

**MARLBOROUGH PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY
SEPTEMBER 2018**



**MARLBOROUGH
PRIMARY
SCHOOL**

Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:	Next Review Date:
September 2018	Mrs D. Byron Mrs C. Robinson-Jones Mr K. Ward	12 th September 2018	3 rd September 2018	September 2019

Article 12: Children have the right to listen and for adults to listen and take it seriously

Article 16: Children have the right to privacy

Article 19: Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 28: Children have a right to a good quality education

Article 29: Children have the right to an education which develops their interests, talents and abilities

Rights Respecting Schools

As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Our pupils explore the rights of every child and how to respect these. Rights are embedded across our curriculum and are linked to our ‘Values’. Pupil Voice enables the children to become well rounded global citizens. Parents and the community are fully included on this journey and are encouraged to use the universal language at home.



NOTE

This policy reflects the DfE guidance Keeping Children Safe in Education Sept 2016. Marlborough Primary School has adopted this model for a school safeguarding and child protection policy.



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Marlborough Primary School

Headteacher: Mrs D. Byron

Named personnel with designated responsibility for Child Protection

Academic Year	Designated Senior Professional	Deputy Designated Senior Professional	Named Governor	Chair of Governors
2018-2019	Mrs D. Byron Mrs C. Robinson-Jones	Miss S. Bourne Miss M. Ring Mrs A. Savage Mr R. Briody Mrs A. Khilji	Ms S. Moore	Mr K. Ward

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy is due for review at the Governing Body Meeting to be held on 11th July 2018.

This policy is due for review during September 2019.

Signature Date
Headteacher

Signature Date
Chair of Governors

1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding; identifying concerns, sharing information and taking prompt action. Safeguarding encompasses the arrangements that are in place for all children. Child protection refers to the policy and procedures for children who have been significantly harmed or are at risk of harm.

This Safeguarding of Child Protection Policy forms part of a suite of documents and policies which encompass the safeguarding responsibilities of the school. (Appendix 1 Linked Policies and Procedures).

Purpose of a Child Protection Policy

All staff, volunteers, sub-contractors and their staff and governors should know this child protection policy and their responsibility for implementing it.

Implementation, Monitoring and Review of the Child Protection Policy

This policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the designated safeguarding lead and through staff performance measures. The Headteacher will ensure that all staff receive an annual update to safeguarding and Child Protection related training where appropriate.

School Staff and Volunteers

All staff, volunteers and Governors have a responsibility to provide a safe environment in which children can learn.

In order that all members of staff have the knowledge and skills required to fulfil their duties, school leaders will:

- provide induction for all new members of staff, including newly-qualified teachers, which includes basic child protection training on how to recognise signs of abuse, e-safety, [Keeping Children Safe in Education, September 2018 Part One](#) and familiarisation with our safeguarding and child protection policy and the staff code of conduct. Temporary staff will be made aware of the safeguarding policies and procedures and the school will ensure that staff provided by other agencies have received the required child protection training, commensurate with their roles, before being deployed.
- provide all staff with safeguarding training which is updated annually so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. School leaders will keep a record of staff induction and training.

Mission Statement

In delivering our safeguarding duties, we will:

- Provide a caring, positive, safe and stimulating environment that promotes the social, emotional, physical and moral development of the individual child.
- Identify concerns early and prevent concerns from escalating.
- Establish and maintain an environment where children feel respected, secure, are encouraged to talk and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel well informed about safeguarding and child protection and are listened to when they have concerns about the safety and wellbeing of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Where there is a safeguarding concern, take the child's wishes and feelings into account when determining what action to take and what services to provide and ensure that there are systems in place for children to express their views and give feedback.
- When concerned about the welfare of a child, always act in the best interests of the child.
- Work with parents to build an understanding of the school's responsibilities for the welfare of all children, including the need for referrals to other agencies in some situations.
- Include opportunities across the curriculum, including PSHE and IT, for children to be taught about safeguarding and to develop the skills they need to recognise danger, protect themselves from risks and stay safe from abuse.
- Maintain an attitude of "it could happen here" where safeguarding is concerned.

2. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, this policy and our safeguarding and child protection procedures have been developed in accordance with the following legislation and guidance:

- [The Children Act 1989](#)
- [The Children Act 2004](#) (section 10 and section 14B)
- [The Education Act 2011](#)
- [Education Act 2002](#) (section 175 and 157)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Children and Families Act 2014](#)
- [Safeguarding Vulnerable Groups Act \(2006\)](#)
- [Serious Crime Act 2015](#)
- [Harrow Local Safeguarding Children Board Multi-Agency Thresholds Documents \(Are you worried about a child?\) \(June 2016\)](#)
- [Working Together to Safeguard Children \(DfE 2015\)](#)
- [Keeping Children Safe in Education \(DfE September 2016\)](#)

- [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)
- [Revised Prevent duty guidance for England and Wales](#): guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism
- [Inspecting education in early years, education and skills settings](#): Guidance for inspectors undertaking inspection under the common inspection framework (23 August 2016)
- Teachers Standards 2015

Working Together to Safeguard Children (DfE 2015) requires all schools to have a clear line of accountability and senior leadership of safeguarding arrangements. There should be a culture of listening to children and taking account of their wishes and feelings. Staff should feel able to raise issues about safeguarding and should know the procedures for whistle blowing. There should be suitable supervision and training for all staff. The school should follow the procedures for protecting children from abuse which are established by the Harrow Local Safeguarding Children Board.

Schools are expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Working Together to Safeguard Children (2015) requires LSCBs to gather data to assess whether partners are meeting their statutory obligations. In Harrow compliance with s11 is monitored every year using a self-assessment toolkit. Following completion of the toolkit schools and colleges produce an action plan outlining those areas of work where additional work is needed to ensure full compliance with the requirements of s11 (where needed). It is important to remember that s11 does not give organisations any new or additional functions, nor does it override their existing functions. Rather, it outlines the need to have in place safe systems and safe processes; for example by ensuring safe recruitment of staff, by providing appropriate training and by having up to date policies which all staff know how to access.

Keeping Children Safe in Education (DfE, September 2018) places the following responsibilities on all schools:

- Have the knowledge and skills to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life from the foundation stage through to the teenage years. Staff may be required to support other agencies and professionals in an early help assessment
- Train staff to be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- Appoint a designated safeguarding lead who, in line with a clear job description for the role, will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as Children's Social Care.
- Ensure that staff with the designated safeguarding lead role undergo formal child protection training annually and receive updates at least annually
- That all staff read at least Part 1 of Keeping Children Safe in Education and that there are mechanisms in place to assist staff to understand and discharge the role and responsibilities outlined in Part 1.

