



An All-Through Co-operative School

CHILD PROTECTION AND SAFEGUARDING POLICY 2014/2015 (Revised 2015)

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“Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.” (Working Together to Safeguard Children, 2010)

Child protection statement

The governors and staff of Preston Manor School fully recognise our moral and statutory responsibility to safeguard and promote the welfare of all students . We recognise that all staff, teaching and non-teaching, including volunteers, have a full and active part to play in protecting our students from harm. All staff and governors endeavour to provide a safe, caring, positive and welcoming environment which promotes the social, physical, emotional and moral development of the individual student and where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective and prompt support, protection and justice.

The aims of this policy are:

- To support the child’s development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of both teaching and non-teaching staff and voluntary staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To develop a school procedure to be adhered to by all members of the school community.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To ensure consistent good practice
- To emphasise the need for effective levels of communication between all members of the school community.
- To develop and promote effective inter-agency working and partnerships, especially with Brent’s LSCB, Social Services and the police.

- To ensure that all adults who work within the school environment have carried out a full and current DBS check in order that their suitability is checked.
- To ensure all members of the school community are treated with dignity and respect.
- To help students to protect themselves and understand the importance of protecting others.
- To raise students ' awareness of safeguarding and child protection issues.
- To demonstrate the school's commitment with regard to safeguarding and child protection to all stakeholders;- students , parents and other partners

Our core safeguarding principles are:

- All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- Safer children make more successful learners
- It is the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support
- Parents will be made aware of the Safeguarding and Child Protection Policy via our school website and other means.
- Representatives of the whole-school community of students , parents, staff and governors will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.
- The procedures contained in this policy apply to all staff and governors and are consistent with those of the Local Safeguarding Children Board (LSCB).

Terminology:

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care

and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Brent LSCB refers to the key statutory mechanism where the relevant organisations are brought together to ensure that they work collaboratively to be effective in safeguarding and promoting the welfare of children. The LSCB has a responsibility to work across all the local agencies that provide services for children and young people. The main function of the Board is to coordinate the way services are provided to safeguard and promote the welfare of children and young people and to ensure that services are provided to agreed standards.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

Designated Safeguarding Lead refers to those member of staff who lead in the US and LS in the area of Safeguarding and Child Protection and who have overall responsibility in this area (US: Caren Urbani, LS: Richard Holmes)

Key responsibilities of all staff:

- Know the names of the designated child protection teachers and members of the safeguarding team
- Understand and comply with the school's child protection and safeguarding policy
- Have read 'part one' of 'Keeping children safe in education' Safeguarding Students updated March 2015 review 2016
- All staff, including the Designated Teacher, will receive adequate and appropriate training.
- All staff will be alert to signs of abuse and will act upon any concerns or suspicions.

- All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's Safeguarding & Child Protection Policy; the school's staff code of conduct; the Serious Incident Protocol (see appendix 2) and the role of the designated safeguarding lead.
- CONFIDENTIALITY - All staff will respect confidentiality and share information strictly 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.
- All staff must be aware that they cannot and must not promise a child to keep a secret.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.
- All staff must deal with any bullying incidents that may occur, following proper procedures.
- All staff must refer e-safety concerns
- All staff must behave in accordance with our Staff Conduct Policy (which is given to all staff annually).
- All staff members should follow the school's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

Role of the Designated Teacher

- We have two Designated Safeguarding and Child Protection Lead Teachers at Preston Manor:
 US: Caren Urbani
 LS: Richard Holmes
 Additionally, other staff with a Level 3 training in CP are:

KS3 Huw Evans - Designated Teacher for CP
KS4: Andy Ward - Designated Teacher for CP

- There are 2 principles that the designated teacher/s should always bear in mind:-
- The welfare of the child is paramount and should be at the forefront of all decisions taken
- Confidentiality must be respected at all times. The Designated Teachers will disclose information about a pupil to the key member of staff on a Need to know basis only. This information will only be passed on to relevant members of staff by the Key member if and when it is required.
- *The designated teacher should:-*
- Adhere to the Brent LSCB (Local Safeguarding Children Board), and school procedures with regard to referring a child if there are concerns about possible abuse.
- Make sure all staff, both teaching and non-teaching and governors and management bodies, know about and know where to find the procedures relating to child protection.
- Ensure that all staff are clear about their responsibilities within the child protection process
- Make sure all staff know that the designated person should be informed of any suspicions or allegations of abuse.
- Make formal referrals to Children's Social Care following consultation with the Headteacher on behalf of the school.
- Ensure the Headteacher is kept informed of every situation including those cases of uncertainty, as well as giving an update report on the welfare of those children or young people who are subject to a Child Protection Plan.
- The Designated Teacher will keep the Headteacher informed of all Child Protection issues and whenever practicable the Headteacher will be involved in any referrals.
- Develop, in consultation with the Headteacher, the internal arrangements for consultation with:

The nominated member of staff, if the child is looked after by Brent The staff member of the core group if the child is subject to a Child Protection Plan. The Special Needs Co-ordinator if the child has a statement of special education needs or is disabled, the school nurse

- Be active in advising curriculum staff and the Headteacher on possible child protection input to the curriculum
- Attend training and refresher training courses on child protection as arranged by the ACPC or the Local Authority.
- Be the lead for the INSET arrangements on child protection in the school or educational establishment.
- Keep all records of all concerns expressed, even if there are no immediate grounds for referral. Open a file on the child in question. Keep all child protection records separate from pupil portfolios, curriculum records etc. Include a note of the date, time and names (or initials) of staff giving information.
- Advise staff and non-teaching staff in cases of uncertainty and give informed guidance and induction to newly qualified teachers and other new members of staff.
- Consider, in conjunction with the Headteacher, at what point to involve parents and those with parental responsibility.
- Contact and liaise with Children's Social Care, the key worker, LA and other agencies, for example the Educational Welfare Service and Educational Psychology Service.
- Ensure that, where a child has special needs or a disability, details of their communication needs are provided to Children's Social Care at the time of referral.
- Be supportive to those members of staff to whom students have disclosed.
- Ensuring that action points agreed at Child Protection Conferences, Child Protection Reviews and Core Group Meetings are carried out.
- Be active in supporting the child's Child Protection Plan. If a member of the core group, negotiate the least disruptive arrangements to the educational establishment's daily routine and on behalf of colleagues who may be asked to be members of the core group.
- Ensure, in consultation with the Headteacher, that arrangements are in place for voluntary helpers to have police checks. It is for the school to decide to undertake police checks in respect of parents who work under the director supervision of teachers or other members of staff.
- Ensuring that accurate and up to date information about individual children is presented at Child Protection Conferences.

- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that any pupil currently with a Child Protection plan who is absent without explanation for two days is referred to their key worker at Social Services and that the attendance of children with a Child in Need Plan (CIN) is monitored closely and any concerns referred to their key social worker.
- Establish a system, in conjunction with the Headteacher, for passing appropriate information about a child or young person who may be subject to a Child Protection Plan or to a new school immediately the child transfers, or if appropriate, to contact the new school to inform them of the existence of a child protection file on a particular child whose name is not on the child protection register.
- Ensure that the school identifies children who are subject to a Child Protection Plan when referring a child for an assessment or foreign exchange holiday.
- Ensure that the Safeguarding and Child Protection policy is available publically either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website
- Ensure key pastoral and senior staff are aware of the Serious Incident Protocol and when to use it (see appendix 2)

Role of the Headteacher

The Headteacher is ultimately responsible, within the school for child protection. The Headteacher is responsible for:

- Supporting the designated child protection teacher (if not in that role).
- Ensuring internal and external arrangements for consultation and liaison are devised.
- Keeping themselves informed of all child protection situations or matters.
- Considering child protection input to the curriculum.
- Considering in conjunction with the designated teacher at what point to involve parents and or those with parental responsibility.
- Advising parents of the decision to make a referral.
- Discussing the issues with parents and informing them of the duty to refer to an investigating agency.

- Ensuring an effective recording system is in place.
- Ensuring arrangements are in place for police checks of voluntary helpers (see Role of Designated Teacher).
- Ensuring that the school has a child protection policy consistent with the ACPC procedures.
- Ensuring information about a child or young person whose name is on the register is passed on to a new school.
- Taking the lead where allegations are made against a member of staff.
- Ensuring the safe recruitment of all staff (including supply staff and volunteers)
- Attending PREVENT training.

Role of the Governors and the Nominated Governor for Child Protection

The governing body is responsible for ensuring that:

- the school complies with all legislation related to Child Protection
- The school has a Child Protection and Safeguarding policy and this policy is reviewed annually
- All Governors will be aware of Child Protection procedures and will ensure adequate funding is available to enforce the policy.
- the school is using safe recruitment procedures and that appropriate checks are carried out on new staff and volunteers
- all staff read at least part one of the guidance '*Keeping Children Safe in Education*' *Statutory guidance for schools and colleges March 2015*. This guidance replaces *Keeping Children Safe in Education 2014*, which replaced *Safeguarding Children and Safer Recruitment in Education (December 2006)*; and *Dealing with allegations of abuse made against teachers and other staff 2012*.the school has a Child Protection and Safeguarding policy and that procedures are in place that safeguard and promote the wellbeing of students in our school
- the school is aware of its duties re PREVENT

The nominated governor for Child Protection and Children in Care should be the chair of governors or, in the absence of the chair, the vice or deputy chair. This Governor will be responsible for:-

- Liaising with the Headteacher/designated teacher for CP at the school regularly over issues regarding child protection matters.
- Ensuring, in liaison with the Headteacher/ senior designated teacher that the school has a child protection policy and procedures in place which are consistent with LSCB procedures.
- Maintaining awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities.
- Ensuring that an annual item is placed on the governors' agenda to report on changes to child protection policy/procedures, training undertaken by the designated teacher, other staff and governors, the number of incidents or cases (without details or names) and the place of child protection matters in the school curriculum.
- Following the procedures relating to liaison with the education department, social services department and the police in relation to any allegations of child abuse made against the Headteacher, including attendance at strategy meetings.
- Ensuring good communication between all parties.

- Attending training for nominated governors.

Accidents and Welfare

If an accident occurs, the student/s are sent to the medical room. The Welfare officer then judges whether any medical attention is required. In cases when students are medically attended to, a letter is sent home to the parents and a copy of a HSL is kept on file. There is also a list of students who visit the medical room and the school keeps a Medicine's Register in accordance with our 'Managing Medicine's Policy' and ensures that students with medical needs have a Medical Care Plan that is reviewed annually. The welfare officer is a qualified nurse and is first aid trained as well as a number of other adults in various classes in the school. Where a student requires medication regularly, a meeting is held with the welfare officer and parent/carer and a plan is set out, outlining the frequency of the medication and dosage. The parent also signs a letter to consent that the welfare officer can administer the medication.

PROCEDURES

General Procedures

Our school procedures for safeguarding children will be in line with LA and Brent LSCB procedures (Local Safeguarding Children's Board). We will ensure that:

- The Designated Teacher/s will both undertake regular training in Safeguarding and Child Protection and this training will be filed.
- There is a senior member of staff who will act in the designated teachers' absence who will also receive appropriate training.
- The Designated Teacher for Child Protection will be the first person to be approached in the light of any concerns, allegations or disclosures.
- Both Designated Teachers for Child Protection will update the Child Protection record and share information. Cases will be allocated for one DTCP to take a lead on but regular meetings will take place to review progress and to offer supervision to each other.
- The Designated Teachers for Child Protection will meet each term to monitor the update of the Child Protection record for the school to ensure it is an accurate and up to date record. Cases at this point may also be reallocated.
- All members of staff are familiar with the categories and definitions used when referring to Child Protection. (see relevant sections to follow)

- All members of staff develop their understanding of the signs and indicators of abuse. (see relevant sections to follow)
- All members of staff know how to respond to a pupil who discloses abuse. They will ensure that time is given to the child in order that they can fully concentrate on the child's disclosure and that this time is found as a matter of urgency. This information will then be passed on via the Child Protection Report form (see Appendix 5) and / or by speaking to a Designated Teacher for Child Protection – forms will be given to the Head Teacher PA.
- The Designated Teacher/s for Child Protection will ensure that the correct Child Protection forms for monitoring, recording and reporting to formal settings are made available to staff. Staff will ensure that these forms are kept confidentially, kept up to date and completed in line with deadlines. (See Appendix 5 -9 for copies of these forms)
- Safeguarding and Child Protection will be included in all staff handbooks and group training and professional meetings throughout the academic year.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures. A Child Protection statement will be included in all school parent hand books.
- Our procedures will be regularly reviewed and up-dated following a three year cycle outlined at the end of this policy.

Procedures where there is a concern about a specific student

Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately to one of the two designated teacher's for child protection or if they are not available to one of the safeguarding team; in their absence the matter should be brought to the attention of the head teacher or the most senior member of staff in school. This should be followed with a written record within 24 hours, using as far as possible the pupil's own words. It is important to remember that any member of staff can refer their concerns to children's social care directly. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard. This may involve reporting to the Chair of Governors or direct to LADO, Social Care or Police.

The designated teacher for child protection (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the relevant investigating agency via the Brent Family Front Door team by telephone and in accordance with the procedures outlined in the SET procedures (*See Appendix 1 for Safeguarding Flowchart for schools and referrals to Brent Family Front Door*)

Any referral will be confirmed in writing within 24 hours.

Where the allegation is against a member of staff, the head teacher must first be informed.

If the designated teacher for child protection (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from Brent social care, the NSPCC or the Brent Local Safeguarding Board.

