

The Good Shepherd Trust

Academies in partnership with the Guildford Diocese Education Trust

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Ashley CoE Primary School Safeguarding and Child Protection Policy



Diocese of Guildford

Date	Review Date	Designated Safeguarding Lead (DSL)	Staff providing cover for DSL	Responsible Body
October 2018	October 2019	Jackie Stevens Louise Athersuch	Maggie Rebbeck Joanne Hart Angela Wood Enrica Mattioli	The Good Shepherd Trust
			Attached Governor: Martyn McCarthy	

The Trust and Governing Body (We) have a statutory duty to safeguard and promote the welfare of children as described in section 157 of the Education Act 2002. This policy has been developed in accordance with the principles of the Children Act 1989 and 2004 and has due regard to the government guidance: 'Working Together to Safeguard Children' 2018, 'What to do if you're worried a child is being abused' 2015, 'Keeping Children Safe in Education (KCSiE) DfE September 2018' as the safety and protection of children is of paramount importance to everyone in this school. In addition we will abide by the child protection procedures of our Local Safeguarding Children Board. The Children Act 2004 defines safeguarding and promoting the welfare of children as;

- protecting children from abuse and neglect
- preventing impairment of their health or development, and
- ensuring that they receive safe and effective care so as to enable them to have the optimum life chances

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere and through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We are committed to creating a culture of vigilance and we will always work in the best interests of the child.

We want all our children to achieve their full potential by;

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well-being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living and for life in Britain today;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills
- recognise when they are at risk and how to get help when they need it

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We must report all concerns and all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed **physically, emotionally, sexually or by neglect** (See 'What to do if you're worried a child is being abused 2015 (Appendix 1)).

Contextual Safeguarding: refers to the importance of considering wider environmental factors in a child's life that may be a threat to their safety and / or welfare. This is known as Contextual Safeguarding and is referred to in Working Together to Safeguard Children(2018) and in Keeping Children safe in Education (2018)

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.

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 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Criminal exploitation of children, including 'county lines'.

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 12 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.

It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

We will inform the Designated Safeguarding Lead of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform the Headteacher (or Designated Safeguarding Lead in their absence) of any person connected to the school who is considered to be unsuitable to work with children. Any concerns about the conduct of the Headteacher will be reported to the Chair of the Local Governing Body.

We are committed to establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have, knowing that they will be taken seriously.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in Health & Wellbeing/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse and prepare them for life and work in Britain today.

We are committed in establishing and maintaining procedures for safer recruitment and sound working relationships with parents and support agencies.

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying...medical needs of children....providing first aid, school security, drugs and substance misuse, etc.’ (Keeping Children Safe in Education DfE 2018).

We acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views and ensure that the child’s voice is heard.

Aims

- have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
- work with the Trust and other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the local governing body

The local governing body:

- has in place a child protection policy and other related procedures
- has appointed a senior member of staff (part of the Senior Leadership Team) to act as the Designated Safeguarding Lead (DSL) and this role is specified in their job description
- understand the role of the DSL
- has appointed a Designated Teacher for Looked After Children (LAC) who will liaise with Virtual School Headteachers who are responsible for the progress of LAC
- should utilise ‘the experiences and expertise of their staff when shaping safeguarding policies’;
- evidence any discussion in local governing body minutes
- has nominated a safeguarding governor to liaise with the Designated Safeguarding Lead
- has read KCSiE September 2016 Part 1 & 2 and Appendix A “Further Information” and has identified a ‘mechanism’ is in place to assist staff to understand Part 1.
- has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy
- has in place safer recruitment procedures including:
 - appropriate use of reference checks on new staff and volunteers
 - that all staff (working with under 8s) have been made aware of their responsibilities under Childcare Act (2006) as amended (2018)
 - there is at least one person on every interview panel that has completed safer recruitment training and this is repeated every five years
 - further checks to ensure any manager is not prohibited from engaging in a ‘management role’
 - prohibition checks undertaken for any staff in ‘teaching work’ (not just those with QTS)
 - checks of the NCTL Teacher Services system for any restrictions imposed by countries in the European Economic Area (EEA) (go to <https://teacherservices.education.gov.uk>)
 - checks that agency workers presenting at the school are the same person whom the agency has provided checks for (evidence ID has been checked)
 - all school governors have had an enhanced DBS check **and barred list check if also in regulated activity** (evidenced in the Single Central Record (SCR))
- has in place procedures to deal with allegations of abuse against members of staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- nominated the Chair of the Local Governing Body in liaison with the Trust to deal with any allegations of abuse made against the Headteacher and ensure all staff know how to contact (without going through a senior member of staff) the Chair if they have concerns
- ensure contact details for the local authority Designated Officer is easily available and added to relevant policies

