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Safeguarding/Child Protection Concern Log 2019-20

<u>This sheet can be used to log a concern about a child PLEASE TYPE</u>		
Child's full name:	Class:	Date of Birth:
Date:	Time:	Signature:
Your Name:	Position/Job Title:	
<u>Please only record what you have seen/been told by child:</u>		
<u>Who is involved?</u>		
<u>What happened/was said?</u>		
<u>Where? – Please do drawing or mark sheet on injury sites if you are recording physical injury</u>		
<u>When?</u>		
Note any action taken by you: Have you given this information to Child Protection Team? You need to give this sheet in to a member of the CP Team.		
Action taken by CP member: Name:		
Action	When	Notes: names of people, meetings etc
To monitor & inform relevant staff as necessary		
Referred to parents/carers		
Referred to Duty SW		
Referred to other agency		

Staff/Safeguarding forms/CP log

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Appendix 3: 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.

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

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

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- 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.

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.

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
- 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

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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).

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.

Adults who supervise pupils on work experience

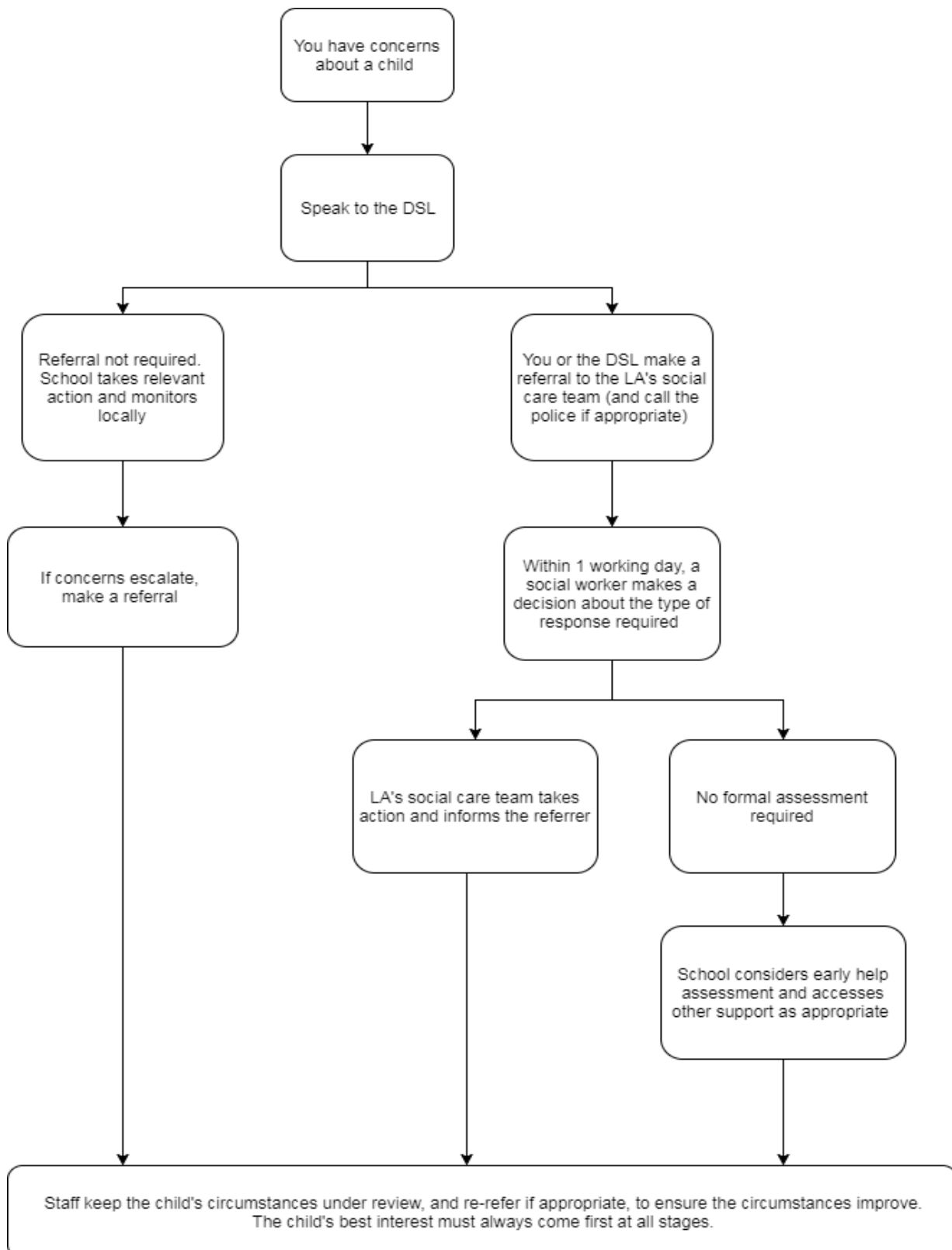
When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

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.

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Appendix 3: 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.)



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Appendix 4: specific safeguarding issues

This appendix is based on the advice in annex A of Keeping Children Safe in Education (September 2019).

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.

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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 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.

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)

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- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

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

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

Forced marriage

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

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

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

The DSL will:

- Speak to the pupil about the concerns in a secure and private place

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- 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
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

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

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

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

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

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

Staff will be alert to changes in pupils' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

If staff are concerned about a pupil, they will follow our procedures set out in section 7 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

Highfield Primary School

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 follow the end of day procedures agreed.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will follow the procedures set out.

Highfield Primary School

Other Policies to refer to:

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

Behaviour

Anti-Bullying

Adult Volunteer Helpers

Data Protection Policy and Privacy Notice

Close Relationships at Work

Whistle Blowing

Visitor Behaviour

Special Educational Needs

Members of the school community Acceptable use of Technology

Pupil Acceptable use of Technology

E-Safety

LA Managing allegations against staff

LA Safer Recruitment

Health and Safety

Sex and Relationships

Children Looked After

Educational visits

Accessibility

Reference kept in school

London Child Protection Procedures LSCB 3rd Edition 2007

Safeguarding Children in Education DfES 2004

Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings DfES 2005

LSCB London LA Children's Social Care Thresholds July 2009

ESCB Protocol for the Management of Allegations of Abuse against and Adult working with Children February 2009

ESCB Deliberate Self-Harm Safeguarding Children and Young People November 2007

Working Together to Safeguard Children July 2018

Keeping Children Safe in Education September 2019

Prevent Strategy HM Government June 2011

Female Genital Mutilation: Risk and Safeguarding: Guidance for Professionals (Dept of Health) March 2015

Multi-Agency Practice Guidelines: Female Genital Mutilation (HM Government) 2014

ESCB Protocol for Female Genital Mutilation of Children and Young People July 2014

Mandatory Reporting of Female Genital Mutilation - procedural information (Home Office)

Managing allegations against other pupils 2016

Sexting in Schools and colleges: Responding to incidents and safeguarding young people, UK Council for Child Internet Safety 2016

Children and Social Work Act 2017

What to do if you're worried a child is being abused March 2018

Teaching Online Safety in school, June 2019

Education for a Connected World (UKCCIS)

The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage, June 2014 (HM Government)

Criminal Exploitation of children and vulnerable adults: County Lines guidance, September 2018 (Home Office)

Preventing youth violence and gang involvement, Practical advice for schools and colleges (Home Office)