Keeping Children Safe in Education (DfE Sept 2018) also states:

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place including a child protection policy and a staff behaviour policy (code of conduct). Both should be provided

to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually and be available either publicly either via the school or college website or by other means.

3. THE DESIGNATED SAFEGUARDING LEAD

Governing bodies and proprietors should appoint an appropriate senior member of staff from the leadership team to take lead responsibility for safeguarding and child protection. This designated safeguarding lead should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting or directing other staff. This should be explicit in the role-holder’s job description.

The designated safeguarding leads for Child Protection in this school are:

NAME: Mrs D. Byron and Mrs C. Robinson-Jones

The deputy designated safeguarding leads for Child Protection in this school are:

NAME: Miss S. Bourne, Miss M. Ring, Mrs A. Savage and Mr R. Briody

The designated teacher to promote the educational achievement of children who are looked after is:

NAME: Mrs A. Khilji

The designated teacher to promote the online safety of children is:

NAME: Miss M. Leon

Whilst the activities of the designated safeguarding lead are sometimes delegated to an appropriately trained deputy, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead. Our deputy designated safeguarding lead is trained to the same standard as the lead.

During term time our designated safeguarding lead or deputy will always be available (during school hours) for staff to discuss any safeguarding concerns. We will ensure appropriate cover arrangements for any out of hours/out of term activities.

The role and responsibilities of our Safeguarding lead are explicit in the post holder’s job description and take account of [Keeping Children Safe in Education Annex B: Role of the designated safeguarding lead.](#)

Managing Referrals

Refer all cases of suspected abuse to Harrow children’s social care and to:

- the Police (where a crime has been committed)
- the Channel programme where there is a radicalisation concern
- the Disclosure and Barring Service where a person is dismissed or left due to risk/harm.

The designated safeguarding lead will understand the requirements of the Prevent duty and provide advice to staff on protecting children from the risk of radicalisation.

Work with Others

- Liaise with the Headteacher to inform her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- As required, liaise with the “case manager” and the local authority designated officer (LADO) in cases regarding allegations against staff
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The Designated Safeguarding Lead will undertake formal training, to provide her with the knowledge and the skills required to carry out the role, at least every two years. Training should include Prevent awareness training. At least annually the designated safeguarding lead will access training which provides updates into developments relevant to their role so that she can:

- Understand the assessment process for providing early help and intervention, for example through locally agreed shared assessment processes, such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure every member of staff has access to and understands the school’s child protection policy and procedures, especially new and part-time staff
- Be alert to specific needs of children in need, those with special educational needs and young carers
- Keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measure the school may put in place to protect them and ensure these are shared with multi-agencies.

Raising Awareness

The Designated Safeguarding Lead will ensure the school’s policies are known and used appropriately:

- Ensure the school’s child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the Local Safeguarding Children’s Board, (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Encourage a culture of listening to children and taking account of their wishes and feelings.

4. THE GOVERNING BODY

It is the responsibility of the Governing Body to ensure that they comply with duties under legislation. The Governing Body must also have regard to Keeping Children Safe in Education 2016 to ensure that our school's policies, procedures and training are effective and comply with the law at all times.

The Governing Body should ensure there is a senior leader to take leadership responsibility for safeguarding arrangements. Although the Governing body takes collective responsibility to safeguard and promote the welfare of children and young people, there is also a named governor who champions safeguarding within the school.

The nominated governor for child protection is: Mr S. Moore

This Governing Body will meet the responsibilities placed upon it in law, which include:

Inter-Agency working

- Ensuring the school contributes to inter-agency working, which includes providing a co-ordinated offer of early help when additional needs of children are identified.
- Recognising the importance of information sharing between professionals and local agencies and ensuring that duties under the Data Protection Act 1998 do not stand in the way of promoting the welfare and safety of children.

Policies

- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy that includes acceptable use of technologies, staff/pupil relationships and communications (use of social media). The Governing body must ensure that the CP policy is in accordance with government guidance and refers locally to agreed inter-agency procedures and local protocols for assessment. Opportunity should be provided for staff to contribute to and shape the child protection policy and the arrangements for safeguarding.

Leadership of safeguarding

- Appointing a designated safeguarding lead and ensuring that s/he undertakes formal training to provide them with the knowledge and the skills required to carry out the role at least every two years. In addition to their formal training their knowledge and skills should be updated at regular intervals, and at least annually to keep up with any developments relevant to their role.

Staff training

- Ensuring that all staff members undergo safeguarding and child protection training at induction and, in addition, at least annually.

Safer recruitment

- By adhering to statutory responsibilities, undertaking safer recruitment training and having written recruitment and selection policies in place, prevent people who pose a risk of harm from working with children.

Allegations of abuse made against staff

- Ensuring there are procedures in place to handle allegations against staff and refer correctly to the local authority designated officer (LADO).
- Meeting legal duties to make a referral to the Disclosure and Barring Service (DBS) if a person has been dismissed due to safeguarding concerns or would have been had they not resigned.

Allegations of abuse made against other children

- Ensuring that there are strategies to minimise the risk of peer on peer abuse and procedures for investigating allegations in line with guidance by the Child Exploitation Protection Centre (CEOP) and the DfE’s searching screening and confiscation advice.
- Ensuring that staff are trained to recognise the different gender issues that can be prevalent when dealing with peer on peer abuse.

Curriculum

- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Making sure that a broad and balanced curriculum will include personal, social, health and economic education (PSHE) and sex and relationships education (SRE).
- Ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies, communication and social media and to use these responsibly
- Safeguarding children from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems.
- Ensuring that the school promotes tolerance of and respect and prepares children and young people for life in modern Britain

Vulnerable children

- Ensuring that staff have the skills knowledge and understanding necessary to keep looked after children safe and are have the correct details about the child’s care arrangements, social worker and LA virtual school Headteacher.
- Appointing a designated teacher to promote the educational achievement of children who are looked after.
- Ensuring that staff are alert to the additional barriers that exist and the additional vigilance which is required to identify abuse and neglect for pupils with special educational needs and disabilities.
- Ensuring that repeated hate incidents, for example racist, homophobic, gender or disability-based bullying, are considered under child protection procedures.