- has undertaken appropriate safeguarding training annually which will be updated regularly as necessary
- will ensure that the Headteacher, school personnel and volunteers undertake safeguarding training annually which will be updated regularly as necessary
- should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This should be evidenced in Local Governing Body minutes and curriculum planning and lesson plans
- will annually review all safeguarding policies and procedures
- will receive an annual report from the Headteacher/Designated Safeguarding Lead on safeguarding pupils in the school
- has responsibility for the effective implementation, monitoring and evaluation of this policy
- has the responsibility for ensuring that the school complies with all equalities legislation
- has responsibility for ensuring funding is in place to support this policy
- ensure appropriate filters and appropriate monitoring systems are in place; including review of IT systems to ensure that there is pro-active monitoring of the internet without 'over-blocking' which could lead to unreasonable restrictions as to what children can be taught
- has responsibility for ensuring this policy and all policies are maintained and updated regularly
- has responsibility for ensuring all policies are made available to parents/carers via the school website or through other means

Role of the Headteacher

- . ensure the implementation of this policy, all procedures and other related policies
- . ensure everyone connected with the school is aware of this policy
- . work closely with the Designated Safeguarding Lead and nominated governor for child protection
- . ensure the DSL role is stipulated in the Job Description and the DSL has a copy
- . ensure there is adequate cover when the Designated Safeguarding Lead is unavailable
- . provide adequate resources for the Designated Safeguarding Lead to undertake his/her role
- . ensure DBS checks are undertaken for everyone working in regulated activity with children in the school
- . ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures
- . ensure that all new staff undertake induction, training in child protection procedures and are given a copy of the first chapter of 'Keeping Children Safe in Education' September 2016, Appendix A "Further Information" and 'What to do if you're worried a child is being abused' 2015.
- . regularly report to the Local Governing Body and keep them updated about child protection issues (maintaining confidentiality)
- . undertake training in safeguarding and child protection at least annually and is regularly updated
- . provide leadership and vision in respect of equality
- . provide guidance, support and ensure all staff are adequately trained and updated at least annually
- . liaise with the Designated Officer in the local authority if there are any allegations against a member of staff
- . ensure the curriculum equips children to keep themselves safe, actively promotes equality and diversity and fundamental British values, tackles bullying and discrimination and ensures the current and changing risks to children are addressed
- . monitors the effectiveness of this policy
- . works with the Designated Teacher and Virtual School headteachers to ensure LAC fulfil their full academic potential

Role of the Designated Safeguarding Lead (DSL)

- the senior DSL (on SLT) understands that this lead responsibility should not be delegated
- deal with all cases of concern and suspected or actual significant harm
- make appropriate child protection referrals to Children's Social Care/MASH and keep records of all referrals
- ensure that this policy is implemented effectively
- ensure everyone connected with the school is suitably inducted, made aware of this policy and has read the first chapter and annex 1 of 'Keeping Children Safe in Education' September 2018 and 'What to do if you're worried a child is being abused' 2015
- work closely with the Headteacher and the nominated governor

- work closely with the Designated Teacher for Looked After Children (LAC) and Virtual School headteachers to ensure LAC reach their full academic potential
- be trained in child protection policy and procedures and multi-agency working and attend training suitable for their role at least every two years; and in addition keep up-to-date with safeguarding developments at least annually
- keep separate confidential records of all those pupils known to be at risk or in need of early help and store these records until the child's 26th birthday
- familiarise school personnel with the policy and procedures
- co-ordinate action within the school
- liaise with social care and other agencies and ensure the school provide reports and are represented at multi-agency meetings and child protection case conferences
- transfer the child protection file of any pupil leaving to join another school (separately from the main school file). A copy of the CP file must be retained until the new school acknowledges receipt of the original file; the copy can then be shredded.
- provide support for any child at risk
- act as a source of advice within the school
- keep up to date with any changes in legislation and all new guidance on safeguarding children
- keep all school personnel up to date with any changes to procedures
- organise appropriate training for school personnel and local governors
- ensure all incidents are recorded, reported and kept confidential
- keep all paperwork up to date
- report back to the appropriate school personnel when necessary
- annually review the policy with the Headteacher and Nominated Safeguarding Governor

Role of the Nominated Governor

- work closely with the Headteacher and the Designated Safeguarding Lead
- ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Trust guidelines and Local Safeguarding Children Board procedures
- ensure that everyone connected with the school is aware of this policy
- take responsibility for the oversight of procedures relating to handling allegations against school personnel and volunteers
- take responsibility for taking action according to Trust procedures and those of the LSCB where there are allegations against the Headteacher
- ensure recruitment of school personnel and volunteers is in line with the Safer Recruitment policy
- undertake safeguarding training that is regularly updated

