



# Marlborough Primary School & Nursery

## Safeguarding and Child Protection and Policy

### Introduction

All children have a right to be completely secure and protected from both the fear and reality of abuse and to grow, thrive and develop their full potential within safe and secure environments. Marlborough Primary School fully recognises its responsibilities for safeguarding children and is committed to protecting all the children in our care from any form of abuse and in helping them to prepare them for life in modern, multi-cultural Britain and beyond.

### Definitions

Safeguarding describes the processes, guidance and actions taken to promote the welfare and safety of children in our school and has a focus on preventative measures such as risk assessments, safer recruitment practices, school security including the supervision of visitors and raising awareness among the learners in ways which enable them to help keep themselves and others safe.

Child Protection describes the necessary actions and statutory procedures which must be taken where a member of staff has concerns that a child is being or is vulnerable to abuse.

### Aims

- To establish a safe and secure environment in which children can thrive, learn and develop
- To raise awareness of safeguarding and child protection issues and equip children with the skills needed to help keep themselves safe

### Objectives

- To ensure all staff and governors are fully aware and adhere to the school's safeguarding and child protection policies and procedures
- To implement, sustain and review safe robust recruitment processes in order for checking the suitability of staff and volunteers who work with or around the children
- To implement, sustain and review rigorous procedures for identifying and reporting cases or suspected cases of abuse
- To support and deliver positive outcomes for all children including those who have been abused in accordance with their agreed child protection in need or child protection plan

### Raising Awareness

We recognise that because of the day to day contact with children, school staff are well placed to observe signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Ensure all staff receive relevant and regular training with regard to the safeguarding of pupils

## Categories of Abuse

There are five main categories of child abuse according to the Hounslow Local Authority Child Protection Procedures

**Physical Injury** - any form of injury, including deliberate poisoning, where there is definite knowledge or reasonable suspicion the injury was inflicted, or knowingly not prevented, by any person having custody of the child.

**Neglect** - the persistent or severe neglect of a child [for example, by exposure to any kind of danger, including cold and starvation] which results in serious impairment of the child's health and development.

**Emotional ill-treatment** - the severe adverse effect upon behaviour and emotional development caused either by persistent or severe neglect or rejection, on the part of the parent or carer.

**Sexual Abuse** - the involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, violate the social taboos of family roles, or which are against the law.

**Potential Abuse** - children in situations where they have not been abused, but where social and medical assessments indicate a high degree of risk that they might be abused in the future.

## Signs of Abuse

Many symptoms are acknowledged as being potential signs of abuse. These include:

### **Physical Abuse**

- unexplained injuries / bruises
- untreated injuries
- withdrawal from physical contact
- arms and legs covered in hot weather
- self-destructive tendencies
- improbable excuses
- bald patches
- fear of medical help
- fear of returning home
- aggression

### **Emotional Abuse**

- physical, emotional, developmental delays
- over-reaction to mistakes
- fear of parents being contacted
- inappropriate emotional responses
- thumb-sucking, rocking, hair twisting
- running away
- self-mutilation
- drug / solvent abuse
- scavenging and stealing
- fear of new situations

### **Neglect**

- constant hunger
- constant tiredness
- poor state of clothing
- frequent lateness, non-attendance
- untreated medical problems
- poor personal hygiene
- emaciation
- low self-esteem
- scavenging / stealing
- running away

### **Sexual Abuse**

- sudden changes in behaviour / performance
- displays of affection in sexual way
- acting "like a baby"
- distrust of familiar adults
- wetting and soiling
- sleep disturbance and nightmares
- throat infections, VD
- fear of undressing
- tendency to cling
- tendency to cry
- genital itching
- unexplained money
- apparent secrecy
- depression, withdrawal
- anorexia, bulimia
- phobias / panic attacks

When dealing with incidents or suspicions, it is important that all relevant factors are noted as soon as possible. These notes shall be objective, stating only facts, statements made by yourself or others, times and dates of specific incidents. Staff shall always avoid speculation. **Confidentiality** is of prime importance. Particular incidents will be discussed only with those dealing with the situation.