5. SCHOOL PROCEDURES – STAFF RESPONSIBILITIES

It is the responsibility of every member of staff to know and understand the Child Protection Policy and our safeguarding procedures.

If any member of staff is concerned about a child s/he must inform the designated safeguarding lead. You must record information regarding the concerns on the same day. The written record must be a clear, precise, factual account of the observations ([Appendix 2 School Record of Concern](#))

The designated senior lead will decide whether the concerns should be referred to Children’s Services ([Appendix 3 Harrow LSCB Thresholds](#)). If it is decided to make a referral to Children’s Services Social Care this will be discussed with the parents, unless to do so would place the child at further risk of harm. All concerns, discussions and decisions will be recorded in writing.

You will need to understand your role in the early help process: identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals. Particular attention will be paid to the attendance and development of each child about whom there are concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the designated safeguarding lead will inform the social worker responsible for the case and transfer the appropriate record

to the lead professional for safeguarding at the receiving school, in a secure manner, and separate from the child's academic file.

The designated safeguarding lead is responsible for making colleagues aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

Every member of staff has a duty to refer safeguarding concerns to the designated safeguarding lead. However, if:

- concerns are not taken seriously by school leaders; or
- action to safeguard the child is not taken; and
- the child is considered to be at continuing risk of harm

then staff should speak to the designated senior leader or contact Harrow Children's Services Social Care (including out of hours) on 0208 901 2690. All staff should therefore be aware of the process for making referrals.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately using the [Multi Agency Referral Form \(MARF\)](#). Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. [Harrow LSCB Escalation and Resolution Policy](#)

All staff should know what to do if a child tells them that s/he is being abused or neglected. Staff are expected to know how to manage an appropriate level of confidentiality whilst liaising with relevant professionals. You should never promise a child that you will not tell anyone about an allegation – this may not be in the best interests of the child.

If the allegations raised by the staff member are against another child/children staff should follow the same procedures for referring a concern about a child's safety.

If you discover that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, this must be immediately reported to the designated safeguarding lead. It is a duty in law to report FGM to the police.

Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes:

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child
- failing to re-assess when situations do not improve
- sharing information too slowly
- lack of challenge to those who appear not to be taking action.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. If you do not feel that such concerns have been taken seriously by the senior leadership team, you should use the school's whistle blowing procedures (Reference to school policy...). If you feel unable to raise an issue with the senior leadership team or feel that your concerns are not being addressed, other whistleblowing channels at LA level are open to you (reference to school policy).

6. WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be aware of the signs of abuse and neglect. Knowing what to look for is vital to early identification. (Appendix 4 Indicators of harm).

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home.
- Act in a way that is inappropriate to her/his age and development (full accounts need to be taken of different patterns of development and different ethnic groups).
- Display insufficient sense of “boundaries”, lack stranger awareness.
- Appear wary of adults and display “frozen watchfulness”.

In an abusive relationship, a parent or carer may:

- persistently avoid child health services and treatment of the child’s illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems (sometimes referred to as the ‘toxic trio’), if they co-exist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

7. SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of specific safeguarding issues – some of which are listed below. They should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children and young people in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting. Staff should be clear as to the school or college’s policy and procedures with regards to peer on peer abuse.

The designated safeguarding lead and her/his team will ensure that members of staff have up to date guidance and practical support on specific safeguarding issues.

Expert and

professional organisations are best placed to provide this and there is a list of links to these professional and expert websites in Appendix 8. Staff can also access government guidance on the government websites listed below:

- [bullying including cyberbullying and peer on peer abuse](#)
- [children missing education](#) – and Appendix 5
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Appendix 5
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Appendix 5
- [forced marriage](#) - and Appendix ?
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls](#) (VAWG) For information only. Guidance will commence on 5 September 2016 13
- [hate](#)
- [mental health](#)
- [missing children and adults strategy](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Appendix 5
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

Appendix 5 on specific safeguarding issues contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read this appendix.

8. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- listen to what is being said without displaying shock or disbelief
- accept what is being said
- allow the child to talk freely - do not put words in the child's mouth
- only ask questions when necessary to clarify
- reassure the child, but not make promises which it might not be possible to keep
- not promise confidentiality - it might be necessary to refer to children's social care
- emphasise that it was the right thing to tell
- reassure her/him that what has happened is not her/his fault
- do not criticise the alleged perpetrator
- explain what has to be done next and who has to be told
- make a written record
- pass the information to the designated safeguarding lead without delay
- consider seeking support for yourself and discuss this with the designated safeguarding leader – dealing with a disclosure can be distressing

9. RECORD KEEPING

When a child has made a disclosure, or when an individual has concerns about a child's welfare the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the 'MyConcern' online records of concern form or initially the school record of concern sheet wherever possible (Appendix 2).
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Use the 'MyConcern' body maps or initially draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

The designated safeguarding lead will maintain case files for pupils where there are concerns, with an overview chronology and a record of all communications and actions.

The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

10. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

The school recognises that all matters relating to child protection are confidential.

The Headteacher or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only. All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

Concerns about data protection and confidentiality will not come before safeguarding a child. Our approaches to confidentiality and information sharing have taken into account [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)

11. COMMUNICATION WITH PARENTS

We will:

- Ensure the child protection policy is published on the school website and on display in the entrance foyer.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- the behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuses informed;
- leading to an unreasonable delay;
- leading to the loss of evidential material;
- placing a member of staff from any agency at risk

Ensure that the parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

12. INTER-AGENCY WORKING

Under the leadership of our designated safeguarding lead, we will continue to develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and children's social care.

The school will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children. We will submit reports and information and we keep our own records of discussions and agreements. When we disagree with the decisions which have been made, we will ask for our rationale and recommendations to be recorded.

The school will participate in serious case reviews, other reviews and file audits as and when required to do so by Harrow Local Safeguarding Children Board. We have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

13. WHISTLE-BLOWING AND COMPLAINTS

Children cannot be expected to raise concerns in an environment where staff members fail to do so.

All staff members are made aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Headteacher, the Chair of the Governors, the designated governor for safeguarding and child protection or with the LADO.

A clear reporting procedure is in place for children, parents and other people to report concerns or complaints, including abusive or poor practice.

For more detail see our *Whistle Blowing Policy*.

14. CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

School leaders will ensure that contractors and providers are aware of the school's safeguarding and child protection policy and procedures. Employees and volunteers provided by these organisations will use the school's procedure to report concerns.