Role of Trust Designated Officer

- ensure safeguarding procedures are correctly applied and implemented in all Trust schools
- provide advice, information and guidance to personnel in the Trust
- be responsible for updating the Trust policy for safeguarding and child protection
- work closely with Social Care, the police, health professional and all other agencies
- be the key link to Social Care or the police during and following formal investigations
- monitor the progress of cases to ensure that they following the appropriate procedures
- keep up to date with all changes in legislation and statutory guidance

Role of School Personnel & Volunteers

- recognise that child protection is a main responsibility for everyone working with children
- treat children's welfare with utmost importance
- staff should identify children who would benefit from 'early help'
- encourage self-esteem and self-assertiveness, foster positive relationships between children and staff
- be aware of changes in behaviour (consider abuse and neglect as possible reasons for this) and the behaviour management policy

- be aware of the background of the children in their care (as appropriate and on a need to know basis)
- be made aware of this policy and all other safeguarding policies and procedures during induction, the staff handbook and training
- be responsible for reading chapter one of 'Keeping Children Safe in Education' September 2018, Appendix A "Further Information" and 'What to do if you're worried a child is being abused' 2015
- be aware of the names of the designated safeguarding lead and staff providing cover and understand the role of the DSL
- be trained in identifying signs of harm and abuse and the effects of abuse and neglect on children at least annually which will be updated regularly as necessary
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect
- have an understanding of why pupils with SEN-D are more vulnerable to abuse and neglect
- know how to report any suspected case of harm or abuse
- respond immediately to any child
- report any concerns to the designated safeguarding lead or those providing cover. In exceptional circumstances any member of staff can make a referral and should know how to do this
- know what to do if a child makes a disclosure
- be kept up to date with changes in procedures
- be prepared to attend Multi-agency meetings and contribute to reports
- ensure that they conduct themselves correctly at all times, maintain professional boundaries and do not put themselves or others at risk
- report and deal with all incidents of discrimination
- report any concerns about the conduct of other staff and volunteers to the Headteacher and know how to contact the Chair of the Local Governing Body with concerns about the Headteacher
- receive support and counselling if they feel distressed from being involved with a case or incident

Role of Pupils

- follow any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and around bullying, and how they relate to others
- be made aware of basic safeguarding procedures in school such as visitors signing in and wearing visitor badges
- learn how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media
- through personal, social, moral, cultural and spiritual development, including through access to cultural experiences and work experience so that they are well prepared to respect others and contribute to wider society and life in Britain today
- know who to speak to in school if they have concerns of their own or about others

Role of the School Council

The School Council will be involved in:

- discussing aspects of this policy during the school year
- surveying the children to ensure they feel safe and know who to talk to in school about concerns

Every year the School Council together with the designated member of staff will ask the views of KS1 & 2 pupils by issuing a questionnaire and asking:

- Do you feel safe in school?
- Are you aware of basic safeguarding procedures in school?
- Are you aware of how to keep yourselves safe?
- Do you know who to go to if you are concerned about your own safety or that of others?
- Are you aware of e-safety?
- Do you know how to keep yourself safe outside school?
- Do you know how to keep yourself safe when using the internet?

Role of Parents/Carers

- asked to work closely with the school to establish excellent home-school relationships
- made aware that the school has a responsibility for the welfare of all our pupils
- made aware that the school has a duty to involve Social Care if the school has any concerns about a child
- aware they will be informed of any actions the school takes involving their child(ren) unless to do so could put their children at greater risk

Annually we will ask parents/carers if:

- they have any concerns about the safety of their child when in school
- they feel enough time is given for children to learn how to keep safe
- they know who talk to if they have any concerns
- they feel their views are listened to and acted upon

Partnerships with Parents/Carers

The Designated Safeguarding Lead:

- will ensure that parents are aware of this policy and that it is available via the school website
- will respect parents and children's need for privacy
- will respect families from different backgrounds and cultures as long as it does not put the child at risk
- when making a referral will share all information with parents unless it places the child at risk, hamper a criminal investigation or in cases of suspected sexual abuse or fabricated and induced illness

Reporting Concerns

If a pupil makes a disclosure then the member of the school personnel must:

- listen to the pupil
- remain calm
- offer reassurance
- not ask the pupil to remove or adjust clothing if bruises are observed
- not ask leading questions
- let the pupil speak freely
- accept what has been told them without challenge
- not offer opinion or criticize or lay blame
- reassure the pupil at the end of the disclosure, telling them that they have done the right thing
- not promise confidentiality but inform them that other people need to be told
- record accurately and factually what the child has said in note form using the child's own words
- record observed injuries or bruises on a map of the body (but not take photographs)
- submit a completed critical incident sheet/cause for concern form to the Designated Safeguarding Lead who will seek advice from Social Care/MASH
- Provide all information in an accessible way, including, where necessary, translated information or interpreter for children with English as an Additional Language or any reasonable support for a child with a special education need.