Monitoring and Evaluation

Our Safeguarding and Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of The Manor House, Isolation Room and Counselling

This policy also links to our policies on:

Behaviour for Learning,
Equality
Staff Behaviour Policy / Code of Conduct
Whistleblowing,
Anti-bullying,
Health & Safety
Inclusion and SEND

Categories Definitions and Indicators of Child Abuse

1. Signs and Symptoms: Emotional Abuse

Definition

Actual or likely severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment. (From: Working Together under the Children Act 1989 (1991))

Specific Indicators

Disclosure of a damaging experience, such as being locked in a cupboard, living with a parent or carer who is severely and consistently intoxicated by alcohol or drugs. The following are also emotionally abusive:

- Racial and sexual harassment
- Terrorising groups

- Extortion
- Press-ganging and delinquency
- Bullying

Non-Specific Indicators

Often, it is the child who presents no behaviour problem is quiet and withdrawn who may be experiencing emotional abuse:

- Frequent crying, hypersensitivity to criticism
- Acute anxiety, may be accompanied by weeping or inability to concentrate
- Severe difficulties in relationships, including isolation, rejection by peers, excessive clinging to adults
- Severely depressed mood - including a lack of humour or enjoyment
- Self-abuse/self-mutilation
- Excessive eating or anorexia
- Rejection of relationships
- Sadistic behaviour

Note: With the exception of disclosure of abuse, no individual example is indicative of emotional abuse. A cluster of these examples may suggest that emotional abuse should be suspected and a child protection referral made.

Domestic Abuse - Emotional abuse continued

Domestic abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. A child who is subjected to domestic abuse either through directly observing it or is exposed to its effects is emotionally scarred and is under a lot of stress. Domestic Abuse chips away at feelings of self-worth and independence. Domestic abuse can also include *verbal abuse* such as yelling, name-calling, blaming, and shaming. It can also include controlling behaviours like financial control, Isolation and intimidation, these are all aspects of emotional abuse. The physical, psychological and emotional effects of domestic abuse on children can be severe and long-lasting. Some children become withdrawn and find it difficult to communicate, others may act out the violence or aggression they have witnessed, or blame themselves for the abuse. All children living with abuse are under a great deal of stress and need support.

2. Signs and Symptoms: Physical Abuse

Definition

Actual or likely injury to a child or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's Syndrome by proxy* (From: Working Together under the Children Act 1989 (1991))

*Where a carer invents or creates symptoms in a child in his or her charge typically, though not exclusively, to gain medical attention. (Professor R Meadows – 1977)

Specific Indicators

- Disclosure by the child or by a third party
- Bruises
- Broken limbs
- Cigarette burns
- Cuts
- Weal's

Non-Specific Indicators

- Inexplicable physical fear
- Nerviness/jumpiness
- Unwillingness to go home
- Bullying other children
- Inappropriate behaviour to other children
- Self-abuse
- Sadistic behaviour

Note: With the exception of disclosure of abuse, no individual example is indicative of physical injury. A cluster of these examples may suggest that physical injury should be suspected and a child protection referral made.

Physical Abuse Continued - Female Genital Mutilation (FGM)

Definition

FGM, also known as female circumcision or female genital cutting, is defined by the World Health Organisation (WHO) as "all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons". FGM is against the law except when performed by a registered medical profession on medical or mental health grounds. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. (see appendix 3 for additional information)

Possible indicators

Difficulty walking, sitting or standing

Spending longer than normal in the bathroom or toilet due to difficulties urinating.

Fracture or dislocation of legs/arms as a result of restraint

Spend long periods of time away from a classroom during the day with bladder or menstrual problems

Severe pain in groin area

Haemorrhage

Being withdrawn - emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends);

Urinary infections

Detached / isolated
Change in physical appearance/dress & body language
Withdrawn aggressive
Unable to form relationships with adults
Changes in attitude, personality or behaviour
Changes in interaction with others
Feelings shown through writing or art work
Peer group problems
Extremes of emotion
Underachieving

3. Signs and Symptoms: Neglect

Definition

The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

(From: Working Together under the Children Act 1989 (1991))

Specific Indicators

- The child is always very hungry and requires food before the school day starts, or arrives frequently without food or money for dinner.
- The child is frequently not picked up after school, or finds his/her own way to school, often late
- The child is seriously inadequately dressed for the weather

Non-Specific Indicators or Warning Signs

- These will include all of the above, but less pronounced such that you are uncertain, and:-
- The child is exceedingly thin, or small for his/her age
- The child frequently has sores
- The Child is frequently tired and needs to sleep during school hours
- These are also conditions that can occur because of a variety of medical causes

Note: With the exception of disclosure of abuse, no individual example is indicative of neglect. A cluster of these examples may suggest that neglect should be suspected and a child protection referral made

4. Signs and Symptoms: Sexual Abuse

Definition

Actual or likely sexual exploitation of a child or adolescent. The child may be dependent, and/or developmentally immature. (From: Working Together under the Children Act 1989 (1991))

Specific Indicators

- Disclosure by the child or third party
- Injuries to the genital area
- Awareness of sexual behaviour inappropriate to age, as indicated in the child's drawing, play, talk or by excessive masturbation
- Suicide attempt
- Excessive sexualised behaviour, giving clear evidence of an awareness of sexual behaviour or a sexual assault on another child/adult

Non-Specific Indicators

- Sudden behaviour changes, eg falling standards, truancy etc
- Lack of trust in adults/fear of a particular individual
- Withdrawal and introversion
- Problems with peer relationships
- Running away from home
- Frequent unexplained stomach pains/vomiting
- Girls taking over the mothering role
- Reluctance to participate in physical activity or to change clothes for games
- Low self-esteem
- Stealing
- Drug, alcohol or solvent abuse
- Bruises, scratches, bite marks
- Display of sexual knowledge beyond child's years
- Sexual drawings
- Prostitution
- Fear of school medical examinations
- Developmental regression
- Over-sexualised behaviour
- Depression, suicide attempts
- Anorexia nervosa/eating disorder or change in eating habits
- Difficulty in walking or sitting
- Pregnancy, particularly when reluctant to name the father
- Recurring urinary tract problem
- Vaginal infections or genital damage
- Venereal disease

Note: With the exception of disclosure of abuse, no individual example is indicative of sexual abuse. A cluster of these examples may suggest that sexual abuse should be suspected and a child protection referral made.

5. Sexual Contact between Children/Adolescents

For school staff, defining what constitutes normal sexual behaviour and identifying inappropriate sexual behaviour can be a complex task.

Children and adolescents are normally sexually curious. We can expect that they will be curious about their own bodies and other people's bodies. Will make sexual jokes, will experiment and, particularly in relation to young children, will touch other people's bodies. Adolescents may also behave sexually inappropriately with each other - the boundary between sexual harassment and sexually abusive behaviour can be difficult to define - a major issue is likely to be whether the sexual contact is consensual or not.

Sexual behaviour that is a cause for concern includes:

- A significant age difference (4+ years) between children. In particular, an adolescent who seemed interested only in younger children would give rise to concern.
- Sexual behaviour involving threats, bribery or force. Children with special needs are particularly vulnerable where they may not have the intellectual or physical resources to resist abuse.
- Inappropriate sexualised behaviour - a level of sexual knowledge inconsistent with the level of development that would normally be expected.