## **Procedures**

The school will follow procedures set out by Hounslow Local Authority's Child Protection Procedures and London Child Protection Procedures and take account of guidance issued by the Department for Education (DFE) by ensuring that:

- All staff are aware of the Keeping Children Safe in Education Statutory guidance (DFE)
- We have a designated senior person for child protection who has received appropriate training and support for this role
- We have identified a nominated governor responsible for child protection
- Every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- Parents/carers have an understanding of the responsibility placed on the school and staff for child protection to notify social services if there is an unexplained absence of a pupil who is subject to a child protection plan
- Effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences are developed
- Written records of concerns about children, even where there is no need to refer the matter immediately are kept in a confidential and secure location
- Procedures where an allegation is made against a member of staff or volunteer are followed according to guidance
- Safe recruitment practices are always followed
- All referrals that are made by telephone to Duty Manager at Children's Social Care must be followed up in writing the same day
- Professionals who phone the social services department should confirm referrals in writing. At the end of any discussion or dialogue about a child, the referrer and the social services department should be clear about who will be taking what action, or that no further action will be taken
- Decisions with regard to referrals and related actions should be recorded by the relevant department in Children's Social Care, and by the referrer

## **Roles and Responsibilities**

### **Designated Teacher and Headteacher**

- To ensure that all staff are fully aware and trained in terms of discharging their responsibilities according to the Hounslow Area Child Protection and Safeguarding guidelines and relevant school policies including the Government's 'Prevent Strategy'
- To ensure that Hounslow's telephone procedures are followed
- To advise the headteacher and co-ordinate action where child abuse is suspected
- To facilitate and support the development of a whole school policy on Child Protection informing all staff and monitor outcomes achieved by vulnerable learners
- To lead referrals to Children's Social Care, the Early Intervention Team or other appropriate agencies e.g. 'Prevent Strategy' Team/Officer and attend Child Protection Conferences, Core Group and Strategy and 'Channel' meetings where appropriate
- To maintain records in case conferences and other sensitive information in a secure, confidential file
- To disseminate information about the child only on a need to know basis bearing in mind the importance of confidentiality

### **Designated Teacher and Headteacher - Continued**

- To pass on records when a child who is/or has been on a Child Protection/Child in Need Plan leaves school
- To raise staff awareness and confidence on child protection procedures
- To brief fully and support members of staff involved in child protection issues
- To participate in and lead training wherever possible in order to develop skills and expertise
- To liaise with outside agencies including the Local Authority Designated Officer (LADO)
- To liaise with the school's administrator to ensure the maintenance of the single register of staff and that this complies with policy and legislation
- To ensure that any declarations which may require consideration in terms of disqualification by association are dealt with promptly and appropriately
- To liaise with the school's administrator to undertake checks to ensure the safe recruitment of staff including using information available via the internet

### **Governing Body including nominated Governor**

- To ensure that safe recruitment guidelines and practices are adhered to including all necessary checks e.g. DBS, Disqualification by Association
- To liaise with the Headteacher and/or Designated Teacher to monitor child protection procedures and processes
- To support the school in dealing with any allegations of staff according to policy and guidelines
- To monitor the progress and achievement of vulnerable learners
- To monitor the single central register of staff including DBS (Disclosure and Barring Service) checks and adherence to the Safeguarding Vulnerable Groups Act 2006 vetting and barring scheme for checking staff and volunteers who work with children
- To undertake relevant training and advice and keep up to date with current legislation
- To ensure that the Child Protection and Safeguarding Policy is reviewed annually

### **Staff**

- To understand and discharge their own and the school's legal responsibility in terms of safeguarding children. This includes their obligation to report immediately any concerns about the well-being and/or safety of children and the requirement to notify the Headteacher and/or designated teacher in respect to any concern that the behaviour of another adult or colleague may be putting children at risk
- To undertake regular training and adhere to agreed policies, procedures and processes
- To remain vigilant to any signs of abuse and report any concerns to the designated teacher or Headteacher
- To attend and contribute to multi-professional, core group and/or child protection case conferences where appropriate
- To contribute towards and monitor the safety and well-being of all learners
- To complete an annual safeguarding self-declaration form and ensure any relevant information and/or changes are declared including those related to the criteria for 'disqualification by association'

### **Learners**

- To be aware of the responsible adults in and outside the school whom they can approach if they are worried about their own well-being or safety or that of others
- To be aware of and understand strategies that can help them to keep safe including e-safety