If a member of the school personnel **suspects that a child may be a victim of abuse** then they must:

- . record accurately and factually what they have seen in note form
- . submit a completed critical incident sheet/cause for concern form to the designated member of staff

The designated safeguarding lead will then:

- . decide whether to take this referral further or to monitor the situation
- . inform the person making the initial referral of his/her decision
- . prepare in readiness for a case conference/core group meeting the following information on the child:
 - attendance and punctuality data
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation

- any known incidents in or outside school
- school contact with parents/carers

If the Designated Safeguarding Lead is not available the person reporting the disclosure or incident must then report to one of the other DSL's in the school or the Headteacher.

If a parent makes a disclosure to school then the Designated Safeguarding Lead:

- . should meet with the parent taking down all details
- . will assure the parent that the school will take the matter seriously
- . that he/she will have to take advice from the Designated Officer in the local area (LADO) about the disclosure
- . will get back to the parent when a decision has been taken and how to proceed

Recording Information

School personnel and volunteer helpers are asked to record any concern or incident in the following way:

<ul style="list-style-type: none"> • . Date • . Time • . Place • . Nature of the concern 	<ul style="list-style-type: none"> • . All facts • . Observed injuries and bruises • . Note the actual words of the child • . Sign the notes and hand to the designated safeguarding lead
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Keeping Children Safe in Education (2018), paragraph 75; 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Paragraph 77 states: 'This includes allowing practitioners to share information without consent.'

These details can be furnished on the Safeguarding Record Concern form (see Appendix 5)

Reporting to the Designated Safeguarding Lead

- . all concerns must be reported and discussed immediately
- . the Designated Safeguarding Lead will decide the appropriate action in consultation with the Headteacher
- . in an emergency or in exceptional circumstances any member of staff can make a referral

Referral

Referrals are generally made by the DSL (in any emergency anyone can make a referral) to The Multi Agency Safeguarding Hub or Children's Social Care Department where the child lives. If anyone other than the DSL makes a referral they should inform the DSL as soon as possible. The local authority should make a decision about what course of action they are taking within 24 hours and let the referrer know the outcome. Staff should follow up if that does not happen.

The online tool allows staff to insert a child's home postcode and directs them to the local children's social care contact number and out of hour's numbers for that area. <https://www.gov.uk/report-child-abuse-to-local-council>

Support

- . we will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence, by teaching children how to keep themselves safe, by positive relationships with staff
- . school personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling

Confidentiality and Security of Information

- all matters relating to child protection are confidential
- school personnel have a professional responsibility to share information with other professionals who are investigating a case of significant harm and must abide by the government guidance 'Information sharing' 2015
- parents are made aware of any intention to refer their child to Social Care unless to do so would put the child at greater risk of harm, or impede a criminal investigation and Social Care are consulted if we are not sure

- . a child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret
- . the child must be reassured that the information will be shared initially with the designated safeguarding lead who will decide what will happen next
- . all child protection records will be kept in a secure place and separate from the main school file; there will be a tracer card or coloured dot system in use to ensure staff know there is additional information on the child kept securely by the DSL

Multi-agency meetings

The Designated Safeguarding Lead will attend or ensure the school is represented at:

- . all Child Protection Case Conferences (with other appropriate members of staff)
- . all Core Group meetings once a child has a Child Protection Plan
- . Team around the Child (TAC), Child in Need (CIN) or any other professional meetings

On rare occasions if attendance is not possible a report will be provided.

Pupils Transferring to another School

The following procedures will take place if a pupil with a Child Protection Plan transfers to another School:

- . the case social worker will be contacted by the Designated Safeguarding Lead
- . Child protection records will be passed on (separately from the main school file) to the Designated Safeguarding Lead at the receiving school (records should always follow the child).

Training

Training organised or approved by the Designated Safeguarding Lead will take place for school personnel, volunteer helpers and local governors:

- . on induction to the school
- . during NQT induction
- . throughout the academic year

All school personnel must undertake training appropriate to their role at least annually and regularly updated;

- Child protection issues
- Restraint training
- recognising signs of abuse
- understand the reasons disabled children are more susceptible to abuse
- handling disclosures
- Peer on peer abuse (including sexting) further guidance is expected in September 2016 from CEOP
- Honour-based violence

We ensure all school personnel have equal chances of training, career development and promotion.

