SAFEGUARDING AND CHILD PROTECTION POLICY

Approved by: Full Governing Body
Date approved: Autumn 2018
Review date: Spring 2019
# Table of Contents

**PURPOSE** ......................................................................................................................... 4
**DEFINITIONS** .......................................................................................................................... 4
**RESPONSIBILITY FOR CHILD PROTECTION ISSUES** ................................................................. 5
**SAFEGUARDING CONCERNS, IDENTIFICATION AND SPECIFIC SAFEGUARDING ISSUES** .... 5
- Signs of Abuse and Neglect ........................................................................................................ 5
- Specific forms of abuse and safeguarding issues ......................................................................... 8
- Peer on Peer Abuse .................................................................................................................. 9

**PROCEDURES** ......................................................................................................................... 9
- When and how to make a report .................................................................................................. 9
- What happens after a report ....................................................................................................... 10
- What to do if a child is in immediate danger ............................................................................. 12
- Responding to a child who has made a disclosure ..................................................................... 12
- How to respond to parents ........................................................................................................ 13
- Recording and monitoring concerns on CPOMS ..................................................................... 13
- The early help process ............................................................................................................. 14

**Female Genital Mutilation (FGM) & Mandatory Reporting for Teachers** ................................. 15
**Procedures related to Peer on Peer Abuse** ................................................................................ 15
**Procedures related to the use of mobile technology, including specific guidance for safeguarding in EYFS** ......................................................................................................................... 16
**Looked after children (LAC)** .................................................................................................... 17
**Pupils that go missing from education** .................................................................................... 17
**Child Protection Files** ............................................................................................................ 20
**Non-collection of students from school** .................................................................................. 20
**Collection of children by non approved person** ..................................................................... 21
**SEND children** ...................................................................................................................... 21
**Staff/pupil relationships and communications (including social media)** ................................. 22

**MANAGEMENT OF SAFEGUARDING** .................................................................................... 22
- Role of the Head teacher .......................................................................................................... 23
- Role of the Designated Safeguarding Leader (DSL) and Deputy DSLs .................................... 23
- Role of Governors .................................................................................................................... 25
- Support for staff ....................................................................................................................... 26
- Safeguarding training ............................................................................................................... 26
- Opportunities to teach safeguarding ......................................................................................... 28
- Prevent duty – preventing radicalisation ................................................................................ 28
- Safer recruitment ...................................................................................................................... 29
- Allegations of abuse against staff ........................................................................................... 30
- Concerns about the School’s Management of Safeguarding .................................................... 31
- Inter-agency working ............................................................................................................... 31
- Online safety ............................................................................................................................ 31

**APPENDICIES** ....................................................................................................................... 33
- Appendix 1 - Safeguarding Policies Checklist .......................................................................... 33
- Appendix 2 - Possible Indicators Child Sexual Exploitation ..................................................... 35
- Appendix 3 - 'Honour based' violence (HBV) and Female Genital Mutilation (FGM) .......... 36
- Appendix 4 - Child on child sexual violence and sexual harassment ....................................... 38
- Appendix 5 - Orange form ........................................................................................................ 40
- Appendix 6 - Body Map ............................................................................................................ 41
Appendix 7 - Twelve tips on talking to pupils who have been sexually abused...............43
Appendix 8 - How to respond to peer on peer abuse.................................................44
Appendix 9 – Deletions from the Admissions Register.................................................48
Appendix 10 - Setting Professional Boundaries............................................................50
PURPOSE

The purpose of this policy is to keep children safe by informing the Grange community about their safeguarding responsibilities, legal requirements and procedure.

Safeguarding is broad reaching, involving many aspects of the school. As such, there are a number of additional school policies that should be read in conjunction with this Safeguarding and Child Protection Policy. This includes:

- e-Safety Policy;
- Use of Mobile Phones and Smart Devices in School
- Staff Code of Conduct Policy;
- Staff Recruitment and Selection Policy; and
- Allegations of Abuse Against Staff Policy.
- Health and Safety Policy
- Accessibility Policy
- Anti-Radicalisation Policy
- Behaviour Policy
- Government Guidelines on Exclusion Policy
- Medical Needs Policy
- Whistleblowing Policy

Please refer to Appendix 1 – Safeguarding Policies Checklist for a full record of safeguarding issues and their relevant school policies and/or procedures.

This policy is in accordance with the Department of Education guidelines on safeguarding: Keeping Children Safe in Education, the Working Together to Safeguard Children and the Ealing local authority safeguarding and child protection procedures.

DEFINITIONS

**Child Protection** is the system and laws that work to keep children safe from abuse and neglect.

**Safeguarding** is a term which is broader than ‘child protection’ alone and relates to all action taken to promote the welfare of children and protect them from harm. Safeguarding is defined as:

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

A **child-centred approach** means that all adults, at all times, should consider what is in the **best interests** of the child.
RESPONSIBILITY FOR CHILD PROTECTION ISSUES

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.

At Grange, there are individuals who take on specific roles with regard to Safeguarding:

- The **Designated Safeguarding Lead** (DSL) leads on all child protection and safeguarding concerns and delegates to the other trained **Deputy Designated Safeguarding Leaders** (DDSLs). It is the DSL and DDSLs who are most likely to have a complete safeguarding picture and be the most appropriate people to advise on a response to safeguarding concerns.
- **Governors** are responsible for ensuring effective child protection and safeguarding policies and procedures are in place, that they are reviewed annually, distributed to all staff members and published on the school website; and
- The **Head teacher** should ensure that all staff, volunteers and visitors to the school follow the policies and procedures adopted by the Governing Body.

Safeguarding and promoting the welfare of children are everyone’s responsibility. This means that **all staff and adults** involved in the care of our children have a responsibility to keep children safe, i.e. Governors, teaching staff, teaching assistants, School Meal Supervisory Assistants, caretakers, administrators, kitchen staff, supply teachers, volunteers, visitors to the school, parents and members of the wider school community.

*All school staff have a responsibility to provide a safe environment in which children can learn.*

SAFEGUARDING CONCERNS, IDENTIFICATION AND SPECIFIC SAFEGUARDING ISSUES

**Signs of Abuse and Neglect**

The following is a brief overview of the signs of abuse and neglect. It should be noted that **abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

**Abuse:**
a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more
rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

**Physical abuse:**
a form of abuse which 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.

**Signs of physical abuse** (some examples below and not an exhaustive list)

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained bruises, cuts, burns, scalds or bite marks

**Emotional abuse:**
the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

**Signs of emotional abuse** (some examples below and not an exhaustive list)

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Adults who withdraw their attention from a child, giving the child the ‘cold shoulder’;
- Adults blaming their problems on their child; and
- Adults who humiliate a child, for example, by name-calling or making negative comparisons.

**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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Signs of sexual abuse** (some examples below and not an exhaustive list)

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn’t expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or under age pregnancy.