### **Parents/ Carers and other adults visiting the school**

- To understand their own and the school's legal responsibility in terms of safeguarding children
- To report any concerns about the well-being and/or safety of children

## Dealing with Disclosure of Abuse

If a child chooses to disclose to us we may have feelings of anger, disgust, revulsion, sorrow or fear. The child may also be feeling many of these emotions, but also accompanied by confusion, responsibility, guilt, insecurity, fear, inability or reluctance to trust adults. There are things that we, as adults, can do. We can try to:

- **Stay Calm** - the child needs us to be composed and in control
- **Listen Carefully** - and sympathetically without probing
- **Do not question or put words into the child's mouth** - this re-lives the situation and make further discussions difficult
- **Note** - the main points calmly and carefully
- **Repeat** - these to make sure that they have been properly understood
- **Tell and show the child that:**
  - it was right to tell
  - we are glad they told us
  - we are sorry that it happened
  - things like this happen to others too
  - that we will do what we can to help to protect them and support them
- **Praise** - and help the child to feel strong by telling them that they did something well or behaved bravely, etc.
- **Tell the child** - that we will be getting others to help
- **Never make promises** - you may not be able to keep, e.g., promising confidentiality when you will have to pass on information given by the child
- **Tell the child** - that they will be asked to go over the facts again
- **Check** - what the child would like us to arrange and allow them to make some decisions about what will happen, e.g., who they would like to accompany them, etc.
- **Discuss** - what has happened with the designated person or the Headteacher
- **Look after** the child while arrangements are being made
- **Make the rest of the day** as normal as possible for everyone concerned (i.e., the child, the other children and yourself)
- **Write up a full account** as soon as possible and in any case before the end of the day

## Records

- All records about Child Protection issues are kept in secure confidential files to be located in the Deputy Head Teacher's office
- Records shall be kept by anyone dealing with a child when there are concerns about the welfare of that child, e.g., poor attendance, appearance and dress, changed behaviour or unusual behaviour, health and emotional well being of the child, deterioration in educational progress, any discussion with parents about the concern, the response of parents to you and the child and home conditions
- As much information should be given about the nature of suspicions, the child and the family
- Records and subsequent reports should be factual, non-judgmental, clear, accurate and relevant

## **Supporting Vulnerable Pupils and their Parents/Carers**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school inclusion and behaviour policies which highlight support for vulnerable pupils
- Ensuring that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaising with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service
- Identifying and maintaining a register of vulnerable learners according to concerns under the categories of family and environmental factors, child development and parenting capacity
- Ensuring that, where a pupil on the child protection or vulnerable learners' register leaves, the relevant information is transferred to the new school immediately
- Providing support and advice for parents/carers who are experiencing difficulties in providing for the emotional and/or physical well-being of their children

## **The Curriculum**

Through the curriculum we aim to promote 'the safe child'

- A safe child is valued, is self-confident, has self-esteem, and has the skills and knowledge to protect themselves. A safe child knows that they have the right to be safe, knows that they have rights over their own body, knows that it's OK to say no and knows how to be respectfully assertive.
- A safe child understands: the difference between good and bad secrets, what might be a potentially dangerous situation, who can help or be trusted, the difference between appropriate and inappropriate touches
- A safe child is able to: trust, recognise and express their feelings, solve problems, make judgments, make decisions, and be assertive

Opportunities are offered to our children during class discussion, through our development of the Social and Emotional Aspects of Learning, engaging in activities with linked visitors representing agencies such as the Police and charities such as the (National Society for the Protection of Children) NSPCC

## **Allegations against Staff**

Where there is an allegation of abuse made against a teacher or another member of staff, the Headteacher or in the case of an allegation against the Headteacher the Chair of Governors in discussion with the Local Authority's Designated Officer (LADO) must consider carefully whether the circumstances of the case warrant the staff member being suspended from contact with children in the workplace until the allegation is resolved. Suspension should not be the default position; an individual should only be suspended if there is no reasonable alternative. All decisions in this regard should prioritise the safety and well-being of children.

In all cases the school will follow statutory guidance as set out in HM Government and DFE documents 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education.' The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being considered or investigated.

## **Allegations against Staff - Continued**

The school has a duty of care to ensure any staff member who is subject to an allegation of abuse are provided with effective support. However this support must never compromise the safety and well-being of the children.