Monitoring and Evaluation

A continual process of:

- . Local Governing Body (LGB) visits to school
- . regular SLT discussion with children and staff
- . pupil surveys and discussion and listening to children
- . scrutiny of attendance data
- . scrutiny of LGB minutes
- . reviewing logs of bullying/racist/behaviour incidents for SLT and LGB to monitor
- . review of parental concerns and parental surveys
- . review of any 'nurture groups' or small group work with vulnerable children

Whistle-blowing

- we recognise that children cannot be expected to raise concerns in an environment where staff fail to do so
- all staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Local Area (LADO) following the Whistleblowing Policy
- Whistle-blowing re the Headteacher should be made to the Designated Officer of the Local Governing Body whose contact details are readily available to staff
- all staff should be aware that they can get advice from the NSPCC Whistleblowing helpline: 0800 028 0285

Physical Intervention/positive handling

- we recognise that touch is appropriate if needed to meet the needs of the child and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries
- only staff trained in appropriate "holds" should physically restrain children or young people if needed
- we acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person
- any incidences should be recorded and signed by a witness
- Staff who are likely to need to use physical intervention will be appropriately trained
- physical intervention which causes injury or distress to a child may be considered under child protection or disciplinary procedures

Special Educational Needs and Disability (SEND)

Three times more likely to be abused, these children can have a vast range of complex needs, from physical difficulties and sensory impairments to communication and interaction difficulties and difficulties with cognition and learning. Additional barriers can exist when recognising abuse and neglect in this group of children. We recognise:

- that children with special educational needs and disabilities can face additional safeguarding challenges
- assumptions can be made that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers may prevent them from disclosing abuse.

We recognize that additional resources (e.g. a signer) may be required for these children to have the opportunity to give their account of abuse and their wishes and feelings heard. The staff who are best understand their condition and difficulties should support them throughout an investigation. All staff should be trained to understand the reasons these children are more susceptible to abuse and any member of staff working directly with a disabled child should undergo additional LSCB training.

Safeguarding disabled children; practice guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

Peer-on-peer abuse

We recognise that children are capable of abusing their peers; children with intra-familial abuse in their histories, living with domestic abuse, LAC and children who have suffered bereavement feature as those who may abuse or have been abused by their peers but this can happen to any child. Peer-on-peer abuse is captured in four key definitions):

1. The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
2. The definition for child sexual exploitation (KCSiE September 2018) captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person
3. The definition for young people who display harmful sexual behaviour refers to any young person,

under the age of 18, who demonstrates behaviour outside of their normative parameters of

development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)

4. Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. (London Safeguarding Children Board 2009)

The term peer-on-peer abuse can refer to all of these definitions as well as cyber, racist, homophobic or gender related issues. Any response to peer on peer abuse needs to cut across these definitions and capture the complex web of young people's experiences.

We will:

- . apply the child protection procedures to both the victim and alleged abuser (under 18 years of age)
- . put the victim's welfare first if there is any conflict of interest
- . ensure all abusers are held accountable for their behaviours
- . ensure early referral and intervention
- . recognise that comprehensive assessment and therapeutic intervention by skilled child care professionals is needed
- . record any incident in the School's Safeguarding file
- . minimise the risk of peer-on-peer abuse by ensuring that children have the confidence and knowledge to share anything they are uncomfortable about with the DSL / Classteacher / member of staff

Anti-bullying

School policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures

Racist Incidents

A school policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents

Radicalisation and Extremism

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty and is seen as part of schools' wider safeguarding duties. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been a number of local and national incidents where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation

- . GST schools value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions; however, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. It is subject to laws and policies governing equality, human rights, community safety and community cohesion
- . threats from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation and GST are clear that this should be viewed as a safeguarding concern.
- . we are aware of the definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation (Appendix 3).
- . GST seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- . The school governors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy

Response

- when any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/ or to the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then The Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and local governors to raise concerns around Prevent (020 7340 7264).

Prevention

- we recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore;

- work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- .include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel
- ensure all staff are made aware of GST guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Forced Marriage (FM)

It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence (not arranged marriage). Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either Children's Social Care/MASH in your local area or the Forced Marriage Unit 020 7008 0151.

Female Genital Mutilation (FGM)

Comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation – WHO). All school staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in the UK, an extremely harmful practice and a form of child abuse.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty on teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18 (by disclosure as school staff should not be examining pupils). Those failing to do so will face disciplinary sanctions. The Mandatory reporting duty came in to force on 31st October 2015 and teachers must personally report to the police (after informing the DSL) a disclosure that FGM has been carried out and unless there is good reason not to they will first discuss cases with the DSL who will involve children's social care/MASH as appropriate.