**Neglect:**
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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Signs of neglect** (some examples below and not an exhaustive list)

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their children are ill or are injured; and
- Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.
**Specific forms of abuse and safeguarding issues**

Specific forms of abuse and safeguarding issues may include:

- bullying including cyber bullying
- children missing in education (CME)
- child missing from home or care
- child sexual exploitation (CSE)
- children in the court system
- children with family members in prison
- domestic abuse
- drug and substance misuse
- fabricated or induced illness
- faith abuse
- ‘honour based’ violence (HBV), including forced marriage and female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- homelessness
- mental health
- peer on peer abuse
- racist incidents
- radicalisation
- relationship abuse
- self harm
- sexual violence and sexual harrassment
- sexting
- trafficking

For further information on these specific issues, on identifying abuse and neglect and for links to further advice and support, refer to:

- Annex A of Keeping Children Safe in Education 2018,
- the NSPCC website,
- MindEd,
- the Department for Education’s advice *What to do if you are worried a child is being abused- Advice for practitioners*, and
- Ealing Safeguarding Children’s Board’s *What to look out for*.

Please refer to *Appendix 2 – Possible Indicators Child Sexual Exploitation* for further advice on signs which may be indicators of CSE.

Please refer to *Appendix 3 - ‘Honour based’ violence (HBV) and Female Genital Mutilation (FGM)* for further advice on these safeguarding issues.
**Peer on Peer Abuse**

Staff should be aware that children can abuse children. This is called peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Please refer to Appendix 4 - Child on child sexual violence and sexual harassment for more information on identifying this specific type of peer on peer abuse.

*It is important to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. Knowing what to look for is vital to the early identification of abuse and neglect. However, if you are unsure you should always speak to the Designated Safeguarding Lead.*

**PROCEDURES**

This section of the policy provides information about what to look out for and the procedures to follow in school, should you be required to respond to a safeguarding issue. They follow a child-centred approach to safeguarding.

**When and how to make a report**

If any adult has concerns about abuse, or if a child makes a disclosure the following reporting action should be undertaken, immediately and if it is not possible to do so immediately then definitely while the child is still at school:

<table>
<thead>
<tr>
<th>Reporting Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Staff</strong></td>
</tr>
<tr>
<td>1. Record the concern on CPOMS,</td>
</tr>
<tr>
<td>▪ include what the child said; and</td>
</tr>
<tr>
<td>▪ record any injury on the body map</td>
</tr>
<tr>
<td>2. If electronic systems are not working or the child is in immediate danger the duty of all staff is to inform a member of the safeguarding team verbally before the child goes home.</td>
</tr>
<tr>
<td><strong>SMSA, visitor or parent:</strong></td>
</tr>
<tr>
<td>1. Tell the DSL</td>
</tr>
<tr>
<td>2. Record the concern on the Orange Child Protection/Child Concern form (see Appendix 5 - Orange form. Also available in the school office and staffroom)</td>
</tr>
<tr>
<td>3. Record any injury on a body map (see Appendix 6 - Body Map)</td>
</tr>
</tbody>
</table>
Please note: CPOMS is the school’s electronic safeguarding reporting and recording system. Please refer to the *Recording and monitoring concerns on CPOMS* section below for more detailed information on the system.

The DSL or a DDSL should always be available to discuss safeguarding concerns. If, under exceptional circumstances, the DSL or a DDSL is not available, staff should seek advice from the Ealing children’s social care team.

**Any staff, visitor or parent can make a referral** directly to Ealing children’s social care team on 020 8825 8000. However, if any adult has concerns about a child, where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action. If you do make a referral yourself, please still follow the *reporting action* above a.s.a.p.

**What happens after a report**

When staff report a concern, options will then include:

1. managing any support for the child internally;
2. an early help assessment; or
3. a referral to statutory services.

The flow chart on the following page sets out the process that will be followed once concerns have been identified and reported.
Notes on the flow chart:
1. In cases that also involve an allegation of abuse against a staff member, see the Allegations of abuse against staff section of this policy.
2. See The early help process section for further guidance.
3. Referrals should follow the local authority’s referral process
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include Section 17 assessments of children in need and Section 47 assessments of children at risk of significant harm.
5. This could include applying for an Emergency Protection Order (EPO).

If after a referral the child’s situation does not appear to be improving, the DSL (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

Where there are concerns, or a child has been allocated to a Child Protection Plan or Child in Need Plan by social services, teachers will be informed and updated on a need to know basis as and when required.
An appropriate level of confidentiality should always be maintained.

What to do if a child is in immediate danger

If a child is in immediate danger or is at risk of harm a referral should be made to Ealing children’s social care team and/or the police immediately.

Ealing Children’s Social Care Team - 020 8825 8000
Police - 999

Anyone can make a referral to Ealing children’s social care team, however it is best to do so via the DSL or DDSL.

Please then complete the reporting action above.

Responding to a child who has made a disclosure

If a pupil first reveals abuse (makes a disclosure) the staff member should:

- listen carefully to what the child says;
- reassure the child that they are not to blame and were right to tell;
- acknowledge the child’s feelings;
- ask questions to help them give more details but do not lead: e.g. “Would anyone else understand how you feel?” rather than “Does he do this to your sister?”;
- the child may love the abuser, but hate the abuse, so agree the abuser “is wrong” and not “bad”;
- reassure the child that adults will ensure that they are protected; and
- let the child know that you have to tell someone else so she or he will not be hurt anymore.

Make sure you allow individual children to express their feeling and wishes concerning what actions to take and what services to involve.

As soon as is possible, complete the reporting action on page 9).

After a decision has been made by the DSL or DDSL regarding the next steps, there may be a need to make a referral to children’s social care or other agencies as a consequence. Parents will always be informed unless there is a risk to the child.

A reintegration meeting will be set up as a result of absence due to a disclosure or investigations.

Remember:
• Staff should maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children’s social care.
• Staff should never promise a child that they will not tell anyone about an allegation - as this may ultimately not be in the best interests of the child.

For further advice please see Appendix 7 - Twelve tips on talking to pupils who have been sexually abused.

**How to respond to parents**

It is necessary to strike a balance between respecting the parents and ensuring children are protected. Childcare legislation stresses that the child’s welfare is paramount so parents may have to be placed second in order to protect children who may be abused.

Staff need to be aware that it is important:
• not to make assumptions or express opinions to parents;
• not to assume that parents are ‘not the sort of person’ who would abuse;
• to gather all related information;
• to keep in mind that the investigation is not a criminal inquiry but an attempt to find out what has happened;
• that the school is not required to disclose any child protection information to parents;
• in cases of physical or sexual abuse to contact children’s social care before parents are told of the concern; and
• to tell parents that Government guidelines direct schools to refer concerns to children’s social care and that the school has no discretion in the matter.

**Recording and monitoring concerns on CPOMS**

CPOMS is an electronic safeguarding resource. This is the mechanism by which all safeguarding concerns and subsequent decisions at Grange Primary School are reported and recorded.

All staff with internet access will record safeguarding concerns directly into CPOMS. SMSAs, visitors or parents will continue to record the concern on the Orange Child Protection/Child Concern form and record any injury on a body map; both of which are available in the school office and staffroom. This handwritten concern is then entered into CPOMS by the Safeguarding Officer.

All actions taken and decisions made by the safeguarding team and other external agencies are recorded on CPOMS and any associated documents uploaded.

**All staff have a responsibility to record safeguarding concerns.** Recording has special importance in child protection work and is invaluable in helping both the school and external agencies to assess a child’s safety. It ensures accurate
documenting of all concerns reported by different staff members in the one place, allowing a more complete picture of a child’s safeguarding history. It ensures the accurate transfer of information between classes and schools. It may also be needed if court action is necessary. Moreover, it will serve as a record that staff have acted appropriately and followed guidelines.