A more difficult decision involves behaviour often defined as harassment - for example, an adolescent boy cornering a girl and groping her. This type of behaviour can be seen as an incident of inept behaviour by an immature adolescent. Sometimes (and certainly with repeated instances) it may indicate that the young person has the potential to become a sexual offender.

It is essential that all such incidents are treated seriously. The needs of the victim must be addressed, in addition to ensuring that the perpetrator is dealt with in such a way that they acknowledge the seriousness of their action. Where it is believed that this is an isolated incident and unlikely to recur, it may be decided not to contact Social Services. However, parents/carers of both young people should be contacted to give them an opportunity to support their child. It must be remembered that a criminal offence may have been committed and the victim has the right to pursue a complaint against someone who has assaulted them.

Other areas related to Safeguarding and Child Protection

CHILDREN MISSING FROM EDUCATION

A pupil missing from education for eight sessions or more is a potential indicator of abuse and neglect. Should a pupil go missing from school (education) the Attendance officer will inform the Designated Lead and contact the Educational Welfare service; the Designated Lead will consider further actions/support should it be required.

CHILDREN LOOKED AFTER

We have a Designated Lead and Governor responsible for Looked After students . We keep a list of students who are looked after by the local authority.

In the light of the research that shows that these students fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- Being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- Arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly
- Offering in school support such as anger management, assertiveness or social skills training as appropriate
- Targeting pupil premium specifically to support children in care.
- Attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- Monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- Monitoring their academic grades carefully to try to ensure they are making good progress in school making full use of our data systems
- Informing their DSD/ PSA that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team
- Being careful not to accept any under achievement just because the child is 'looked after'
- Looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- Enlisting the support of and liaising with other agencies as appropriate
- Checking that they have access to all elements of school life, including visits and other activities, and by giving these students the opportunities to take part in trips, self-esteem projects/visits organised by the school as and when appropriate.

In addition we also keep a record of those students who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

YOUNG CARERS

It is the responsibility of the designated child protection coordinator (or a deputy) to keep a record of those students who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement.

DISABLED STUDENTS

Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment, however at SPS we will always try to ensure that the voice of the child is heard/sought.

OTHER VULNERABLE CHILDREN (Code R)

Members of the safeguarding team are often aware of students who are vulnerable for other reasons. It is their responsibility to ensure that these students receive support either from a teacher in school to whom the pupil relates or from an external agency. The pupil's DSD will be informed of the situation. This situation might be a temporary one or may be on-going. This also includes any vulnerable students who may be 18 and over in our Sixth form. Parents/carers are informed of the situation wherever appropriate.

The school maintains a register of those children in each year group who are at risk of underperforming academically, through pressures of various kinds outside of their own control. (Code R) While it is important that staff know who is on this list it is equally important that this information is kept confidential. This information is on the network in shared documents under Child Protection and is regularly up-dated.

The reason for providing staff with this list is to highlight those children who may be vulnerable at any given time and as being in need of extra encouragement, support, your patience and help.

CHILD SEXUAL EXPLOITATION (CSE)

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that students may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc.

Possible indicators

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

FORCED MARRIAGE

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion,

intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents. Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations. These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

E-SAFETY

Our students increasingly use mobile phones and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep students safe in school. Cyber-bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our tackling bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home we will aim to help parents and students understand the possible risks associated with this activity.

PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect students we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure students are appropriately dressed

- encourage students to tell us if they are worried about any photographs that are taken of them.

RADICALISATION/ PREVENT

In 2011, the Home Office published the reviewed 'Prevent Strategy', the objective being to stop people being led into extremist or terror related activity. The school recognises that awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

All staff at Preston Manor have undergone 'WRAP' (Workshop to Raise Awareness of Prevent) training which is the means by which schools and staff develop an understanding of the Prevent strategy. This means our staff have;

- An awareness and understanding of the Prevent agenda and their role within it.
- The ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may be susceptible to messages of violence.
- The confidence to use a common sense based response.

We recognise that schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. The school can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

In addition to a one hour Personal, Social and Health Education (PSHE) lesson which promoted British Values and our Co-operative Values the school runs a Citizenship programme delivered to all students every Thursday during their 20 minute form time where social issues and British Values are explored in a safe and sensitive environment. The school has adapted Prevent Strategy Resources used in the London Borough of Hammersmith and Fulham for use in lessons with Key Stage 4 and 5 students

[http://www.lbhf.gov.uk/Directory/Education_and_Learning/Schools_and_Colleges/School Staff Zone/183101_Prevent_strategy_resources_for_schools_key_stage_4.asp](http://www.lbhf.gov.uk/Directory/Education_and_Learning/Schools_and_Colleges/School_Staff_Zone/183101_Prevent_strategy_resources_for_schools_key_stage_4.asp)

The school has placed advice to families in the Parents Area of our website including the Prime Minister's Office *Report on Tackling Extremism and Advice to Parents and Carers Keeping Children and Young People Safe Against Radicalisation and Extremism* issued by Tower Hamlets LA.

As a direct result of enquires from senior staff at Preston Manor there is now a section on The Key for School Leaders guidance website entitled *Advice for parents concerned about radicalisation*.

PREVENT referrals should be reported in line with other safeguarding procedures. Brent Police can be contacted to discuss any concerns on PREVENT

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our British values.

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the designated senior person immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with the nominated local police officer or PREVENT officer would take place and this would then determine the further response. (see appendix 4 for further contact information)

In terms of being aware of the PREVENT agenda and potential risks of radicalisation and signal events which can impact on our students and our school community the schools makes every attempt to:

- Ensure that the school are aware of and manage potential risks to students and the wider school community effectively
- Respond effectively to events, locally, nationally and globally, which could have an impact on individual students and on the school community.
- Regularly review emergency plans and procedures to prepare for future events and risks.
- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

SAFER RECRUITMENT

The school is committed to safer recruitment and ensures that members of staff have DBS and this is updated every 4 years as agreed by governors.

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Safeguarding Children and Safer Recruitment in Education* (pp20–54) together with the LSCB and the school's individual procedures.

Safer recruitment means that all applicants will:

complete an application form

- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications

- be checked in accordance with the Disclosure and Barring Service regulations as appropriate to their role be interviewed.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

The school holds a single Central Record with relevant data for all members of staff.

SITE SECURITY

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe.

EXTENDED SERVICES AND OFF-SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection and health and safety arrangements are in place.

SUPPORTING CHILDREN

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

SUPPORTING STAFF

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 upsetting. We will support such staff by providing an opportunity to talk through their anxieties with a designated teacher and to seek further support as appropriate. The Designated Teachers for CP act as each other's supervision support

The Preventative Curriculum

There are 6 key concepts of Child Protection:

- Trust - Feelings and Emotions - Secrets - Touch – Self-esteem - Assertiveness -

These key concepts are built into the existing curriculum and they give students the opportunity to develop knowledge, understanding and practical skills to deal with Child Protection issues.