A cultural practice not ground in any religion. Belief that;

- . FGM brings status/respect to the girl – social acceptance for marriage
- . Preserves a girl's virginity
- . Part of being a woman / rite of passage
- . Upholds family honour
- . Cleanses and purifies the girl
- . Gives a sense of belonging to the community
- . Fulfils a religious requirement
- . Perpetuates a custom/tradition

- . Helps girls be clean / hygienic
- . Is cosmetically desirable
- . Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening are:

- . Child talking about getting ready for a special ceremony
- . Family taking a long trip abroad
- . Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- . Knowledge that the child's sibling has undergone FGM
- . Child talks about going abroad to be 'cut' or to prepare for marriage
- . Signs that may indicate a child has undergone FGM:
- . Prolonged absence from school and other activities
- . Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- . Bladder or menstrual problems
- . Finding it difficult to sit still and looking uncomfortable
- . Complaining about pain between the legs
- . Mentioning something somebody did to them that they are not allowed to talk about
- . Secretive behaviour, including isolating themselves from the group
- . Reluctance to take part in physical activity
- . Repeated urinal tract infection
- . Disclosure

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action without delay and call Children's Social Care/MASH. See Female genital mutilation; multi-agency practice guidelines

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Child Sexual Exploitation

Currently defined as: 'exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.' (KCSiE September 2018). It may seem to be 'consensual' but may involve serious organised crime by gangs or groups and is marked out by an imbalance of power in the relationship.

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

Signs include;

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

- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Honour-based Violence (HBE)

Is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with traditional beliefs or their culture. HBV can include domestic abuse, threats of violence, sexual or psychological abuse, being held against your will, FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be treated as any other type of abuse and reported immediately to the DSL. HBV might be committed against people who:

- . become involved with a boyfriend or girlfriend from a different culture or religion
- . want to get out of an arranged marriage
- . want to get out of a forced marriage
- . wear clothes or take part in activities that are not traditional within their culture

HBV can affect both sexes although women and girls are the most common victims.

Children Missing Education (CME)

A child going missing from education (particularly on repeat occasions) is a potential indicator of abuse or neglect and may also be an indicator of travelling to conflict zones, sexual exploitation, FGM and forced marriage.

School will inform the GST and the local authority of any pupil who is going to be deleted from the admission register where they:

- . are being home educated
- . have ceased to attend and no longer live within reasonable distance of the school
- . have been certified by the school medical officer as unfit to attend school before ceasing to be of compulsory school age
- . are in custody for more than four months and school does not believe they will be returning to school after the end of that period; or
- . have been permanently excluded

All schools must inform the GST and the local authority of any pupil who fails to attend school regularly, or has been absent for a continuous period of 10 school days or more. We ensure that we have at least two emergency contacts for all children. Guidance for Surrey schools - <https://www.surreycc.gov.uk/schools-and-learning/schools/at-school/attendance-and-absence/attendance-truancy-and-exclusion-support-for-schools> or for Hampshire schools - <http://www3.hants.gov.uk/education/hias/learning-behaviour-attendance/lba-resources-for-schools/atten-guidance.htm>

Domestic Abuse

The definition changed in 2013 (Home Office circular 003/2013) to 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality'. This can encompass but is not limited to the following types of abuse;

- . psychological
- . physical
- . sexual
- . financial
- . emotional

We use the term domestic abuse to reflect that in addition to violence a number of abusive and controlling behaviours are involved

- .Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse
- .The signs and symptoms of a child suffering or witnessing domestic abuse have been likened to post-traumatic stress disorder and are similar to other forms of abuse or neglect. (See Appendix 1)

This definition includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Online Safety

The risks to our children through the misuse of information technology include;

- . inappropriate contact: from people who may wish to abuse, exploit or bully them
- . inappropriate conduct: because of their own and others' online behaviour, e.g. the personal information they make public on social networking site, cyberbullying
- . inappropriate content: being able to access or being sexually explicit, racist, violent, extremist or other harmful material, either through choice or in error
- . commercialism: being the targets of aggressive advertising and marketing messages
- . enabling viruses and spyware by careless or misinformed use of their or others computers, smartphones, tablets or games consoles
-

Dealing with Allegations against School Personnel, School Volunteers, the Headteacher or another Pupil

- . All school staff should take care not to place themselves in a vulnerable position with a child.
- . all Staff should be aware of the GST's Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- . all staff need to comply with the school code of conduct including safe use of information technology
- . if an allegation is made against a member of staff (paid or unpaid) or if anyone has concerns re a person's suitability to work with children the member of staff will immediately notify the Headteacher
- . the Headteacher will discuss the content of the allegation with the Designated Officer/Team of Officers in the local area (still known as the LADO in some areas) at the earliest opportunity or at least within one working day
- . any allegation that concerns the Headteacher must be reported immediately to the Chair of Local Governing Body who will consult the Designated Officer in the local area. All staff should have access to contact details for the Chair of the Local Governing Body.
- GST policy (whistleblowing) for managing allegations against staff will be followed and a Senior Officer within the trust notified