When following the reporting action and recording a concern onto CPOMS, the following must be recorded:

- all concerns, discussions and decisions made and the reasons for those decisions;
- any marks on the pupil’s body, using the body map;
- any inappropriate behaviour from the pupil;
- any poor attendance as reported from the attendance officer;
- details of conversations with parents/carers and pupils about the concern (including direct quotes to ensure that information is factual); and
- each contact with or referral to another agency.

All confidential information regarding the pupil is kept securely.

**The early help process**

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.

Effective early help relies upon local agencies, including schools, working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.

Professionals, including school staff should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education health and care plan);
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- frequently missing/goes missing from care or home
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- is misusing drugs or alcohol themselves;
• has returned home to their family from care;
• is at risk of modern slavery, trafficking or exploitation;
• is a privately fostered child;
• is at risk of being radicalised or exploited;
• is showing early signs of abuse and/or neglect;
• has perpetrated peer on peer abuse;
• has experienced trauma or bereavement; and
• is a looked after child (or a previously looked after child) or child in care.

If a staff member has identified an emerging need they should first liaise with the Designated Safeguarding Lead. The DSL or DDSL will lead on liaising with other agencies and setting up an inter agency assessment as appropriate. If early help and/or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children’s social care if the child’s situation doesn’t appear to be improving.

*For further information, please refer to Chapter 1 of Working Together to Safeguard Children, which contains a detailed guide to identifying need and providing help.*

**Female Genital Mutilation (FGM) & Mandatory Reporting for Teachers**

If an adult discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 it must be reported to the police. It is illegal not to do so.

There is a specific legal duty for a teacher with regard to concerns about FGM: a teacher must make a report to the police personally. They must also report it to the school’s DSL or a DDSL via CPOMS. All other school staff should report concerns about FGM directly to the DSL or a DDSL via the reporting action, who will then make a report to the police.

If any staff member is concerned that an act of FGM may happen in the future, it must be reported to the DSL or a DDSL for further investigation.

See Appendix 3 - ‘Honour based’ violence (HBV) and Female Genital Mutilation (FGM) for further information on the risk factors and signs of FGM.

**Procedures related to Peer on Peer Abuse**

Staff should recognise that children are capable of abusing their peers.

*Peer on peer abuse will never be tolerated at Grange Primary School. It will never be passed off as “banter”, “just having a laugh” or “part of growing up”.*

There is a recognition that it is more likely that girls will be victims of peer on peer abuse and boys will be perpetrators. However, all peer on peer abuse is unacceptable and will be taken seriously.
Appendix 8 - How to respond to peer on peer abuse and sexual violence/harassment outlines in detail how the school’s Safeguarding Team will:

- minimise the risk of peer on peer abuse;
- record, investigate and deal with allegations of peer on peer abuse; and
- support victims, perpetrators and any other child affected by peer on peer abuse.

In short, any staff member who identifies or suspects a case of peer on peer abuse should:

1. deal with a situation of peer abuse immediately and sensitively;
2. gather the facts by speaking to all children involved separately; and
3. report the concern via CPOMs (or Orange form) as you would for any other safeguarding concern.

The DSL will then decide on the appropriate course of action.

Procedures related to the use of mobile technology, including specific guidance for safeguarding in EYFS

In both the Early Years Foundation Stage (EYFS) setting, and across the school, the use of personal mobile phones, cameras and/or other smart devices by staff to take photos of children both in and out of school is not permitted. See the school’s guidelines on the Use of Mobile Phones and Smart Devices in school for more information.

In addition, the school has the following child protection protocols in relation to the use of mobile technology in the early years settings:

- Parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
- Parents are prohibited from taking any photographs of children in the early years setting. Exceptions would be for events such as: class assembly, Christmas concert or sports day when parents will be briefed on permissible use.
- At all school events, including those within the EYFS setting, parents will be asked (by a member of the Senior Leadership Team) to not post any pictures taken anywhere within the school, or at a school related event, on social media of any kind;
- Staff seek parental permission to publish photographs of the children, which must be linked to teaching the curriculum, and staff use school equipment only for this purpose;
- Staff must use mobile phones during breaks in the staff room and not whilst children are present unless in an emergency;
- Only school cameras/devices should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take home photos or images of children.

For further guidelines relating to e-Safety across the school, please refer to the school’s e-Safety Policy.

In all other areas, EYFS will follow the school’s safeguarding and child protection procedures.

**Looked after children (LAC)**

The most common reason for children to become a looked after child is abuse and/or neglect.

The Designated Safeguarding Lead will act in the role of designated teacher and will work with local authorities to promote the educational achievement of registered pupils who are looked after.

The DSL will also ensure that the safeguarding team:
- promote the educational achievement of LAC children;
- ensure staff have the skills and knowledge to keep LAC children safe;
- ensure relevant staff know: the exact legal status of each LAC child in school; the contact arrangements with birth parents or those with parental responsibility; the child’s care arrangements and levels of authority delegated to the carer by the authority looking after her/him;
- document the contact details for the child’s allocated support worker and the name of the Virtual School Head in the local authority that looks after the child;
- attend and prepare for PEP (Personal Education Plan) meetings and reviews, as organised by the child’s allocated support worker;
- work with the Virtual School Head to discuss how funding can be best used to support the progress of LAC in the school and meet the needs of individual PEPs;
- prepare an annual report to the governing body on LAC children; and
- understand that previously LAC children remain vulnerable and will continue to ensure that these children are safe. They will continue to work with the Virtual School Head to promote the educational achievement of previously LAC children.

**Pupils that go missing from education**

There are many circumstances where a child may become missing from education, however, children may be missing from education because they are suffering from
abuse or neglect. Such children are at risk of being victims of harm, exploitation or radicalisation.

The school has the following procedures in place which attempt to safeguard against children going missing:

**Admissions Register**

All pupils are placed on the school’s student information management system (SIMS), which contains an Admissions Register; recording their agreed start date at the school. If the pupil fails to attend on this date, the school will notify the local authority at the earliest opportunity to prevent the child from going missing from education.

The school will notify the local authority within 5 days when a pupil’s name is added to the admission register. The school will provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school’s youngest year, unless the local authority requests for such information to be provided.

Where a parent/carer notifies the school that a pupil will live at another address, the school will record in SIMS:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school will record in SIMS:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

1) The school will notify the local authority when a pupil’s name is to be deleted from the Admissions Register under any of the 15 grounds set out in the Education (Pupil Registration) (England) Regulations 2006.

2) for these 15 grounds for deletion. Notification must occur as soon as the ground for deletion is met and before pupil’s name is deleted from the register.

The school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives, where possible two contacts should be given;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil’s destination school and the pupil’s expected start date there, if applicable; and
- the ground in Regulation 8 under which the pupil’s name is to be deleted from the admission register.

Note: A pupil’s name can only be deleted from the Admissions Register under Regulation 8 if the school and the local authority have failed to establish the pupil’s whereabouts after jointly making reasonable enquiries.