Below are examples of how year groups incorporate this work into the curriculum:

TRUST; YEARS 8 AND 9, RIGHTS AND RESPONSIBILITIES

FEELINGS AND EMOTIONS: PEOPLE WHO ARE DIFFERENT, WEEK 2, YOU AND YOUR FEELINGS, WEEK 9, FRIENDSHIP, WEEK 12.

SECRETS; YEAR 8, SEXUAL ABUSE, WEEK 31

TOUCH; YEAR 8, SEXUAL ABUSE, WEEK 31, YEAR 7, PEOPLE WHO ARE DIFFERENT, WEEK 2

SELF ESTEEM: YEAR 8, WEEK 12, 13, HEALTH, EATING DISORDERS

ASSERTIVENESS: YEAR 8, ALCOHOLISM, WEEK 22, DRUGS EDUCATION WEEK 27.

Parents

Parents are made aware of the existence of our Child Protection Policy through the school website and school prospectus and, which includes the following statement:-

"Parents should be aware that the school will take any reasonable action to ensure the safety of students. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow County Child Protection Procedures and inform Children Social Work Services of their concern".

Sharing Concerns with Parents

There are many situations where school concerns are shared with parents or those caring for a child. These concerns may relate to the child's health, development, educational attainment or behaviour and may sometimes result in the involvement of other professionals to meet the individual needs of the child.

The General Principle

The need for referral should be discussed with a parent of the child or young person, or person with parental responsibility, before Children's Social Care is contacted, except in the following circumstances:

1. Where there is suspicion, or an allegation has been made to a school or educational establishment by the child or someone else About sexual abuse within the family
 - Possible organised abuse involving more than one child or one abuser
 - Suspected sexual abuse of a child by another child
 - An allegation has been made against a member of staff, another professional, a residential worker or foster carer

In these circumstances, a referral should be made to Children's Social Care before this is discussed by the school with the family.

On receipt of the referral, arrangements will be made where possible for a strategy meeting to be held on the same day.

If this is not possible, a **strategy discussion** must take place before the child goes home.

2. Where the person who is alleged to have abused the child is known to have been violent or there are concerns about potential violence.
3. Where the situation is such that immediate action needs to be taken, eg where a parent cannot be contacted and action needs to be taken before the end of the school day.

4. Where a young person over the age of 14 requests an initial interview away from home before his/her parents are informed.

Monitoring and Supporting Children who are subject to a Child Protection Plan

The school will monitor students whose names are on the child protection register in line with what has been agreed in the child protection plan (see Appendix). The plan sets out the role of the child's parents and various agencies in protecting the child. Staff will alert the appropriate person if they are concerned about a child's absence or any other signs, which suggest a deterioration in a pupil's home circumstances. The school recognises that children who are victims of abuse often display emotional or behavioural difficulties. Staff will be sympathetic to the needs of these children and will devise programmes that will aim to help these children regain their self-esteem and modify their behaviour.

Reporting and recording Child Protection Concerns

Any member of staff who has a concern regarding possible physical, emotional or sexual abuse of a child or neglect of a child, discusses this with the Designated Teacher for Child Protection and fills in a 'Child Protection Incident Form'. These are available in the staff shared area on the Shared network. This Incident Form is passed to the designated teacher as a matter of urgency.

Recording Child Protection Concerns

The designated teacher should start a child protection file for the child immediately any child protection concerns are expressed. A referral to Children's Social Care may become necessary at any time and the information recorded on the School Child Protection Record will be requested by Children's Social Care.

Child Protection File

The child protection file should be kept separate from the child's educational files. A separate file should be used for each child in a family.

Child Protection Record

The child protection record should be filled in as far as possible and kept up to date if there are changes in the child's circumstances. Any rough notes made at the time of the incident should be signed and dated and retained in the child protection file. The file should also contain any reports and records of telephone conversation, home visits and formal communications with Children's Social Care and other agencies, which must be signed and dated.

The school keeps a child protection file open for a minimum of 5 years or until the child leaves school.

Storage of Files: All child protection files are stored in the office of the designated teacher, which is kept locked when unoccupied.

Transfer of Files: Where the school has concerns that they feel should be communicated to a child or young persons' new school, the designated teacher should contact the new school to inform them of the existence of the child protection file.

See Appendix 6 and 7 and for the Child Protection Incident Form and Child Protection Record

Interviews with Children and Young People

Other than for young people of sufficient age and understanding, Children's Social Care will need the permission of a parent or person with parental responsibility or an order of the court before a child can be interviewed by a social worker and will therefore be advising the parent that concerns have been raised.

Any decision to interview a young person without the consent of a parent or person with parental responsibility will be taken by the Children's Social Care, in consultation with the police child protection team, following the referral by the designated teacher.

Unless it is unavoidable, consideration will be given by Children's Social Care, to undertake an initial interview with a child or young person away from school.

Making a Referral

The designated teacher must share all child protection concerns with the Headteacher (see Appendix 8 for Notification of Child Protection Referrals to the Headteacher).

If the school is uncertain about informing parents, this should be recorded by the school and Children's Social Care advised of the reasons at the time of referral.

Following a decision by Children's Social Care that further enquiries need to be undertaken under Section 47 of the Children Act 1989, the referral form should be completed by the designated teacher and sent to Brent Family Front Door within 24 hours. (see appendix 1 and appendix 9)

Children's Social Care will be expected to acknowledge receipt of the referral.

Allegations against Staff

The vulnerability of the school's staff to allegations must be recognised. Hasty or ill-judged decisions can have a substantial and detrimental effect upon an adult's career and can also be very distressing for any children concerned.

Staff facing allegations of abuse need to have confidence that this school will act in a careful, measured way when allegations are brought to their attention.

If an allegation is made against a member of staff the following action will be taken:

- The member of staff receiving the allegation will immediately inform the Head Teacher / Deputy Head Teacher and not enter into a dialogue.
- The head teacher on all such occasions will discuss the content of the allegation with the LA Lead Officer for Child Protection (LADO).
- If the allegation made to a member of staff concerns the Head teacher, the designated teacher / deputy will immediately inform the Chair of Governors who will consult with the LAs Lead Officer for Child Protection (LADO).
- The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.

Role of the Headteacher

The Headteacher should take the lead, in consultation with the designated teacher, and consider:-

The plausibility of the allegation. Initial enquiries might include: Was the child/staff in school on that day? Were they in contact on the day? Were there any witnesses? What were the precise times, date, locations?

- The risk of harm to the pupil concerned
- The risk of harm to other students
- The need for medical assistance
- The possibilities of tampering with evidence
- The interests of the person concerned and the school
- Who to contact and consult. In all cases Headteachers are advised to contact the Senior

Agency Staff

If this school does not employ the adult, the Headteacher should contact Children's Social Care for their advice.