Assurances will be sought that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with [Keeping Children Safe in Education: Statutory guidance for schools and colleges, September 2018](#). If assurance is not obtained, permission to work with children or use the school premises may be refused.

When the school commissions services from other organisations, it will ensure that compliance with the policy and procedures is a contractual requirement.

15. SITE SECURITY

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

The identity of all visitors and volunteers coming into school is checked. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual, parent or anyone else, that threatens the 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.

16. QUALITY ASSURANCE

The school will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the designated safeguarding lead (DSL).

The Headteacher will prepare the safeguarding annual report to the Governing Body to enable governors to review the effectiveness of the child protection and safeguarding arrangements and in turn influence the annual review of the policy. It enables the Governing Body to monitor compliance with the Education Act 2002 Section 175, and to identify areas for improvement.

The views of children, parents and carers and staff members will be sought on child protection arrangements through surveys, questionnaires and other means.

17. SAFER RECRUITMENT

At Marlborough Primary School we are vigilant in maintaining a culture of safe recruitment. We have robust recruitment and vetting procedures that help deter, reject or identify people working in any capacity at, or visiting our school, who might abuse children.

The Governing Body will reach a clear and reasonable rationale for its decisions about the suitability of each prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks, prohibition checks and, as appropriate, checks, under the Childcare (Disqualification) Regulations 2009. We will also obtain verification of identity, of mental and physical fitness to carry out work responsibilities, of right to work in the UK and of professional qualifications, as appropriate.

We have a detailed Safe Recruitment policy which is informed by the guidance in [Keeping Children Safe in Education](#) September 2018.

At least one member of every short listing and interview panel will have completed safer recruitment training. The Headteacher is responsible for ensuring that safer recruitment training is up to date.

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. Those governors who also engage in regulated activity in the school will also undergo a barred list check.

We keep a single central record which covers all staff (including supply staff and teacher trainees on salaried routes), volunteers, governors and contractors. The Headteacher and Chair of Governors or nominated governor for safeguarding regularly monitor the single central record and complete a record of their scrutiny and recommendations.

18. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff / volunteer may have:

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

This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school. If any member of staff has concerns that a colleague or volunteer might pose a risk to children, it is your duty to report these to the Headteacher. Where the concerns or allegations are about the Headteacher, these should be referred to the Chair of Governors.

The Chair of Governors in this school is:

NAME: Mr K. Ward

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME: Mr S. Moore

To reduce the risk of allegations, all staff and volunteers should be aware of our guidance on safer working practice in the *staff handbook / school code of conduct or safer working policy*.

If an allegation is determined to be unsubstantiated, it will be referred to children's social care to determine whether the child is in need of services or may have been abused by someone else. If an allegation is deliberately invented, the Headteacher may take disciplinary action against the pupils or adult who reported the allegation.

It is the duty of the Governing Body to ensure that there are procedures in place to handle allegations against teachers, headteachers, other staff and volunteers. Our procedures are based upon the guidance in Keeping Children Safe in Education, September 2018.

Managing allegations against staff or volunteers - Summary of Procedures

The person - usually the Headteacher or Chair of Governors - to whom an allegation is first reported becomes the case manager and should take the matter seriously and keep an open mind. Initial actions should include:

- making an immediate written record of the allegation, using the informant's own words and including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.
- obtaining the signature of the informant and signing and dating this record her/himself.

The case manager will not ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality cannot be promised and the person reporting the allegation will be advised that the concern will be shared on a 'need to know' basis only.

In every instance of a reported concern about a member of staff or volunteer, the case manager will consider whether the allegation meets one or more of the three criteria above. Before taking any further action s/he will discuss the allegation with the Local Authority Designated Officer.

LADO:

NAME: Janice Miller **CONTACT NUMBER:** 020 8736 6435

The designated officer and the case manager will consider the nature, content and context of the allegation and agree a course of action. This initial sharing of information may lead to an evaluation that the allegation does not meet the thresholds and no further action is to be taken. The decision, and its rationale will be recorded by both the case manager and the LADO and both will agree what information is put in writing to the member of staff and what actions are to be taken with regard to the informant.

In order to enable a decision about how to proceed with an allegation, additional information, for example history of whether similar allegations have been made previously, may be required. The LADO will discuss with the case manager how and by whom such an investigation will be undertaken.

Employers have a duty of care to their employees. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child / children and at the same time supports the person who is the subject of the allegation.

The member of staff about whom an allegation has been made will be informed as soon as possible and given an explanation of the likely course of action. The case manager should discuss with the LADO when to do so.

Parents or carers of a child or children involved will be told about the allegation as soon as possible and when there has been agreement with the LADO about what can be disclosed.

It is extremely important that when an allegation is made, we make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. The case manager will take advice from the LADO, police and children's social care services to agree who needs to know and what information can be shared; how to manage speculation, leaks and gossip; what if any information can be reasonably give to the wider community to reduce speculation; and how tom manage press interest if and when it should arise.

If an adult in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Headteacher or Chair of Governors must make a referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to refer when the criteria are met is a criminal offence.

APPENDIX 1 – LINKED POLICIES AND PROCEDURES

The following should be included within the suite of safeguarding policy and procedures are relevant to child protection.

- Anti-Bullying Policy
- Administration of Medicines Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education Policy and Procedures
- Complaints Procedure
- Drug and Alcohol Education Policy
- E-safety Policy
- Equalities Policy
- Health and Safety Policy and other linked policies and risk assessments
- ICT Acceptable Use Policy
- Offsite Activities and Educational Visits Policy and risk assessments
- Physical Education and Sports Guidance
- Positive Handling and Physical Intervention Policy and Guidance
- Premises Inspection Checklist
- Prevention of radicalisation, extremism and terrorism – with separate and confidential documentation of risk assessments
- PSHE Policy
- Pupil Images Policy
- Recruitment and Selection Policy and Procedures
- Teachers' Standards, Department for Education guidance available on GOV.UK website
- Sex and Relationship Education Policy
- Special Educational Needs and Disabilities Policy
- Staff code of conduct/behaviour policy - including policy on the acceptable use of technologies and communications and the use of social media

APPENDIX 2 – RECORD OF CONCERN

MARLBOROUGH PRIMARY SCHOOL SAFEGUARDING RECORD OF CONCERN (BLUE FORM)