**Attendance Register**

As part of SIMS, pupils are placed on an Attendance Register, which is monitored daily. Frequent and/or long periods of absence are recorded and this alerts the Safeguarding Team to possible risks associated with going missing from education. It also helps to prevent the risk of pupils going missing in future (note: where a risk is identified, there may be a need to make a referral to the social care team).

The school investigates the reasons for these frequent and/or long periods of unexplained absence. The school keeps the relevant team in the appropriate local authorities (including the Ealing Children Missing in Education team) informed and updated of these children including children who have been absent for more than 10 days without permission.

The school attendance officier and safeguarding team work closely to monitor and discuss attendance. This involves team meetings with parental input to implement strategies of support for families as part of the early help strategy.

Children in dual placement: both placements are responsible for investigating any absences and informing the other placement about attendance/absence.

**School Transfer Process**

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school will:

1. Ring and ask new school if they can confirm the transfer. If they can, follow normal procedures for transferring education records.
2. If new school cannot confirm pupil transfer, then ask Ealing’s educational social worker (ESW) to try to contact the family. If successful, the ESW will then ring and confirm details with new school or treat case as non-attendance if the pupil is still at their old address. They will advise school of the outcome.
3. If the ESW cannot contact the family, they will try to trace them using information sought from: neighbours, housing records, other local authorities (LA), council tax, the social care team, information school gathers from other parents and support staff.
4. If successful the ESW will pass the details to new LA, the ESW Service and existing school.
5. If no contact can be found, the ESW will confirm the pupil should be removed from roll and ask the school to pass details to the social care team as (a)
either a pupil who has disappeared, but there are no known welfare concerns or (b) as a case where the school is concerned for the pupil’s welfare. (In such cases, a school may refer as soon as they are aware that the pupil is missing.)

6. If a pupil ‘disappears’ from roll and there is no preceding notice from the parent, school should refer to the ESW and steps 3 to 6 above would be followed. If there are concerns for the pupil’s welfare, an urgent referral should be made to social care team.

The Department for Education provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves.

All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school.

The school2school website also contains a searchable area, commonly referred to as the ‘Lost Pupil Database’, where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

**Child Protection Files**

If a child leaving the school has a child protection file, this file should be transferred to the new school as soon as possible. This is the responsibility of the DSL. The file should be transferred separately from the main pupil file, to ensure secure transfer, and confirmation of receipt should be obtained. If the new school has access to CPOMS, the file will be sent electronically as this is a certified and secure system for safeguarding. The DSL should consider sharing any information with the new school in advance of a child leaving that may help the new school put support in place before the child arrives.

**Non-collection of students from school**

The school follows these steps when students are not collected from school on time:

1. After normal end of school day collection, non-collected students are sent to the Welfare Office.
2. A Welfare Officer phones the student’s parent/carer to ask the reason for lateness and arrival time.
3. Children are kept at the Welfare Office until a parent/carer can be contacted and arrives for collection.
4. After 5pm, if a parent/carer or emergency contact cannot be contacted, the Ealing social care team will be contacted to collect the student.
The school will contact parents/carers who persistently collect their children late and advise them to collect their children on time.

Where there are on-going concerns with persistent non-collection, school will organise a meeting with parents to identify the issue and discuss strategies/external support. When strategies have not been followed or external support has not been sought and the persistent non-collection occurs, this will be identified as a safeguarding concern.

**Collection of children by non approved person**

Children can only be collected by adults for whom parents/carers have given prior agreement. Any other adult will not be allowed to take the child until contact and approval has been given by parent/carer.

**SEND children**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges as they can be often vulnerable due to their physical, mental or learning needs. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- communication barriers and difficulties in overcoming these barriers;
- children with SEND can be disproportionally impacted by things like bullying-without outwardly showing any signs; and
- children with SEND can face additional risks online, for example: from online bullying, grooming and radicalisation.

Grange has several mechanisms in place to support and encourage SEND as well as other vulnerable pupils, including:

- the school’s listening post, known as ‘Grange Space’, which is open for all children to express their worries or concerns in a more sensitive one-to-one context;
- the Nurture Group/Therapeutic Story Group led by our learning mentor to support vulnerable pupils, SEND or those with additional needs;
- the Breakfast Club, which offers a nurturing environment to vulnerable children, including those with SEND or additional needs, who may benefit from the opportunity to socialise with their peers before the start of the school day; and
- Individual risk assessments which are created collaboratively with parents to ensure safety measures are in place for a child who could be vulnerable due to their SEND or additional needs.

Weekly safeguarding meetings allow opportunities to follow up actions for SEND pupils for whom safeguarding concerns have been raised.
Staff/pupil relationships and communications (including social media)

The Ealing Safeguarding Children Board sets out clear guidelines for the behavior of all adults who work with children. The below is a summary of the main points. Please refer to Appendix 10 - Setting Professional Boundaries for the full guidelines.

- **Sexual Activity:** Under section 16 of The Sexual Offences Act 2003, where a person aged 18 or over (e.g. a teacher) is in a specified position of trust with a child under the age of 18, it is illegal for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.

- **Communication** between school staff and children, by whatever means, should take place within clear professional boundaries, both within and outside of school. This includes the use of technology including mobile phones, text messaging, e-mails and social media. Staff should not share personal information with a child nor should they request or respond to any personal information from the child. Staff should ensure that all of their communications with a child are transparent and open to scrutiny. They should not give out personal contact details unless agreed with the Head teacher and parents. All Grange Staff should read and sign the Staff Acceptable Use Agreement which outlines their responsibilities when using any form of ICT within their professional role. Refer to the school’s e-Safety Policy for a copy of the form.

- **Physical Contact:** There are occasions when it is entirely appropriate for school staff to have some physical contact with the child. However it is crucial that, in all circumstances, adults should only touch children in ways which are appropriate to their profession or agreed role and responsibilities. Please refer to the school’s Behaviour Management Policy (which includes advice on the use of reasonable force) and the Staff Code of Conduct Policy for more information on physical contact.

**MANAGEMENT OF SAFEGUARDING**

The management of Safeguarding within the school is undertaken by:

- the Head teacher,
- the Designated Safeguarding Leader (DSL) and Deputy DSLs, and
- the Governing Body.

The following sections outline the responsibilities and roles of these people, as well as the management of the following:

- Support for Staff
- Safeguarding Training
- Opportunities to teach safeguarding within the school
• Prevent Duty and preventing radicalisation  
• Safer Recruitment  
• Allegations against staff  
• Concerns about the school’s management of safeguarding  
• Allegations against other children  
• Interagency working  

**Role of the Head teacher**

With regard to safeguarding and child protection, the Head teacher’s role includes:

• leadership responsibility for the organisation’s safeguarding arrangements;  
• ensuring that the school’s safeguarding and child protection policies and procedures, as well as all related policies, are followed by all staff;  
• ensuring that all staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children;  
• creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role; and  
• ensuring safer recruitment practices are in place.

**Role of the Designated Safeguarding Leader (DSL) and Deputy DSLs**

The school’s Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and well being of a student. They have the ultimate lead responsibility for safeguarding and child protection.

The DSL is a member of the Strategy Group with the required status and authority to carry out the requirements of the role.

Currently the Head Teacher at Grange Primary School is in the role of DSL. In addition, there are three Deputy Designated Safeguarding Leads (DDSLs): the Deputy Head teacher, the Assistant Head teacher and the Safeguarding Officer. The Deputy Head or Assistant Head must always be available in the absence of the DSL to respond to safeguarding issues.