Guidelines

- Children who report abuse by a member of staff must be listened to and heard.
- No suggestions should be made to the child as to alternative explanations. A written, dated record should be made of the allegations as soon as practicable.
- Any allegation of abuse against a member of staff must be reported to the Headteacher, unless the Headteacher is the person against whom the allegation is made.
- Failure to do so may result in disciplinary action.
- See 'Child Protection in the Education Services' by Brent Council Area Child Protection Committee for guidelines on Headteachers facing an allegation of physical/sexual abuse.

Use of Reasonable Force to Restrain Students

See Policy on the use of reasonable force to restrain students. (Appendix 10/10 A)

Summary

- The Headteacher is ultimately responsible for child protection in school.
- The designated teacher for child protection is Dan Graham.
- If the designated teacher is not in school, any matter arising should go directly to the Headteacher or in their absence to the deputy headteacher.
- One copy of the handbook 'Child Protection in Education Service' is kept in the Child Protection filing cabinet in the designated teacher's office. Another copy is kept in the office belonging to the Headteacher's PA.
- Attached are copies of all child protection forms for use in the school.
- If you observe what you consider to be unusual behaviour or suspect abuse whether it be emotional, physical injury, sexual or neglect, your observations should be recorded, signed and dated. You must consult your designated teacher, name above, with your suspicions.
- If a child or young person makes a disclosure to you, record the conversation as factually as possible, sign it and date it. Then inform the designated teacher as a matter of urgency.
If the designated teacher is not available, inform the Headteacher immediately.
- Strict confidentiality is essential. The Headteacher, deputy and designated teacher will be made aware of child and young people whose names are on the Child Protection Register. They will inform others only on a 'need to know' basis, eg the form tutor.

WHISTLE BLOWING

We recognise that children cannot be expected to raise concerns in an environment where the 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. These concerns should be brought to the attention of the Head Teacher or Deputy Head Teacher.

HEALTH AND SAFETY

Our Health & Safety policy and our Educational Visits Policy is set out in separate documents. They reflect the consideration we give to the protection of our children both within the school environment and when undertaking school trips and visits away from the school environment.

Accidents and Welfare

If an accident occurs, the student/s are sent to the medical room. The Welfare officer then judges whether any medical attention is required. In cases when students are medically attended to, a letter is sent home to the parents and a copy of a HSL is kept on file. There is also a list of students who visit the medical room. The welfare officer is a qualified nurse and is first aid trained as well as a number of other adults in various classes in the school. Where a student requires medication regularly, a meeting is held with the welfare officer and parent/carer and a plan is set out, outlining the frequency of the medication and dosage. The parent also signs a letter to consent that the welfare officer can administer the medication.

Site Safeguarding

The school safe guards the site in a variety of ways. All entrances to the school building are secure. Access to the school site is via the main office and all visitors are expected to sign in and wear a visitor's badge. All visitors receive a copy of our '*Guidance Notes For All Visitors*' leaflet to read which details Safeguarding and Health & Safety procedures in brief. All members of the school have an identification badge which has their name and role. A weekly survey is carried out by the site manager and the fire alarm is tested on a weekly basis as well. On-going issues are raised by staff and these are put on the school's intranet for the site staff to deal with. These are monitored regularly and actions and outcomes are written in response to issues.

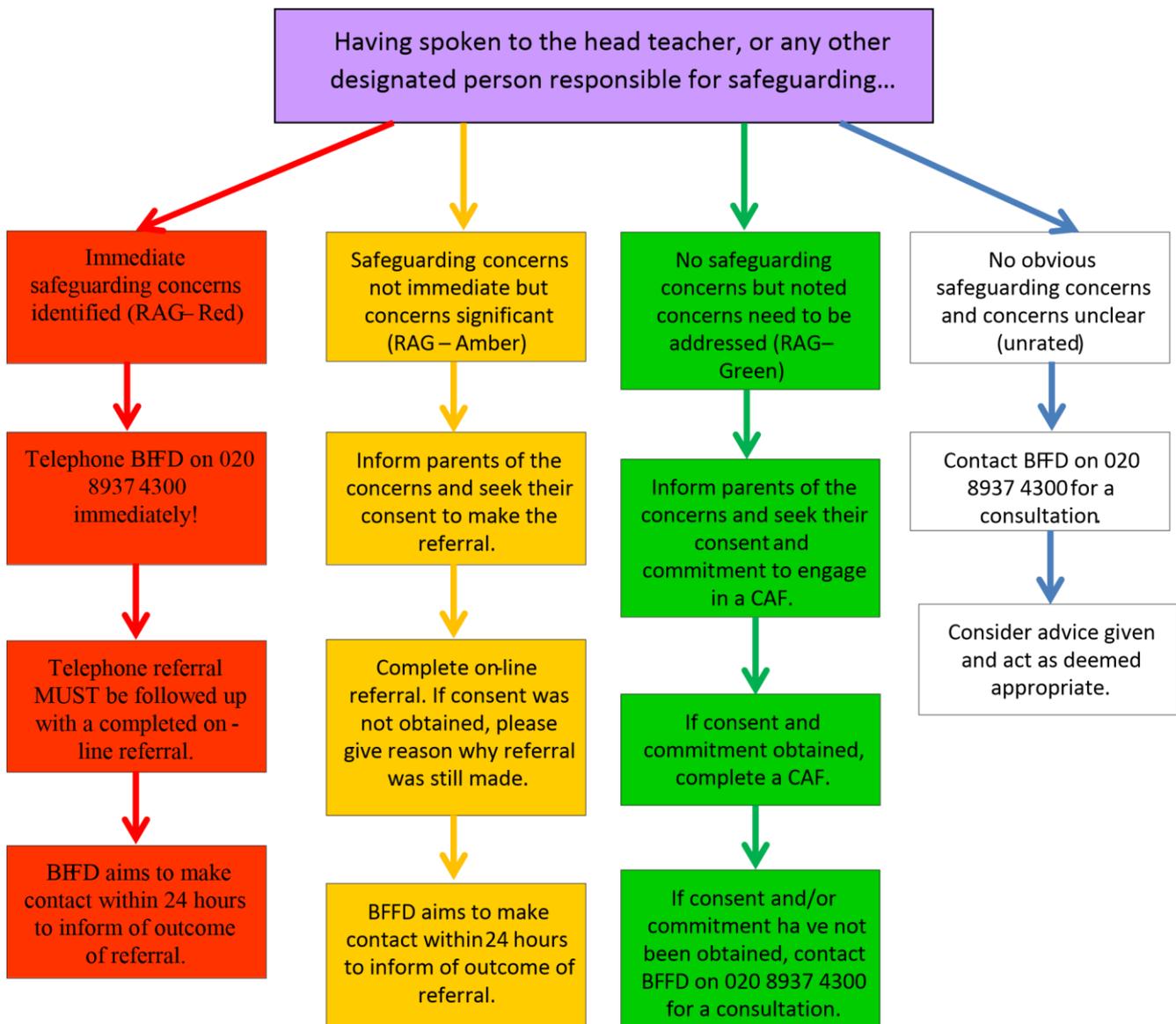
Fire Drills

Fire drills are carried out half termly and the findings are reported to the governors and actions are written and followed up by site staff.