Child's Name:			
Child's DOB:		Child's Class:	
Male / Female:	Ethnic Origin:	SEN Y/N:	Religion
Date and time of concern:			
Your account of the concern: <i>(what was said, observed, reported and by whom)</i>			
Additional Information: <i>(your opinion / context of concern)</i>			
Your response: <i>(what did you do/say following the concern)</i>			
Your Name:		Your Signature:	
Your Position / Role:			
Date and time of this recording:			
Action and response of Designated (or Deputy) Safeguarding Lead Professional:			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
Name:		Date:	

CHECKLIST FOR DESIGNATED SAFEGUARDING LEAD PROFESSIONALS

(Located on the reverse of the record of concern form)

- ✓ **Child clearly identified?**
- ✓ **Name, designation and signature of the person completing the record included?**
- ✓ **Date and time of any incidents or when the concern was observed?**
- ✓ **Date and time of written record?**
- ✓ **Distinguish between fact, opinion and hearsay?**
- ✓ **Concern described in sufficient detail i.e. no further clarification necessary?**
- ✓ **Child's own words used (swear words, insults or intimate vocabulary should be written down verbatim)?**
- ✓ **Record free of jargon?**
- ✓ **Written in a professional manner without stereotyping or discrimination?**
- ✓ **The record includes an attached completed body map (if relevant) to show any visible injuries?**

APPENDIX 3 – RECORD OF DISCLOSURE

MARLBOROUGH PRIMARY SCHOOL RECORD OF DISCLOSURE (YELLOW FORM)



Once you have completed this record sheet, please email or hand it directly to the Designated Safeguarding Lead, Mrs D. Byron or Mrs C. Robinson-Jones. Please do not place in a pigeon hole. If the Designated Safeguarding Lead is not in school, please hand it to the appropriate Deputy Designated Safeguarding Lead.

Staff Name:	Date:
Place:	Time:

Child's Name:	Class:
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*What did the child say? This must be in the child's words.
Who was present?
You **must** include any questions you have asked*

Describe any marks

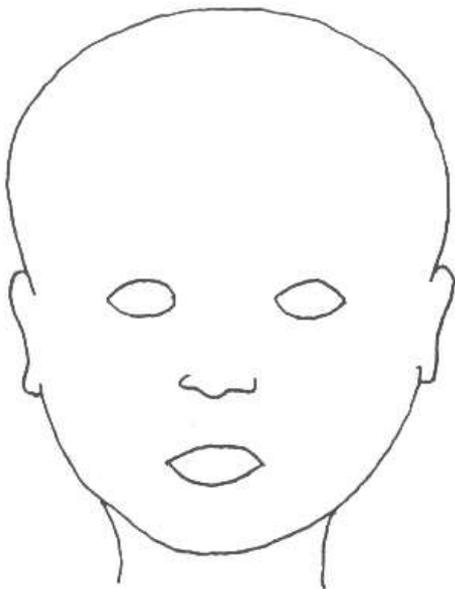
Signed:	Date:
----------------	--------------

Action and response of Designated (or Deputy) Safeguarding Lead Professional:	
Feedback given to member of staff reporting concern:	Information shared with any other staff? If so, what information was shared and what was the rationale for this?
Name:	Date:

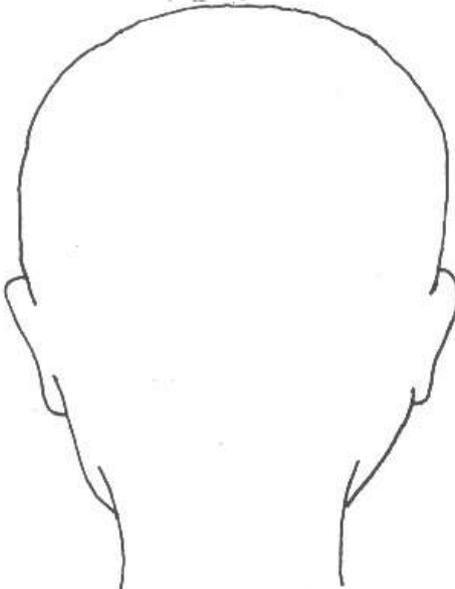
APPENDIX 4 – BODY MAPS

BODY CHART 1

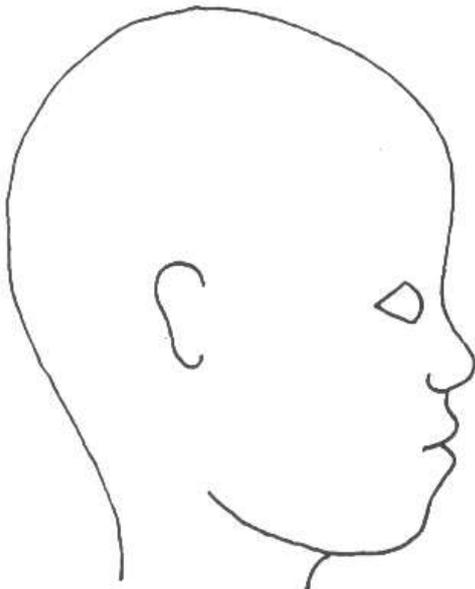
CHILD'S FIRST NAME	
CHILD'S LAST NAME	
DATE / TIME	
YOUR POSITION / JOB ROLE	
SIGNATURE	