The Safeguarding Officer, in their capacity as a DDSL, can carry out safeguarding actions, but must always do so with the consent of the DSL or the Deputy or Assistant Head.

The DSL and DDSLs are all required to undertake child protection training every two years and attend further training as required. DDSLs must be trained to the same level as the DSL, so they can take on all responsibilities of the DSL when acting in this role. This is recorded in the school’s training log.

Requirements of the DSL and DDSLs are to:

• have the skills and ability to identify signs of abuse;
know how to refer concerns to the appropriate investigating agencies;
maintain detailed and accurate written records of child protection concerns and ensure they are kept securely;
offer support, advice and give a level of expertise to all members of the school staff;
ensure that all staff have access to and understand the school’s Safeguarding and Child Protection Policy;
ensure that Safeguarding and Child Protection Training is part of the induction for all new staff in the school and that staff training is updated at a minimum of every two years, with additional training depending on new legislation;
be responsible for the annual review and update of the School Safeguarding and Child Protection Policy and to consult with Governing Body prior to presentation;
ensure that a copy of the school Safeguarding and Child Protection Policy is available for any parents who request to see it and make it available on the school website;
contribute to the Child Protection Conference and Core Group processes either by attending or ensuring the relevant member of staff attends and also provide the written reports required in an appropriate and timely manner; and
ensure that relevant safeguarding files, along with any other relevant information, are forwarded promptly and appropriately when a child/young person transfers to another school;
ensure anti-radicalisation policy is followed;
refer cases to the Channel programme where there is a radicalisation concern as required;
support staff who make referrals to the Channel programme;
refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
refer cases where a crime may have been committed to the Police as required;
act in the role of designated teacher to looked after children;
liase closely with other inter-agency support services, working as and when required in line with KCSiE;
consider the context when safeguarding incidents occur. Specifically they should consider whether wider environmental factors are present in a child’s life that are a threat to the child’s safety and/or welfare.

In addition to the above, the DSL will be part of the team who review and monitor any causes of concern relating to pupils and must ensure that the DDSLs are updated on a regular basis about all issues and child protection investigations.

Please refer to **Annex B – Role of the Designated Safeguarding Lead** in the most recent version of Keeping Children Safe in Education for the full statutory guidance on the role of the DSL.
Role of Governors

The Governing Body has responsibility ensuring effective child protection and safeguarding policies and procedures are in place at Grange. Most pointedly, the Governing body must ensure that:

- the school safeguarding policy and procedures are in order for appropriate action to be taken in a timely manner to safeguard and protect children’s welfare;
- school safeguarding policies, procedures and training are effective and comply with Keeping Children Safe in Education at all times;
- the school safeguarding policy includes an effective child protection policy together with a staff behaviour policy (known at Grange as the Staff Code of Conduct Policy) which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media;
- the safeguarding policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB),
- an appropriate senior member of staff from the school Strategy Group is appointed to the role of DSL, for whom the role is explicit in their job description, and who takes lead responsibility for safeguarding and child protection (without delegating this lead responsibility to other staff);
- the remaining members of the school Strategy Group are designated as DDSLs and have equivalent safeguarding training to that of the DSL, which is updated at least every two years;
- in line with advice from the LSCB, all staff members:
  - undergo safeguarding and child protection training (including online safety) at induction, which is updated at a minimum of every two years,
  - receive regular safeguarding and child protection updates, at least annually,
  - have opportunity to contribute to and shape safeguarding arrangements and child protection policy;
- the school has an e-Safety policy in place that safeguard’s children from potentially harmful and inappropriate online material, for instance, through the use of appropriate filters and monitoring systems;
- as part of a broad and balanced curriculum, children are taught about safeguarding, including online safety, Relationships & Sex Education (RSE) and Personal, Social, Health & Economic (PSHE) education;
- safeguarding responses are in place to identify children who go missing from the school, particularly on repeat occasions and address any safeguarding concerns about this;
- the school has procedures and policies in place to minimise the risk of peer on peer abuse and that address how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- there are procedures in place to address allegations against teachers, the Head teacher, volunteers and other staff;
- there is provision in school for children to express their views and to give feedback and that, where there is a safeguarding concern, the child’s wishes and feelings are taken into account when determining what action to take;
the school appoints a designated teacher to lead on working with local authorities and virtual school heads to promote the educational achievement of registered pupils who are looked after and those who have left care through adoption, special guardianship or child arrangement orders;

- staff have received appropriate training and experience and have the skills, knowledge and understanding to keep looked after children safe;

- the school has systems in place to address any additional safeguarding challenges that may be presented by children with special educational needs and disabilities (SEND);

- the school has written recruitment and selection policies and procedures that adhere to statutory responsibilities to check staff who work with children and prevent people who pose a risk of harm from working with children, and;

- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

The Chair of Governors takes overall responsibility for the school’s safeguarding arrangements and is the lead safeguarding governor. The Governing Body carries out comprehensive monitoring activities to ensure that the school’s safeguarding and child protection policies and procedures are implemented fully. The Governing Body will remedy without delay any deficiencies or weaknesses regarding child protection arrangements that are brought to their attention.

**Support for staff**

The abuse of children can create strong emotions in professionals, especially if they know the child well. Such feelings are natural and can affect staff personally. Staff may also have the burden of continuing daily contact with the child, and in some cases the parents. Support in the form of opportunity for staff to discuss their feelings and the effect of this work on their personal life can come from:

- colleagues, the DSL or a DDSL (Head teacher or the Deputy Head teacher);
- the Workplace Options Employee Assistance Program confidential telephone counseling service is available to school staff 24 hours a day, 7 days a week. A flyer with their up to date contact number is on the notice board in the staff room; and
- the Local Authority’s Designated Officer is available for discussion or organisation of appropriate support.

**Safeguarding training**

All staff need to be familiar with and follow the policies and procedures and know how to respond to child abuse concerns.

**Staff induction**

During the mandatory induction, *all regular school staff*, will be made aware of the systems Grange has in place to support safeguarding. They will be provided with access to:
• this Safeguarding and Child Protection Policy;
• Anti radicalisation Policy;
• E- Safety Policy
• the Management of Behaviour Policy;
• the Staff Code of Conduct; and

In addition to this, the following will be highlighted:

• the Role and identity of the Designated Safeguarding Lead and DDSLs;
• the signs of abuse and neglect;
• how to keep children safe online;
• the safeguarding response to children who go missing from education;
• the Early Help process;
• the referral process (CPOMS/orange form) and the role staff might play in an assessment;
• the response process if a child makes a disclosure;
• how to express any concerns about the school’s management of safeguarding; and
• the Prevent Duty.

This above information is all contained within this policy for later reference.

Supply Teachers will receive a safeguarding pack in line with statutory requirements.

Other visitors, including volunteers, parents and contractors will be asked to read and agree to a safeguarding notice before signing in to the school; so that they are aware of how to report a concern and to who.

Ongoing Staff Training
As a minimum, the DSL and DDSLs will attend training for carrying out the role every two years. All other staff will attend safeguarding training at least every two years. All staff will receive regular safeguarding and child protection updates. For training conducted, staff have an opportunity to provide feedback and to show their understanding of the training received by answering key questions. This informs continuous improvement to develop safeguarding training procedures within the school.