## **E-Safety**

Pupils have an entitlement to safe Internet access at all times.

The requirement for pupils to use the Internet and related communications technologies appropriately and safely and is also addressed as part of our ICT and e-safety policy.

The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote pupil achievement. However, the use of these new technologies can put young people at risk within and outside the school. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to, loss of or sharing of personal information
- The risk of being subject to 'grooming' by those with whom they make contact on the Internet including those with extremist views
- The sharing/distribution of personal images without an individual's consent or knowledge
- Inappropriate communication/contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video/Internet games
- The potential for excessive use which may impact on the social and emotional development and learning of the young person

The school provides the necessary safeguards to help ensure that we have done everything that could reasonably be expected to manage and reduce these risks. The e-safety policy explains how the school intends to do this, whilst also addressing wider educational issues in order to help pupils, parents/carers and staff to be responsible users and stay safe while using the Internet and other communications technologies for educational, personal and recreational use.

## **Prevent Strategy - Guarding Against Radicalisation**

Since 2011, when the Government published the 'Prevent Strategy', there has been an increased awareness of the specific need to safeguard children, young people and families from violent extremism.

Our school values freedom of speech and the expression of beliefs/ ideology as a fundamental right which underpins our society's values. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Our school is clear that free speech and/or other actions that are designed to manipulate and exploit/radicalise vulnerable pupils, proliferate extremist views and/or encourage violence goes against our moral values and should be viewed as a serious safeguarding and/or child protection concern. We also recognise that extremism and exposure to extremist ideas/materials and influences can lead to poor outcomes for our pupils. It is therefore vital that the school challenges and tackles any example of extremist views and/or behaviour and provides a broad and balanced curriculum through which our pupils can gain a thorough understanding of the importance of core British values including tolerance towards difference and diversity.

## **Prevent Strategy - Guarding Against Radicalisation - Continued**

All members of staff are obliged to report concerns about the well-being and/or safety of children in respect to 'Prevent Strategy' to the designated teacher.

Indicators of vulnerability according to the 'Prevent Strategy' include:

- Identity Crisis – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have disassociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement / reintegration
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.
- Being in contact with extremist recruiters/organisations
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Justifying the use of violence to solve societal issues

\*This list is not exhaustive

As part of wider safeguarding responsibilities school staff will be alert to and report any of the following to our Designated Teacher:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others
- Information received concerning related issues outside of school, such as in their homes or community groups
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parent/Carer reports of changes in behaviour, friendships or actions and requests for assistance
- Local schools, Local Authority services and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Expressions of Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Examples of Anti-Western or Anti-British views

## **Prevent Strategy - Guarding Against Radicalisation - Continued**

The school is committed to eradicating the myths and assumptions that can lead to some young people becoming alienated and disempowered and will strive to:

- Ensure that our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills
- Support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities
- Deliver a programme of assemblies dedicated to promoting fundamental British values including, democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs
- Teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith background

## **Female Genital Mutilation (FGM)**

Introduction Female Genital Mutilation (FGM), sometimes referred to as Female Circumcision, refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. It is also illegal to take a British National or permanent resident of the UK abroad for FGM. The maximum prison sentence for carrying out FGM or helping it to take place is 14 years.

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequence of FGM. However, the true extent is unknown due to the 'hidden' nature of the crime.

The girls may be taken to their country of origin so that the FGM can be carried out during the Summer holidays, allowing them time to 'heal' before they return to school. There are also worries that some girls may have FGM carried out in the UK.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts.

FGM is prevalent in Africa, the Middle East and Asia. In the UK, FGM tends to occur in areas with larger populations of communities with first generation immigrants, refugees and asylum seekers. London has been identified as an area where FGM occurs.