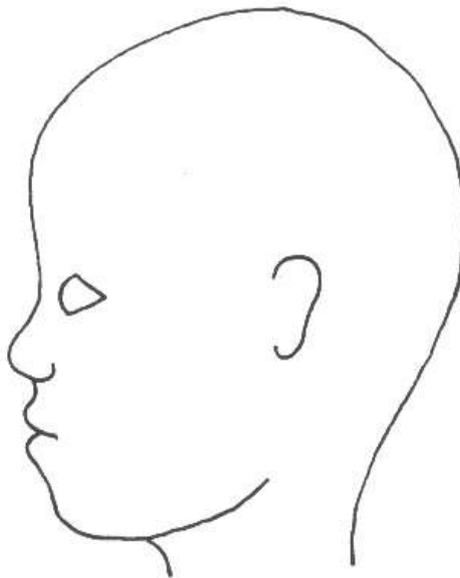
FRONT



BACK



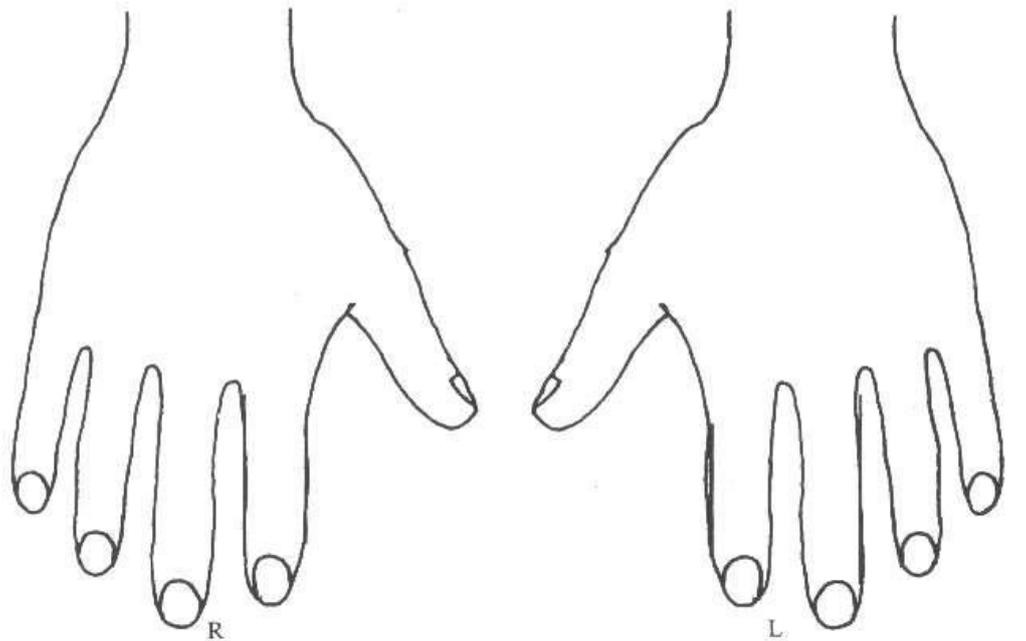
RIGHT



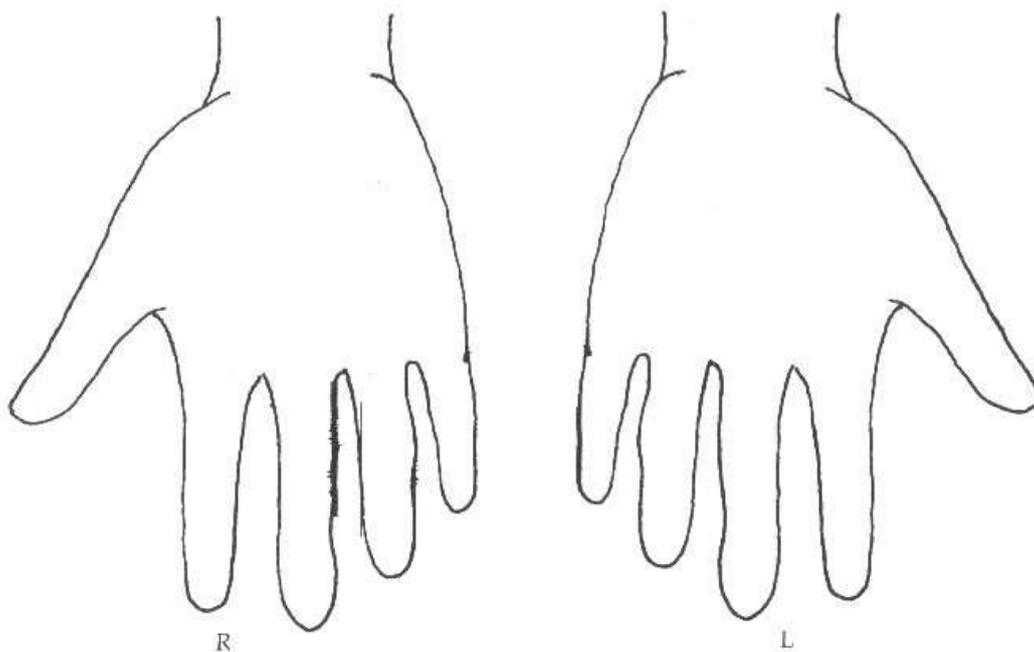
LEFT

BODY CHART 2

CHILD'S FIRST NAME	
CHILD'S LAST NAME	
DATE / TIME	
YOUR POSITION / JOB ROLE	
SIGNATURE	



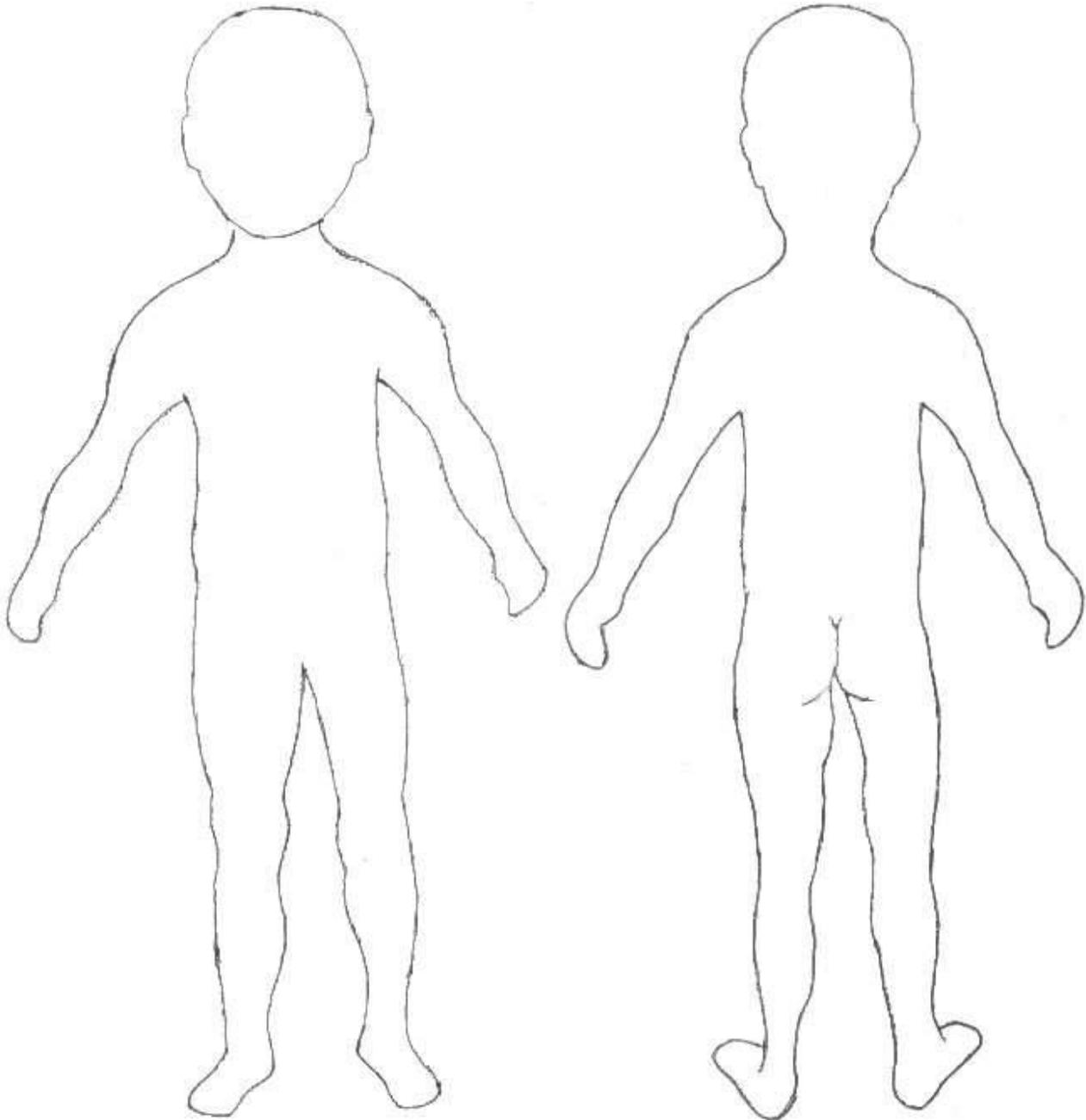
BACK



PALM

BODY CHART 3

CHILD'S FIRST NAME	
CHILD'S LAST NAME	
DATE / TIME	
YOUR POSITION / JOB ROLE	
SIGNATURE	



APPENDIX 5 – HARROW LSCB MULTI-AGENCY THRESHOLD GUIDANCE

[Harrow LSCB Multi-Agency Threshold Guidance](#)

APPENDIX 6 – INDICATORS OF HARM

PHYSICAL ABUSE

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.

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechiae haemorrhages (pinpoint blood spots under the skin). Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive – a child does not put on weight and growth and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.

- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

Scars

A large number of scars and scars of different sizes and ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanation provided for an injury

Indicators in the parent

- ❖ May have injuries themselves that suggest domestic violence
- ❖ Not seeking medical help/unexplained delay in seeking treatment
- ❖ Reluctant to give information or mention previous injuries
- ❖ Absent without good reason when their child is presented for treatment
- ❖ Disinterested or undisturbed by accident or injury
- ❖ Aggressive towards child or others
- ❖ Unauthorised attempts to administer medication
- ❖ Tries to draw the child into their own illness
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- ❖ Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- ❖ Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care
- ❖ May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- ❖ Wider parenting difficulties; may (or may not) be associated with this form of abuse
- ❖ Parent/carer has convictions for violent crimes

Indicators in the family/environment

- ❖ Marginalised or isolated by the community
- ❖ History of mental health, alcohol or drug misuse or domestic violence
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or “making fun” of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

- ❖ Developmental delay
- ❖ Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- ❖ Aggressive behaviour towards others
- ❖ Child scapegoated within the family
- ❖ Frozen watchfulness, particularly in pre-school children
- ❖ Low self-esteem and lack of confidence
- ❖ Withdrawn or seen as a “loner” – difficulty relating to others
- ❖ Over-reaction to mistakes
- ❖ Fear of new situations
- ❖ Inappropriate emotional responses to painful situations
- ❖ Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- ❖ Self-harm
- ❖ Fear of parents being contacted
- ❖ Extremes of passivity or aggression
- ❖ Drug/solvent abuse
- ❖ Chronic running away
- ❖ Compulsive stealing
- ❖ Low self esteem
- ❖ Air of detachment – “don’t care” attitude
- ❖ Social isolation – does not join in and has few friends
- ❖ Depression, withdrawal
- ❖ Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- ❖ Low self-esteem, lack of confidence, fearful, distressed, anxious

Indicators in the parent

- ❖ Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- ❖ Abnormal attachment to child e.g. overly anxious or disinterest in the child