In addition, policies and procedures related to safeguarding and child protection will be discussed throughout the school year in team, staff and management meetings as well as staff briefings.

A Safeguarding Procedure poster is included in the staff induction pack and posted in the school’s Reception Offices and in the staff room. The poster is a reminder document which visually displays the members of the school’s safeguarding team and informs staff, visitors and parents where they can find safeguarding forms and who they should be passed on to. This is also provided in smaller format for visitors and parents to wear on their ID badge for guidance.
It is recognized that staff build expertise by taking safeguarding training and managing safeguarding concerns on a daily basis. For that reason, staff are asked to contribute to and shape the school’s safeguarding arrangements and child protection policy.

**Opportunities to teach safeguarding**

Children will be taught about safeguarding to develop an awareness of safety, maintain self-discipline and self-esteem. The school’s PSHE curriculum includes components differentiated by age so they progressively learn the knowledge and skills needed to keep them safe. These and related issues are integrated into the wider curriculum and topics are appropriate to different key stages.

These include the topics:
- my family and me;
- safety in the home and road safety;
- sex and relationship education; and
- education for citizenship.

In addition, in the Autumn term, every class across the school takes part in an e-Safety unit. The school also rolls out a day of e-Safety learning to coincide with e-Safety week in February and engages a specialist to lead students in Years 5 and 6 through focused e-Safety sessions. The school offers e-Safety updates to parents via the school’s newsletter.

Both the PSHE and e-Safety coordinator are part of termly safeguarding team meetings and are involved in safeguarding workshops for parents.

**Prevent duty – preventing radicalisation**

Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties. This duty is known as the Prevent duty. For full details, please refer to the Department for Education’s published advice for schools on the [Prevent Duty](#).

Under this duty, Grange has put the following procedures in place to protect children at risk of radicalisation:

**Staff training** - Prevent training is part of the general safeguarding training, with any interim updates to be passed on as and when required.

**Curriculum opportunities** – There are many opportunities for Grange students to participate in opportunities, which would reduce any vulnerability to radicalisation. Some of these opportunities include:

- PSHE and RSE lessons planned around citizenship and the fundamental British values of democracy, the rule of law, individual liberty and mutual
respect for and tolerance of those with different faiths and beliefs and for those without faith;

- staying safe online via the e-Safety curriculum and the annual online safety day; and
- Grange is also working toward becoming a UNICEF Rights Respecting School. This award program encourages the school community to focus on issues of equality, justice and sustainability both at home and as a global issue. Children learn about their rights and responsibilities via everyday teaching, assemblies and other special events.

The Government’s “educate against hate” website provides information on training resources for teachers, staff and school leaders, such as Prevent e-learning.

**Support from DSL** – The DSL and DDSL are available to provide advice and support to staff on protecting students from the risk of radicalisation and making a referral to the Channel program.

**E-Safety** – Grange is protected via the Ealing Borough’s technology services that routinely check and block access to terrorist and extremist websites as part of their service.

**Concerns about radicalisation** – if any staff member has concerns relating to radicalisation, please follow the three step safeguarding reporting procedure (see the *When and how to make a report* section on page 9). The school will follow the same process as for a safeguarding concern, with the exception that concerns about radicalisation are forwarded to the Ealing Prevent Team.

Please refer to the *Anti-radicalisation Policy* for more information on the school’s strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views.

**Safer recruitment**

At least one person who conducts an interview must have completed safer recruitment. The Head teacher, the Chair of Governors and the School Business Manager have been trained in Safer Recruitment techniques. All adverts clearly state that children are safeguarded and all successful applicants to regulated activity roles are required to hold an enhanced Disclosure Barring Service (DBS) certificate, which includes barred list information. Anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

All newly appointed staff are required to bring in qualifications, appropriate ID and evidence for DBS checks to take place and before taking up a placement at the school. The school has a Single Central Record (SCR) in compliance with Department for Education guidance.
Supply agencies provide a booking confirmation for both teaching and support supply staff, which includes their DBS certificate number and date. Office staff also ask to see ID and the original certificate when supply staff arrive at the school.

Regular volunteers in school will be subject to DBS checks; occasional volunteers must be supervised by staff who are DBS checked.

All Governors at the school have an enhanced DBS certificate, including barred list check.

All other professional visitors to the school who will be working with the children are asked for their ID and original DBS certificate.

Contractors are DBS checked by their company, who provide an updated list of DBS numbers to the school whenever new staff join their company. Office staff ask anyone else coming through the school for identification.

Please refer to the school’s Staff Recruitment and Selection Policy for further detail on Safer Recruitment policy and procedures, including information about the pre-appointment checks carried out and the references required.

**Allegations of abuse against staff**

Allegations of abuse may involve a staff member (or a volunteer) who has:
- behaved in a way that has harmed a child, or may harm 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 they may pose a risk of harm to children.

The school has a specific Allegations of Abuse Against Staff Policy to deal with allegations of child abuse made against current staff members. Please refer to the policy itself for the detailed procedures.

In summary:
- Allegations of abuse against a staff member (including the school’s DSL) are referred to the head teacher, who becomes the ‘case manager’. When the head teacher is absent, the deputy head teacher during this head teacher absence will act as the case manager.
- In the first instance, all allegations of abuse against a staff member (other than the head teacher) will be discussed by the case manager and the local authority Designated Officer (DO), if they meet one of the criteria above.
- The case manager and DO will also decide whether to involve the police and what other course of action to take.
- If the allegation is against the head teacher it will be referred to the Chair of Governors who will become the case manager and will immediately contact the DO. If for any reason the Chair of Governors is unavailable it should be referred to the school’s DSL. The DSL will immediately contact the DO and also attempt to contact the Chair of Governors. The Chair of Governors (or
DSL) will then be guided by the DO as to the process to be followed.

**Note:** Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

**Concerns about the School’s Management of Safeguarding**

The school has a specific Whistleblowing Policy to deal with concerns about the school’s management of safeguarding.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime. Staff concerns will be taken seriously by the Strategy Group.

If a staff member feels unable to raise an issue with the DSL or feels that their genuine concerns are not being addressed, the following alternative whistleblowing channels may be open to them:

- General guidance can be found at the gov.uk’s [Whistleblowing for Employee’s webpages](https://www.gov.uk/whistleblowing-for-employees);
- The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 or Email: help@nspcc.org.uk.

**Inter-agency working**

The school contributes to inter-agency working, in line with the statutory guidance *Working Together to Safeguard Children*, through working with the Ealing Safeguarding Children Board (ESCB), the Ealing Prevent Team, social care, the police, health services and other services, and share information regularly as required.

The school’s Safeguarding and Child Protection Policy and procedures take into account those set up by the Ealing Safeguarding Children Board.

**Transitional arrangements for Muti Agency working**

The Ealing Children’s safeguarding board (LCSB) has until 29 June 2019 to inform us of the transition from the ECSB to the new multi agency format of 3 safeguarding partners (Local Authority, Chief of police for the local area and a clinical commissioning group). This policy will be altered when new arrangements are known. Until the new arrangements come into effect the old arrangements will apply.