## **Immediate Effects**

- Severe pain
- Shock
- Bleeding
- Wound infections, including tetanus and gangrene, as well as blood borne viruses such as HIV,
- hepatitis B and hepatitis C
- Inability to urinate
- Injury to vulvar tissues surrounding the vagina
- Damage to other organs nearby, such as the urethra (where urine passes) and bowel
- FGM can sometimes cause death

## **Female Genital Mutilation (FGM) - Continued**

### **Long Term Consequences**

- Chronic vaginal and pelvic infections
- Abnormal periods
- Difficulty passing urine, and persistent urine infections
- Kidney impairment and possible kidney failure
- Damage to the reproductive system, including fertility
- Cysts and the formation of scar tissue
- Complications in pregnancy and stillborn deaths
- Pain during sex and lack of pleasurable sensation
- Psychological damage, including low libido, depression and anxiety (see below)
- Flashbacks during pregnancy and childbirth
- The later need for surgery to open the lower vagina for sexual intercourse and childbirth

Psychological and mental health problems Case histories and personal accounts taken from women indicate that FGM is an extremely traumatic experience for girls and women, which stays with them for the rest of their lives. Young women receiving psychological counselling in the UK, report feelings of betrayal by parents, as well as anger and regret.

### **Signs of FGM**

- Prolonged or repeated absences from school
- Difficulties walking, standing or sitting
- Changes in behaviour – becoming withdrawn, anxious or depressed
- Drop in academic performance
- Spending prolonged amounts of time in the toilets
- Avoiding PE or other physical activities

If any family informs the school about a prolonged trip abroad, the possibility of FGM is considered. The Head of School or Deputy Head for Inclusion and Safeguarding Lead will meet with the parents/carers to make sure they are aware of the legal position.

### **Keeping Children Safe from FGM at Marlborough**

- Marlborough Primary encourages children to feel safe and confident to share any concerns or worries they have with a member of staff.
- In Sex and Relationship Education lessons children are educated about their bodies, what they should look like and what is legal.
- Staff members are alert to children talking about 'going away for a special procedure' or 'about to become a woman'.
- All parents are made aware when their child starts school and via the school website that the school works closely with Children's Services and will report safeguarding concerns to them immediately.

### **In the Event of a Concern**

If a member of staff suspects that a child is at risk of, has already undergone, or receives a disclosure about FGM, they will be careful to respond in an appropriate and sensitive manner. Efforts should be made to establish the full facts from the child before any action is taken. The disclosure should be discussed with the Designated Safeguarding Lead. School staff will not attempt to investigate the case themselves or attempt to speak to the child's parents as this may place the child at increased risk of harm.

At Marlborough Primary, FGM will be treated as a Child Protection concern and will be referred to Hounslow Children's Services as outlined in the main body of the Child Protection Policy.

Useful Links FGM Helpline 0800 028 3550

## **Forced Marriage**

### **Introduction**

Forced Marriage is when someone faces physical pressure to marry (e.g. threats, physical or sexual violence) or emotional and psychological pressure (e.g. being made to feel they are bringing shame on the family).

Forced Marriage should not be confused with Arranged Marriage, which is where the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangements remains with the young people.

Forced Marriage for anyone under the age of 18 is a Child Protection matter. While it is unlikely anyone at Marlborough will be forced to marry, it is possible that an older sibling may be and/or a forced marriage may be discussed/ planned for a later date.

### **Keeping Children Safe from Forced Marriage at Marlborough**

- Marlborough encourages children to feel safe and confident to share any concerns and worries they have with a member of staff
- In Sex and Relationships Education children are educated about their bodies and what is legal
- Staff are alert to children discussing Forced Marriage in relation to themselves and other siblings under the age of 18

### **Acting on a Disclosure**

Forced Marriage is a culturally sensitive area. It is important staff are neither overly suspicious about cultural difference nor ignore worrying signs on the basis that they might be thought racist for raising them.

If a member of staff becomes aware or concerned about a possible Forced Marriage for a pupil or a sibling of a pupil, they should discuss their concerns with the Designated Safeguarding Lead.

Further Guidance Forced Marriage Unit [www.gov.uk/stop-forced-marriage](http://www.gov.uk/stop-forced-marriage)

Government advice [www.gov.uk/forced-marriage](http://www.gov.uk/forced-marriage)

### **Peer on Peer Abuse**

In most instances, the conduct of pupils towards each other will be covered by our Behaviour and Anti-Bullying policies. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Marlborough Primary School recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'.