Inappropriate Behaviour

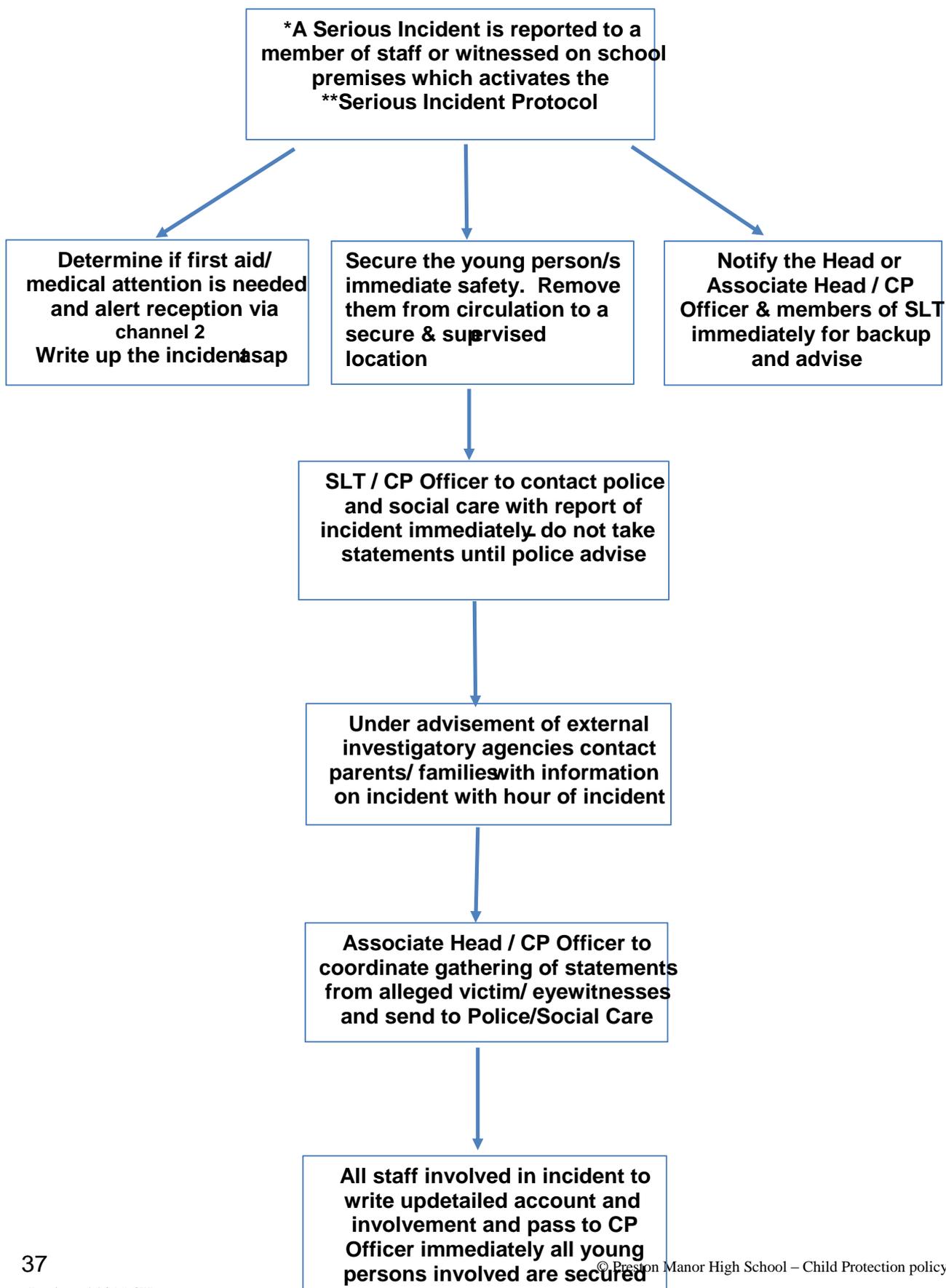
The school expects all the school community to adhere to the schools core values of Consideration, Positive Attitude and Respect. Where any visitor is causing harassment, anxiety and distress, (HAD) the school will record such incidents and further action such as a ban from the school premises may be enforced.

APPENDIX 1 Safeguarding Flowchart for schools and referrals to Brent Family Front Door



APPENDIX 2

Serious Incident Protocol



*** Where any such acts as listed below occur the ‘Serious Incidents Protocol’ is to be activated**

****A serious incident** is defined as: any incident involving young persons and/ or members of staff in our school community where an individual/s personal, physical or emotional safety has been seriously compromised on school premises or is at immediate, critical risk of harm or compromise or threat unless immediate action is taken.

**** Taking Statements : Please contact the SSO (Safer Schools Officer) BEFORE taking statements**

Serious incidents include:

All Inappropriate/ sexual touching,

All acts of serious physical/ violence with an offensive weapon,

All acts of physical threat with an offensive weapon

All acts of sexual activity, contact between young persons

All acts of sexual violence or sexual threat to a young person or member of staff on school site

All known acts of sexual activity, contact/ sexual violence or sexual threat to a young person off school site

Additional Information on FGM:

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.

The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. It is acknowledged that some FGM practising families do not see it as an act of abuse, however it is illegal in the UK and suspicions of FGM having already taken place or knowledge of girls at risk must be reported. It is also against the law to groom or prepare a girl to have any type of FGM. FGM is known by a number of names, including 'female genital cutting', 'the cut', 'circumcision' or 'initiation'. The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 years old and therefore girls within that age bracket are at a higher risk. FGM is a deeply rooted tradition, widely practised mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. FGM has also been documented in communities in Iraq, Israel, Oman, the United Arab Emirates, Palestine, India, Indonesia, Malaysia and Pakistan.

It is acknowledged that some FGM practising families do not see it as an act of abuse, however it is illegal in the UK and suspicions of FGM having already taken place or knowledge of girls at risk must be reported. It is also against the law to groom or prepare a girl to have any type of FGM done. Any suspicions of this MUST be treated as physical abuse and reported immediately.

Appendix 4

PREVENT Strategy Contact numbers

Contacts to support the school in the event of a concern around Radicalisation or Extremism:

Prevent Strategy Coordinator - Brent Community Safety Team Tel: 020 8937 4225

Counter Terrorism Command, Wembley Police Station, 603 Harrow Road, Wembley, HA02HH

Mobile: 07827 357499 Email|Naomi.conlon@met.police.uk

The Due Diligence and Counter Extremism Group at the DFE have set up a helpline which is now operational on 0207 340 7264.

The helpline is for raising issues that may be the cause of some concern in relation to potential extremism. You are encouraged to contact the department for further information, advice and guidance.