**Online safety**

Grange has an [e-Safety policy](#) and guidance to the Use of Mobile [Phones and other](#)
Smart Devices in school, which comprehensively outline’s the School’s position and procedures relating to online safety.
## APPENDICIES

### Appendix 1 – Safeguarding Policies Checklist

<table>
<thead>
<tr>
<th>Policy</th>
<th>Addressed in this policy?</th>
<th>Other school policies and further references</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable Use of ICT by Staff</td>
<td>Yes</td>
<td>e-Safety Policy</td>
</tr>
<tr>
<td>Allegations of Abuse Against Staff</td>
<td>Yes</td>
<td>Allegations of Abuse Against Staff Policy</td>
</tr>
<tr>
<td>Attendance</td>
<td>Yes</td>
<td>Attendance Policy</td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
<td>Behaviour Policy</td>
</tr>
<tr>
<td>Bullying and other peer on peer abuse</td>
<td>Yes</td>
<td>Behaviour Policy and E-safety Policy</td>
</tr>
<tr>
<td>Central record of recruitment and vetting check</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Child protection</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Children Missing from Schools</td>
<td>Yes</td>
<td>Attendance Policy</td>
</tr>
<tr>
<td>Communications and social media</td>
<td>Yes</td>
<td>E-safety Policy, Staff Code of Conduct</td>
</tr>
<tr>
<td>Complaints Procedure</td>
<td>Yes</td>
<td>Complaints Policy</td>
</tr>
<tr>
<td>Drug and substance misuse</td>
<td>No</td>
<td>Staff Code of Conduct Policy</td>
</tr>
<tr>
<td>E-safety</td>
<td>Yes</td>
<td>e-Safety Policy</td>
</tr>
<tr>
<td>EYFS Specific Safeguarding Information</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>First aid and provision of medicines</td>
<td>No</td>
<td>Medical Needs Policy</td>
</tr>
<tr>
<td>Guidance for staff on Safer working practice</td>
<td>Yes</td>
<td>H&amp;S risk assessment</td>
</tr>
<tr>
<td>Guidance for volunteers, supply teachers and visitors</td>
<td>Yes</td>
<td>Supply Teachers Pack, Sign in procedures</td>
</tr>
<tr>
<td>Health and Safety</td>
<td></td>
<td>Health and Safety Policy</td>
</tr>
<tr>
<td>Interagency Working</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Issues which may be specific to a local area or population (gangs, HBV, FGM)</td>
<td>Yes</td>
<td>Relationships and Sex Education Policy</td>
</tr>
<tr>
<td>Looked After Children (LAC)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Non-collection of students from school</td>
<td>Yes</td>
<td>H&amp;S risk assessment</td>
</tr>
<tr>
<td>Premises Management</td>
<td>No</td>
<td>Accessibility Plan, Health and Safety Policy</td>
</tr>
<tr>
<td>Preventing radicalisation</td>
<td>Yes</td>
<td>Anti radicalization policy</td>
</tr>
<tr>
<td>Risk assessments relating to children’s safety and security while on school grounds</td>
<td>No</td>
<td>Health and Safety Policy</td>
</tr>
<tr>
<td>Role of the DSL</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Safeguarding Curriculum Opportunities</td>
<td>Yes</td>
<td>RSE Policy</td>
</tr>
<tr>
<td>Item</td>
<td>Yes/No</td>
<td>Related Policies/Plans</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-----------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Safeguarding for SEND</td>
<td>Yes</td>
<td>Accessibility Plan, SEND Policy, SEN Information Report</td>
</tr>
<tr>
<td>Safeguarding Training</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Safer Recruitment</td>
<td>Yes</td>
<td>Staff Recruitment and Selection Policy</td>
</tr>
<tr>
<td>School security and school site safety</td>
<td>No</td>
<td>Health and Safety Policy, Accessibility Plan</td>
</tr>
<tr>
<td>Sex Education</td>
<td>No</td>
<td>RSE Policy</td>
</tr>
<tr>
<td>Staff medical needs, including storage of medicines at school</td>
<td>No</td>
<td>Medical Needs Policy</td>
</tr>
<tr>
<td>Staff/Pupil relationships</td>
<td>Yes</td>
<td>e-Safety Policy</td>
</tr>
<tr>
<td>Supporting pupils with medical conditions</td>
<td>No</td>
<td>Medical Needs Policy</td>
</tr>
<tr>
<td>Use of Images of Children</td>
<td>Yes</td>
<td>e-Safety Policy, Staff Code of Conduct Policy</td>
</tr>
<tr>
<td>Use of physical intervention</td>
<td>Yes</td>
<td>Staff Code of Conduct and Behaviour Policy</td>
</tr>
<tr>
<td>Visitors to the school</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Whistleblowing</td>
<td>Yes</td>
<td>Whistleblowing Policy</td>
</tr>
</tbody>
</table>
Appendix 2 – Possible Indicators 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.
Appendix 3 - ‘Honour based’ violence (HBV) and Female Genital Mutilation (FGM)

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. Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM
It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris. It includes all procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. FGM has also been documented in communities in Iraq, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan.

If there is an indication that the child or young person is at risk of FGM or has undergone FGM, or she has expressed fears of reprisals or violence, the information must be shared with both the police and children’s social care.

Risk factors and signs include:
- The majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.
- It may be possible that families will practice FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin. A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
Girls who are threatened with or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally.

Staff may become aware of a student because they appear anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in their performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents themselves from lessons, possibly spending prolonged periods in the bathroom.

The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. Please also refer to the Multiagency Guidelines on FGM.

**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 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. School staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.
Appendix 4 - Child on child sexual violence and sexual harassment

Context
Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:
• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
• not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
• challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

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

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment
When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:
• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
• sexual “jokes” or taunting;
• physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  • non-consensual sharing of sexual images and videos;
  • sexualised online bullying;
  • unwanted sexual comments and messages, including, on social media; and
  • sexual exploitation; coercion and threats
Appendix 5 - Orange form

**Safeguarding Concern** *(Known as Orange form)*

<table>
<thead>
<tr>
<th>Name of pupil:</th>
<th>YG/Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>Name of adult reporting concern:</td>
<td></td>
</tr>
<tr>
<td>Role of adult reporting concern:</td>
<td></td>
</tr>
<tr>
<td>Nature of concern:</td>
<td></td>
</tr>
</tbody>
</table>

**Action/s agreed by designated safeguarding lead:**

**To be processed by:**

**Time scale:**

*This form must remain CONFIDENTIAL*

Complete the form as soon as possible and pass on to the designated safeguarding lead.
Appendix 6 - Body Map

Grange Primary School - Body map

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Front view (Tick)</th>
<th>Back view (Tick)</th>
<th>Observed by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

![Body Map Diagram](image.png)
Appendix 7 - Twelve tips on talking to pupils who have been sexually abused

1. Believe them and tell them that you believe them. The abuser will have told them that no one will believe them.

2. If you feel shock and disbelief don’t let the child think that means that you can’t hear what they are telling you.

3. Say, “You were right to tell me”. The abuser will have frightened them into keeping silent.

4. Tell the child that the abuse was not her/his fault. The abuser will have made them feel responsible.

5. The child may love the abuser but hate the abuse. Tell the child that the abuser was “wrong” rather than “bad”.

6. Tell the child you will try to help them stop the abuse.

7. Don’t agree to keep the sexual abuse a secret. Don’t promise things you can’t do. Do reassure the child that you will do all that you can.