<http://www.cofeguildford.org.uk/DownloadHelper.aspx?resourceID=292b1d4c-9004-6456-ad78-ff0000437928&docID=0807254c-9004-6456-ad78-ff0000437928>

- . suspension of any member of staff against whom an allegation has been made, needs careful consideration, and advice of the GST's HR consultant should be sought
- . the decision to suspend the Headteacher will be made by the Chair of the Local Governing Body following advice from the GST and the HT consultant

Private Fostering

- Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).
- There is a mandatory duty to inform the Local Authority of children in these arrangements.

Safer Recruitment

See separate policy

Related Safeguarding Policies

Within the Health and Safety and Safeguarding policies the following areas are notified:

<ul style="list-style-type: none"> • . Administration of Medicines • . Anti-bullying • . Behaviour management • . Child Gone Missing On or Off Site • . Child Protection • . Confidentiality – data protection • . DBS Disclosure Checks • . Disciplinary and Capability Procedures • . Drugs • . Equality (policy and scheme) • . Emergency plan including lock down procedures • . Exclusions • . Health and Safety • . H & S buildings maintenance • . Hygiene • . ICT and Acceptable use agreement • . ICT code of conduct for students • . Intimate Care 	<ul style="list-style-type: none"> • . Medical and First Aid • . Off-site visits • . Online Safety • . Parent grievance / complaints procedures • . Photographic & Video Images • . PSHCE • . Physical Restraint • . Safer Recruitment • . School Personnel Code of Conduct • . Sex and Relationship Education • . Special Educational Needs • . Students on Placement • . Supporting children with a medical need • . Toileting • . Visitors & Contractors • . Whistle Blowing
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Raising Awareness of this Policy

- . the School Handbook/Prospectus
- . the school website
- . meetings with parents/carers such as introductory meetings
- . communications with home such as end of half term newsletters
- . reports such as Headteacher reports to the Local Governing Body
- . Induction of staff, visitors and volunteers

Monitoring the Effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed by the Designated Safeguarding Lead, the Headteacher, the nominated governor and any recommendations for improvement made to the Local Governing Body. A safeguarding audit will be undertaken regularly and shared with the GST.

Important Contacts Telephone Numbers	Social Care Referrals/MASH referrals	0300 123 1610
	Out of Hours Social Care Safeguarding Hub	0300 123 1610 01483 518505
	Police Staines Police	01483 571212
	Others Early Help Assessment	Natasha Kelly: 07972081246
	Designated Officer/Team of Officers in Surrey/Local Area (LADO)	Lisa Ryan-Hagley: 01372 832535 Kathryn Novak-Price: 01737 737218 LADO: Elizabeth Pollard: 01372 833321 Area Schools Officer: 01372 833412

Headteacher:	Richard Dunne	Date:	October 2018
Chair of Local Governing Body:	Nigel Stapleton	Date:	October 2018

Appendix 1. Indicators of abuse

<https://www.gov.uk/government/publications/what-to-do-if..>

Appendix 2.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which;
 - . Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - . Seek to provoke others to terrorist acts;
 - . Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - . Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated 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 student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / 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 – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - . Being in contact with extremist recruiters;
 - . Accessing violent extremist websites, especially those with a social networking element;
 - . Possessing or accessing violent extremist literature;
 - . Using extremist narratives and a global ideology to explain personal disadvantage;
 - . Justifying the use of violence to solve societal issues;
 - . Joining or seeking to join extremist organisations; and
 - . Significant changes to appearance and / or behaviour;
 - . Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

Appendix 3: Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOP Thinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Forced marriage: <https://www.gov.uk/stop-forced-marriage>

Honour-based Violence: https://www.safe.met.police.uk/crimes_of_honour/get_the_facts.html

Safeguarding disabled children; practice guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

Female Genital Mutilation: <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>

Mandatory reporting of female genital mutilation: procedural information:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf

Good Shepherd Trust: <http://www.cofeguildford.org.uk/education/the-good-shepherd-trust>

Appendix 4. Reference documents

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2018\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