- ❖ Scapegoats one child in the family
- ❖ Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection
- ❖ Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators of in the family/environment

- ❖ Lack of support from family or social network
- ❖ Marginalised or isolated in the community
- ❖ History of mental health, alcohol or drug misuse or domestic violence
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

NEGLECT

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 or emotional harm or danger;*
- *Ensure adequate supervision (including the use of inadequate care-givers); or*
- *Ensure access to appropriate medical care or treatment.*

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the child

Physical presentation

- ❖ Failure to thrive or, in older children, short stature
- ❖ Underweight
- ❖ Frequent hunger
- ❖ Dirty, unkempt condition
- ❖ Inadequately clothed, clothing in a poor state of repair
- ❖ Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- ❖ Swollen limbs with sores that are slow to heal, usually associated with cold injury
- ❖ Abnormal voracious appetite
- ❖ Dry, sparse hair
- ❖ Recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies/diarrhoea
- ❖ Unmanaged/untreated health/medical conditions including poor dental health
- ❖ Frequent accidents or injuries

Development

- ❖ General delay, especially speech and language delay
- ❖ Inadequate social skills and poor socialisation

Emotional/behavioural presentation

- ❖ Attachment disorders
- ❖ Absence of normal social responsiveness
- ❖ Indiscriminate behaviour in relationships with adults
- ❖ Emotionally needy
- ❖ Compulsive stealing
- ❖ Constant tiredness
- ❖ Frequently absent or late at school
- ❖ Poor self esteem
- ❖ Destructive tendencies
- ❖ Thrives away from home environment
- ❖ Aggressive and impulsive behaviour
- ❖ Disturbed peer relationships
- ❖ Self-harming behaviour

Indicators in the parent

- ❖ Dirty, unkempt presentation
- ❖ Inadequately clothed
- ❖ Inadequate social skills and poor socialisation
- ❖ Abnormal attachment to the child e.g. anxious
- ❖ Low self-esteem and lack of confidence
- ❖ Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- ❖ Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- ❖ Child left with adults who are intoxicated or violent
- ❖ Child abandoned or left alone for excessive periods
- ❖ Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators in the family/environment

- ❖ History of neglect in the family
- ❖ Family marginalised or isolated by the community
- ❖ Family has history of mental health, alcohol or drug misuse or domestic violence
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- ❖ Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- ❖ Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- ❖ Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- ❖ Lack of opportunities for child to play and learn

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical presentation

- ❖ Urinary infections, bleeding or soreness in the genital or anal areas
- ❖ Recurrent pain on passing urine or faeces
- ❖ Blood on underclothes
- ❖ Sexually transmitted infections
- ❖ Vaginal soreness or bleeding
- ❖ Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy

or vagueness about the identity of the father.