Appendix 5

CHILD PROTECTION PLAN

Name of Child/Young Person: _____

Date of Birth: _____

Date Child/Young Person's Name Placed on Child Protection Register: _____

Category of Registration: _____

Date of Initial/Child Protection Review: _____

Name of Social Worker/Key Worker: _____

Name of Team Manager: _____

Telephone Number: _____

CONFERENCE PARTICIPANTS

NAME	RELATIONSHIP TO CHILD/ YOUNG PERSON	ADDRESS AND PHONE NO

Membership of core group of professional workers who will be involved in the implementation of the Plan

NAME OF WORKER	DESIGNATION	AGENCY	ADDRESS/PHONE/FAX AND EMAIL ADDRESS

Date of initial/next meeting of core group: _____

5B

Services to be provided to meet the assessed needs of the child and family and specified tasks to be undertaken (including, where applicable, the preparation and support of children and adults appearing in court as a witness in criminal proceedings)

Please indicate services to be provided to the child or young person, each parent and those with parental responsibility, other family members and those caring for the child, where applicable.

	NEEDS	DESIRED OUTCOMES, INCLUDING SPECIFIED CHANGES AND GOALS TO BE ACHIEVED	SERVICES TO BE PROVIDED TO ASSIST THE CHILD OR YOUNG PERSON AND FAMILY	PERSON RESPONSIBLE	TARGET DATE
Protection of the child or Young Person					
Health					
Education					
Identity					
Family and Social Relationships					
Social Presentation					
Emotional and Behavioural Development					
Self Care Skills					

5 C

Frequency of Contacts and Visits to be made by Keyworker

	At Home	Elsewhere (please specify location)	Purpose
To Child			
To Mother			
To Father			
Others (please specify below)			

Frequency of contact and visits to be made by other professional workers/agencies

Note: Please create a separate table for each professional worker/agency

Agency:

	At Home	Elsewhere (please specify location)	Purpose
To Child			
To Mother			
To Father			
Others (please specify below)			

5 D

Strictly Confidential

If anyone wishes to change this Plan or is unable to do or provide what has been agreed, within the given timescale, the key worker must be contacted immediately.

The following will be regarded as not acceptable care of the child or young person:

--

If there are concerns about the protection of the child or young person, or the child or young person is placed in renewed danger, the following steps may be taken:

--

	SIGNED	NAME	DATE
Key Worker			
Team Manager			
Assistant Director (CP)			
Core Group Members			
Mother			
Father			
Person with Parental Responsibility			
Person Caring for Child or Young Person			
Other(s) (please specify)			

Date Plan placed on child's file	
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Date copy plan sent to Principal Officer, Child Protection Admin	
Date copy of plan sent to everyone who participated in making the plan, child protection conference members and where the child is provided with accommodation by the Local Authority, to those caring for the child	
Date copy of plan sent to child's parents/those with parental responsibility	

6

Child Protection Incident Sheet

Name of Child: _____

Date of Birth: _____

CHRONOLOGY OF INCIDENTS AND CONCERNS

DATE	TIME	LOCATION	THOSE PRESENT

Confidential Child Protection Incident/Notes Form

FOR USE BY DESIGNATED TEACHER

Name of Child: _____ Form: _____ Date of Birth: _____

Name of Designated Teacher: **Caren Urbani**

Signature: _____

Date: _____

8

Information for Headteacher on Child Protection Referral to Brent Child Protection Team

FOR USE BY DESIGNATED TEACHER

Name of Child: _____ Form: _____ Date of Birth: _____

Siblings in School

NAME	FORM	DATE OF BIRTH

I have made a referral for the above student, because:-

Outcome:-

Name of Designated Teacher: **Caren Urbani**

Signature: _____

Date: _____

9

In accordance with new guidance from Brent Social Care and the LSCB Referrals are to go through the Brent Family Front Door and need to be completed online at

:

Referral Form Child Protection

To: Children's Social Work, Brent House Annexe, 356-358 High Road, Wembley, Middlesex
HA9 6BX - Fax 0181 937 4703

Name of Child: _____

Date of Birth: _____

School Name: _____ Tele: _____

Address: _____ Fax: _____

Name of Referrer: _____ Designation: _____

Child/young person informed of referral Yes No
Date: _____

Parents/carers of child/young person informed of referral Yes No
Date: _____

Date and time of phone discussion/referral (please identify which) Time: _____
Date: _____

Name of social worker who received the telephone call: _____

Details of referral:

Action taken:

This section is to be completed by the Team Manager or Senior Social Worker CPIAT and a copy returned to the referrer

Name of Child: _____ School: _____

Signature of children's social worker: _____ (Print Name): _____

APPENDIX 10

CONFIDENTIAL

Use of Force to Control or Restrain Students

1. From September, there is new provision from the DFE clarifying powers of teachers and other staff authorised by the Headteacher to be in charge of students, to use reasonable force to prevent students committing a crime, causing injury or damage to themselves or others, causing damage to property or causing disruption in the classroom or elsewhere while under supervision.
2. There is no legal definition of 'reasonable force'. The use of force is reasonable only if the circumstances warrant it and any force used should always be the *minimum* needed to achieve the desired result. Whenever practicable, the pupil should be warned of what will happen if she/he does not stop behaving inappropriately. In some cases where there is risk of injury to the staff member concerned, she/he should not intervene. Instead other students at risk should be removed and assistance should be called.
3. There are 3 broad categories of incidents in which the use of 'reasonable force' may be appropriate
 - (a) in self defence
 - (b) where there is risk of injury or significant damage to property
 - (c) where a pupil's behaviour is compromising good order and discipline
4. Examples of physical intervention include:
 - (a) physically interposing between students
 - (b) blocking a pupil's path
 - (c) holding
 - (d) pushing
 - (e) pulling
 - (f) leading a pupil by the hand or arm
 - (g) shepherding a pupil away by placing a hand in the centre of his/her back (h) using more restrictive holds (in extreme circumstances)
5. Examples of types of force which should *never* be used are:
 - (a) restricting a student's breathing
 - (b) slapping, punching or kicking a pupil
 - (c) twisting or forcing limbs against a joint
 - (d) tripping up a pupil
 - (e) holding a pupil by the hair or ear
 - (f) holding a pupil face down on the ground
 - (g) holding a pupil in a way that might be considered indecent

6. Use of force on a pupil by a staff member should be recorded (see appropriate form in staff room), unless the incident is minor or trivial. A member of the Senior Management Team should be informed immediately and parents should be contacted.
7. Physical contact with students may be proper and necessary in many situations, eg demonstrating techniques in PE or CDT. It is important to remember that for some children, any kind of touching is unwelcome, because of their cultural background or perhaps because they have been abused. Staff should bear in mind that innocent and well-intentioned physical contact could sometimes be misconstrued.

APPENDIX 10 A

CONFIDENTIAL

Incident Report – for the use of force to control or restrain students

Name: _____ (staff)

Name(s): _____ (pupil)

Date/Time: _____ (of incident)

Place: _____ (of incident)

Witness
_____ (staff/pupil)

Reason why force was necessary (eg to prevent injury to the pupil, another pupil or member of staff)

How the incident began and progressed (including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how was that applied, and for how long):

The pupil's response, and the outcome of the incident:

Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property:

Signed: _____

Copied to: _____ (Headteacher and SLT member responsible for CP)