Peer on peer abuse can include, but is not limited to, bullying (including cyberbullying), gender based violence or sexual assault, 'initiation' type violence and sexting. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

## **Peer on Peer Abuse – Continued**

When identifying if behaviour is abusive, it is important to consider whether:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned
- The perpetrator has repeatedly tried to harm one or more other children
- There are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused

Any concerns, disclosures or allegations of peer on peer abuse should be referred to the Safeguarding Lead as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the Safeguarding Lead, advice and guidance may be sought from Children Social Care and where it is clear a crime has been committed, the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, and victims will be provided with support.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

Marlborough aims to reduce the likelihood of peer on peer abuse by ensuring:

- The established ethos of respect, friendship, courtesy and kindness
- High expectations of behaviour
- Clear consequences for unacceptable behaviour
- An appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe
- Systems for any pupil to raise concerns with staff, knowing that they will be listened to
- Targeted work for pupils identified as being a potential risk to other pupils and those vulnerable to being abused

Marlborough will also educate pupils in how to support their friends if they are concerned about them and that they should talk to a trusted adult in the school.

## **Children Missing Education (CME)**

Parents/carers are made aware that they must phone school if their child is absent. Admin staff phone every child's parent/carer on the first day of an absence if a parent has not contacted the school phone by 9.00am.

Any absence for child who is subject to a Safeguarding plan or is known to Children's Services will have their absence reported to Children's Services on the first day. Education Welfare will be notified of absences for any children who have a referral to our linked Education Welfare Officer (EWO) or who have been absent for more than 3 days with no notification from parents.

The School will follow the Local Authority Off Roll Procedures and do our utmost to ensure we contact and share information with any receiving school including those located abroad.

All school staff must be made aware of the possible link between Female Genital Mutilation, Forced Marriage and extended absence from school. Any concerns are raised with the Designated Teacher.

## **The Arrival and Collection of Pupils**

The School recognises the need to ensure the safe arrival and collection of children at school at what can be busy times of day. Whilst trying to create an open and welcoming environment for parents/carers and visitors, we must also take all steps to safeguard the children and the school staff and site.

### **Arrival at School**

Parents/carers are regularly reminded about bringing their children to school or collecting from school safely i.e. not obstructing the school gates or parking on curbs/yellow lines etc. Parents/carers of our younger children are reminded to keep hold of their child's hand when arriving at and leaving the site. No parent/carer should drive into the school car park unless this has been authorised by the Headteacher.

The school is responsible for children on roll from when they enter the Classroom between 8.45am and 8.55am. Once a child arrives on school premises they must not leave without permission. We operate a 'softstart' to help provide a calm start to the day and to ease congestion on site and on local roads. At 8:45am the classroom doors open after which children can begin to go into class.

Children should not arrive on site until 8:45am at the earliest. They are encouraged go straight into classes via their designated routes and doors.

The school day for KS1 and KS2 pupils begins at 8.55am and ends at 3.30pm.

Doors open at 8:45am for Nursery children. The school day finishes at 3:45pm for Nursery pupils.

The school office is open from 8.30am for parents wishing to speak to the office staff. Class teachers must be available from 8.45am in class.

### **Punctuality**

The School actively discourages late arrival. The register is open at 8.55am and closes at 9.00am. Any child arriving after 9.00am will be marked as a late arrival. Children arriving after 8:55am must come through the main office doors and use the onscreen attendance system to record their entry into the school. Reasons why pupils who are not consistently on time will be investigated by the school in liaison with the relevant parents/carers.

### **Appointments**

Parents/carers are encouraged to make appointments for their child out of school hours.

Children leaving school premises during school hours must be signed out (and back in if returning that day) using our online attendance system.

### **Collection from School**

The school gates will open at 3.20pm to allow parents and carers to collect children from the classroom. Teachers should ensure that children have finished PE sessions or other activities prior to this time.

Children from the Nursery, Reception Class and from Years 1, 2, 3 and 4 will be handed into the care of a responsible adult at the end of the school day. Year 5 and Year 6 pupils will be dismissed into the playground.

Only Year 6 children may walk home on their own. This is to help prepare them for secondary school. No primary aged child will be given permission to be charge of another younger child.

### **Collection from School – Continued**

Parents/carers must inform the class teacher or the school office if someone different is going to collect their child. Sometimes parents/carers have to arrange for someone to collect children at short notice. If we are unsure about a change in collection arrangements we will check with parents/carers by telephone.