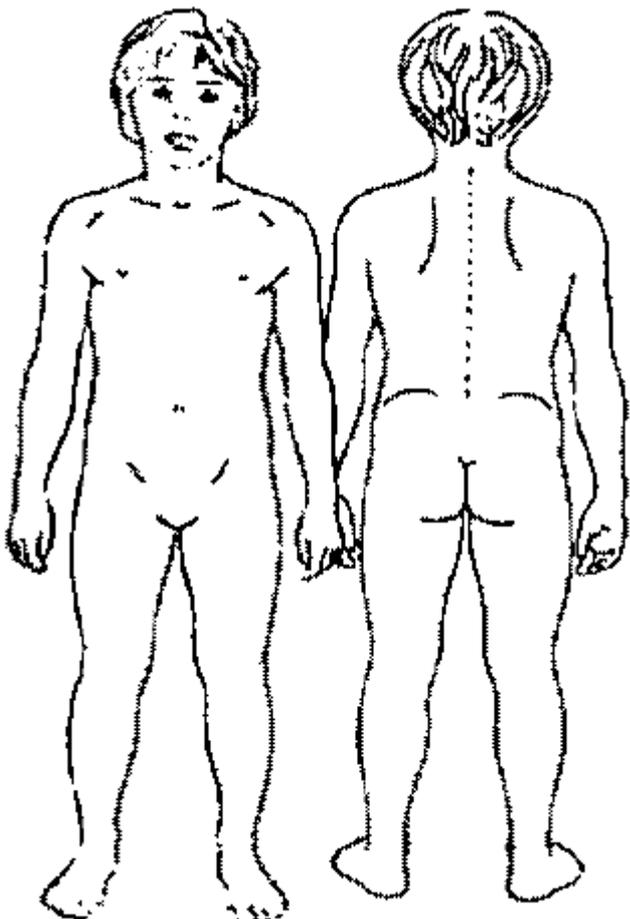
[The Children Act 1989 \(and 2004 amendment\)](#)

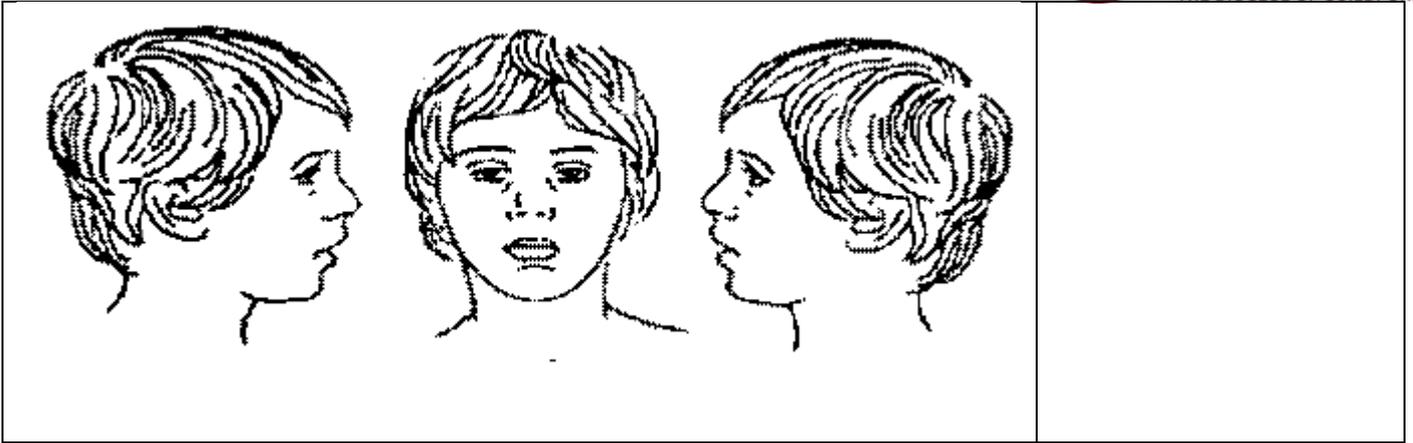
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- This policy also meets requirements stated in the [Information Sharing guidance](#) from the DfE (2018)
- This policy also complies with our funding agreement and articles of association.

Appendix 5. Cause for concern form and body map

Safeguarding Record Concern Form

<p>Child's Name: Male/Female: Date of Birth: Class:</p>	<p>Your Name: School/College: Date: Time:</p>
<p>My Concern/s (please indicate as many as are appropriate)</p> <ul style="list-style-type: none"> • Is because an adult has reported concerns to me • Is because a child has disclosed information to me • Is a result of something I have seen, heard or believe • Is because I suspect child abuse 	
<p>Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT</p> 	<p>Description of injury</p>



If the child has given an account of this injury give details

Please indicate the attitude of the child regarding the injury

If the parent has volunteered an account of this injury give details

Please indicate the attitude of the parent regarding this injury:

Any additional information

Action taken by Senior Designated Officer for safeguarding:

Signed:

Date:

Time:



Notes of any further action (please include dates and persons involved in actions):