8. Tell them who you will be telling and why.

9. Don’t say things like “are you sure?” “why didn’t you tell me before?”, “I don’t believe it”.

10. If the child tells you and you are surprised, don’t rush away to inform other people. Control your panic and spend time with the child until you have reassured her/him and informed the child of your actions. You will need support, but at this stage this is not as important as the support that the child needs.

11. Make sure that the child knows that your anger is with the abuser and not with them.

12. Don’t necessarily believe the child if she/he later retracts the allegation. This is because of the hurt, confusion and panic that they are now feeling.
Appendix 8 - How to respond to peer on peer abuse

Expected action to be taken by all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a ‘blame’ culture and leave a child labelled.

Gather the Facts

Speak to all the children involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the children to tell you what happened. Only interrupt the child from this to gain clarity with open questions, ‘where, when, why, who’. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Consider the Intent (begin to Risk Assess) Has this been a deliberate or contrived situation for a child to be able to harm another?

Decide on your next course of action

If from the information that you gather you believe any child to be at risk of harm, (where a crime has been committed the police should be involved also) you would complete a CPOMS referral to the Safeguarding team. The DSL will then decide on the appropriate course of action, using this policy as a set of guidelines.

Children sharing a classroom (following a report of sexual violence/harassment)

Any report of sexual violence is likely to be traumatic for the victim. Consequently, close proximity with the alleged perpetrator is likely to be especially distressing. Reports of rape and assault by penetration are likely to be especially difficult with regard to the victim.

As a result if there is a report of sexual violence from a child perpetrated by another child the alleged perpetrator is immediately removed from any class they share with the victim. A strategy is also put in place to keep them an appropriate distance apart elsewhere on the school premises.

These actions are in the best interests of both children and should not be perceived
to be a judgment on the guilt of the alleged perpetrator.

For reports of sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes will be considered immediately.

When there has been a report of sexual violence, the DSL (or a DDSL) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school especially any actions that are appropriate to protect them.

Risk assessments are stored on CPOMS. The DSL (or a DDSL) will ensure they engage with Ealing social care and follow advice given.

**Informing parents**

The DSL or a member of the safeguarding team will usually contact the parents of both the victim and perpetrator, unless they deem the child to be at risk.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

**Points to consider:**

**What is the age of the children involved?**

How old are the children involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

**Where did the incident or incidents take place?** Was the incident in an open, visible place to others? If so was it observed?

**What was the explanation by all children involved of what occurred?**

Can each of the children give the same explanation of the incident and also what is the effect on the children involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one child different from another and why?
What is each of the children’s own understanding of what occurred?

Do the children know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the child’s explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the child have understanding of the impact of their behaviour on the other person? In dealing with an incident of this nature the answers are not always clear cut.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered: has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the child who has been harmed

What support they require depends on the individual child. It may be that they wish to seek counselling or one to one support. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this child continues to be monitored and offered support should they require it in the future.

If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships with other children or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc.

It may be that through the continued curriculum of PHSE and SMSC certain issues can be discussed and debated more frequently. If the child feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the child who has displayed harmful behaviour

In this circumstance it is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a TAF (Team Around Family) /early help referral and the child may require additional support from family members.

Once the support required to meet the individual needs of the child has been met, it
is important that child receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the child they have targeted if this has been some form of bullying. If there is any form of criminal investigation ongoing it may be that this child cannot be educated on site until the investigation has concluded. In which case, the child will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the child has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the child and the risks towards others are measured by all of those agencies involved including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the child to reflect on their behaviour.

**After care**

It is important that following the incident the children involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the children do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the children following the incident(s) are imperative.
Appendix 9 – Deletions from the Admissions Register

This is an extract from Regulation 8 of The Education (Pupil Registration) (England) Regulations 2006.

The following are prescribed as the grounds on which the name of a pupil of compulsory school age shall be deleted from the admission register—

(a) where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local education authority\(^1\) for that named in the order or the order is revoked by the local education authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school;

(b) except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school;

(c) where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion;

(d) in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school;

(e) except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered;

(f) in the case of a pupil granted leave of absence exceeding ten school days for the purpose of a holiday in accordance with regulation 7(3), that —

(i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and

(iii) both the proprietor and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is;

\(^1\) Please note that the regulations from 2006 use the former term Local Education Authority (LEA) rather than the more recent term Local Authority (LA). Throughout Grange’s Safeguarding and Child Protection Policy we have used the current terminology (LA), but left the original wording in this extract in Appendix 7 to preserve the integrity of the Regulation.
(g) that he is 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 nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age;

(h) that he has been continuously absent from the school for a period of not less than twenty school days and —

(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and

(iii) both the proprietor of the school and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is;

(i) that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period;

(j) that the pupil has died;

(k) that he will cease to be of compulsory school age before the school next meets and the relevant person has indicated that he will cease to attend the school;

(l) in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school;

(m) that he has been permanently excluded from the school; or

(n) where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.
Appendix 10 - Setting Professional Boundaries

Below is guidance from the Ealing Safeguarding Children Board:

All adults working with children are in positions of trust and so a high standard of behaviour is expected. A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity.

Adults should always maintain appropriate professional boundaries and avoid behaviour, which might be misinterpreted by others. They should report and record any incident with this potential and consider the following personal boundaries:

- All adults working with children have a responsibility to maintain public confidence in their ability to safeguard. It is expected that an adult who works with children adopts a high standard of personal conduct and avoids behaviour that could be seen to compromise their work with children such as the misuse of drugs and alcohol or acts of violence.

- Adults who work with children should ensure they dress in a suitable manner for the tasks and work they undertake.

- Where a person aged 18 or over is in a specified position of trust with a child under the age of 18 it is illegal for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.

- No child should live in or be invited to the home of an adult who works with them unless the reason for this has been firmly established and agreed with the child’s parents/carers and the professional’s senior managers.

- Gifts and rewards should be part of an agreed policy for supporting positive behaviour or recognising achievements. There may be times an adult wishes to give a child a personal gift but it must be in line with agreed policy.

- Occasionally, a child may develop an infatuation with an adult who works with them. If an adult becomes aware of such a situation they should discuss it with a manager and/or the child’s parent/carer at the earliest opportunity to avoid any hurt, distress or embarrassment on behalf of the child. Discussions on these matters with managers must be clearly recorded.

- Communication between adults and children, by whatever means, should take place within clear professional boundaries, this includes the use of technology including mobile phones, text messaging, e-mails and social media. Adults should not share personal information with a child nor should they request or respond to any personal information from the child. Adults should ensure that all of their communications with a child are transparent and open to scrutiny. They should not give out personal contact details unless agreed with senior
management and parents.

- Many jobs within the children's workforce require physical contact with children. There are occasions when it is entirely appropriate for adults to have some physical contact with the child. However it is crucial that, in all circumstances, adults should only touch children in ways which are appropriate to their profession or agreed role and responsibilities. When physical contact is made with a child, this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.

- One-to-one situations have the potential to make a child more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with children may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when these are unavoidable, reasonable and sensible precautions are taken.