Pupils who are not collected after 10 minutes will be escorted to the main entrance to wait inside of the security doors. The teacher/TA will inform the office who will then take responsibility for supervising the child and contacting the parents/carers. In the case where the parent/carer cannot be contacted our Designated Teacher will contact Children's Social Care for support and advice at 4.15pm.

Our School gates will be closed no later than 3.50pm. If parents/carers are meeting with a member of staff beyond this time, at the end of the meeting the parents/carers will be escorted through the school and leave via the main office and leave the school by the front gate. No parent or carer will be permitted to be in the school playground after 3.50pm unless they are collecting children from an after school club or if they have a meeting with a member of staff.

No person who appears unfit to take full responsibility for the child when they arrive to collect will be permitted to take their child, in such cases our Designated Teacher will make contact with Children's Social Care.

The school will abide by any relevant Court Order which describes the agreed access rights of a given parent/carer. Will also respect the rights of anyone who has designated Parental Responsibility (PR) for a given child.

### **Conclusion**

Section 11 of the Children Act 2004 places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children and we fully recognise that school plays a vital role in preventing harm to children. It is therefore essential that all adults within our school community discharge their responsibilities according to our policy and procedures and do their utmost to minimise risks to our learners.

## **References**

The policy has been produced in regard to:

The Children's Act 1989 and 2004

- Sections 175 and 157 of the Education Act 2002, implemented in June 2004
- Keeping Children Safe in Education, DfE, updated September 2016
- The Education (Pupil Information) (England) Regulations 2005
- Hounslow Safeguarding Board Safeguarding Procedures
- Working Together to Safeguard Children, DfE 2015
- What to do if you're worried about a child being abused (March 2015)
- Safeguarding Children and Safer Recruitment 2006
- Multi-Agency Practice Guidelines: Female Genital Mutilation (2014)
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings 2015

## **Related Policies**

Health and Safety

- Internet Access and E-Safety
- Behaviour Management including Anti-Bullying
- Inclusion including Gender and Racial Equality
- Whistleblowing
- Disciplinary

This Policy was:

- Written on 08.05.14
- Revised 23.05.15
- Fully adopted at the Full Governing Body Meeting 03.11.15 and reviewed on 14.09.17

Gary Murrell, Kam Gill, Anna Coleman and Natalie McKeever



# Child Protection Concern – Flowchart of Actions



**Incident Occurs/  
Disclosure Received**

Member of staff immediately informs the Designated Teacher or a Deputy Designated Teacher and promptly completes Safeguarding/Child Protection Form including dates/times/persons involved and details of incident and/or disclosure

Designated Teacher or Deputy Designated Teacher reviews concern and decides on any necessary action/actions.

Decision made to record and monitor the concern/situation but take no further action as yet.

Decision made to share and discuss the concern with the relevant parent/carer and monitor the concern/situation.

Decision made to discuss or otherwise the concern with the relevant parent/carer and to refer the concern to Children's Social Care.

Designated Teacher or Deputy Designated Teacher instructs relevant members of staff to monitor the concern/situation and report back within an agreed timescale.  
In exceptional circumstances a member of staff may report a concern directly to Children's Social Care.

Designated Teacher or Deputy Designated Teacher ensures that all the relevant documentation is completed e.g. Child Protection/Concern form, Referral form and/or notes of meetings/discussions is kept in a secure Safeguarding File.

Designated Teacher or Deputy Designated advises the Headteacher of decision to refer the concern to Children's Social Care and makes the referral accordingly

## Lead Teachers for Safeguarding and Child Protection



Mrs Natalie McKeever  
Deputy Designated Teacher



Mrs Kam Gill  
Designated Teacher



Mr Gary Murrell  
Deputy Designated Teacher

### Useful Contacts

Agency	Telephone Number	E-mail Address
Children's Social Care (Early Help)	020 8583 6600/3200	earlyhelp@hounslow.gov.uk
Emergency Duty Team	020 8583 2222	earlyhelp@hounslow.gov.uk
Prevent/Channel Referrals Helpline	020 7340 7264	gary.mcgin@met.pnn.police.uk
Local Authority Designated Officer (LADO)	020 8583 3065	hetsie.vanrooyen@hounslow.gov.uk
NSPCC Helpline	0808 800 5000	help@nspcc.org.uk
Safeguarding and Child Protection Governor	020 8560 3978	nicolelewis1@sky.com