- ❖ Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation

- ❖ Makes a disclosure
- ❖ Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- ❖ Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- ❖ Self-harm – eating disorders, self-mutilation and suicide attempts
- ❖ Poor self-image, self-harm, self-hatred
- ❖ Reluctant to undress for PE
- ❖ Running away from home
- ❖ Poor attention/concentration (world of their own)
- ❖ Sudden changes in school work habits e.g. truanting
- ❖ Withdrawal, isolation or excessive worrying
- ❖ Inappropriate sexualised conduct
- ❖ Sexually exploited or indiscriminate choice of sexual partners
- ❖ Wetting or other regressive behaviours e.g. thumb sucking
- ❖ Draws sexually explicit pictures
- ❖ Depression

Indicators in parents

- ❖ Comments made by the parent/carer about the child
- ❖ Lack of sexual boundaries
- ❖ Wider parenting difficulties or vulnerabilities
- ❖ Grooming behaviour
- ❖ Parent is a sex offender

Indicators in the family/environment

- ❖ Marginalised or isolated by the community
- ❖ History or mental health, alcohol or drug misuse or domestic violence
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- ❖ Family member is a sex offender

APPENDIX 7 – GUIDANCE ON SPECIFIC SAFEGUARDING ISSUES

Further information on a child missing from education

(The government recently consulted on plans to amend regulations from September 2016, to improve information sharing between schools and LAs to help identify children missing education and help protect children from potential harm. This section will be updated to reflect any changes that are made before September 5 2016.)

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that 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 their going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age; ,
- Are in are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

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

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice - [Enrolment of 14 to 16 year olds in full time further education](#). The college should also inform the relevant local authority immediately if that child is removed from roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi-agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM mandatory reporting duty

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or

visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at - [Mandatory reporting of female genital mutilation procedural information](#)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

1. From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to

have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent Duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). There is separate guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

The statutory “Revised Prevent duty guidance: for England and Wales” (for schools) summarised the requirements on schools in terms of four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child’s parents in line with the individual school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Department for Education has also published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel guidance](#). E-learning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all

stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co operate with local Channel panels.

Allegations of abuse made against other children and peer on peer abuse

Severe harm may be caused to children by the abusive and bullying behaviour of other children, which may be of a physical, sexual or emotional nature. We take this abuse as seriously as that perpetrated by an adult. Incidents of bullying, abuse and harmful behaviour or exploitation will not be tolerated and sanctions will be enforced if any member of the school community breaches any of our policies. Our response will be proportionate to the context of each incident but we will involve the police when actions are considered illegal and harmful.

Peer on peer abuse can manifest itself in many ways and will often include harmful sexual behaviour and use of technology and social media, for example, sexting, on-line shaming and trolling.

Creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person under the age of 18 is breaking the law if they:

- take an explicit photo or video of themselves or a friend;
- share an explicit image or video of a child, even if it's shared between children of the same age;
- possess, download or store an explicit image or video of a child, even if the child gave permission for it to be created.

As of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest. Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.

Those at high risk for being targeted for bullying and abuse by their peers are children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be Lesbian, Gay or Bisexual (LGB).

The signs and symptoms of bullying and the procedures for reporting and managing bullying are found in the school's Bullying (including cyber bullying) Policy. Young people often do not anticipate the implications of sharing intimate or sexually explicit images or other content online, but the consequences can be devastating. In extreme cases it can result in suicide, isolation, vulnerability. Young people are not always aware that their actions are illegal but can end up with a criminal record.

The same signs and symptoms of physical and sexual abuse that pertain to the abuse of children by adults are applicable to the abuse of children by other children (see Appendix 4).

When any member of staff or volunteer has a suspicion that a child or young person has been sexually abused by another pupil, is likely to be involved in sexually harmful behaviour, or is bullying another child or

student, these suspicions must be reported to the designated safeguarding lead. You should use our report form (Appendix 2).

If a student is disclosing that they have received, sent or shared an illegal image, staff should adhere to the procedures for managing and reporting a disclosure already described in Section 7. As part of her/his response, the designated safeguarding lead's response will include:

- carrying out a risk assessment of the pupil or student
- possible search for, confiscation and safe storage of a mobile device by the Headteacher (observed by a member of the safeguarding team) if there is clear evidence to suggest that there is an immediate problem
- blocking the network and isolating the image
- as relevant, making a referral in line with the Harrow LSCB thresholds and contacting the local police or referring the incident to CEOP
- putting necessary safeguards and support in place for the child or young person, such as informing parents, providing counselling and advice for child/young person and parents
- managing the reaction of other students through tutor groups, assemblies, PSHE, Circle Time and visiting speakers

The revised Education Act 2011 gives schools and teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

The technical solutions we employ to protect students and staff from abusive use of IT and social media include firewalls, filtering and network monitoring and are listed in our Acceptable Use and IT policies.

APPENDIX 8 – CONTACTS AND USEFUL INFORMATION

Children's Services MASH team	020 8901 2690 (option 3)
Children Missing from Education	020 8901 2690 (option 2)
Children with Disabilities Team	020 8966 6481
Children's Services Complaints	020 8424 1578
Emergency Duty Team (Out of Hours)	0208 424 0999
Local Authority Designated Officer	020 8736 6435 Janice Miller
Local Safeguarding Children Board	020 8424 1147 / 8736 6939

Web links

Harrow LSCB

<http://www.harrowlscb.harrowlscb.org.uk/>

Keeping Children Safe

- www.ceop.gov.uk
 - www.missdorothy.com
 - www.anti-bullyingalliance.org
 - www.childline.org.uk
 - www.nspcc.org.uk
-
- Inspecting safeguarding: Briefing for section 5 inspection
 - Harrow Safeguarding Children Board: Are you worried about a child? – June 2016
 - Multi-Agency resolution and escalation policy