



## CHILD PROTECTION POLICY & PROCEDURES

|                               |                                                                                                          |
|-------------------------------|----------------------------------------------------------------------------------------------------------|
| Signed by: Chair of Governors | <p style="text-align: center;"><b>Man Tsuey Tse</b> <span style="float: right;"><b>Date:</b></span></p>  |
| Headteacher                   | <p style="text-align: center;"><b>Manjit Bringan</b> <span style="float: right;"><b>Date:</b></span></p> |

|                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| <b>Designated Safeguarding Lead (DSL)</b> | <b>Manjit Bringan</b>                     |
| <b>Deputy DSLs (DDSL)</b>                 | <b>Carolyn Cheshire<br/>Jason Stainer</b> |
| <b>Designated Teacher for LAC</b>         | <b>Manjit Bringan</b>                     |
| <b>Child Protection Governor</b>          | <b>Mandhir Gill</b>                       |
| <b>Local Authority Designated Officer</b> | <b>Rob Wratten</b>                        |

Written: Oct 2018  
Review: Oct 2019

**Important contact numbers**

|                                                               |                                                  |
|---------------------------------------------------------------|--------------------------------------------------|
| Child line                                                    | 0800 1111                                        |
| MASH team                                                     | 01895 556 644                                    |
| Early Help (Belinda Hearn)                                    | 01895 556 144                                    |
| Police                                                        | 999/101                                          |
| Hestia Domestic Abuse Service                                 | 01895 813 174                                    |
| Participation Key Worker (Rochelle Isaac – Simon)             | 01895 250858                                     |
| Children's Services (Duty Officer)<br>( <i>Out of hours</i> ) | 01895 556633<br>(01895 250 053<br>01895 250 752) |
| LA designated officer (vacant position)                       | 01895277463                                      |
| LADO – Rob Wratten                                            | 01895250975                                      |
| PREVENT – Fiona Gibbs                                         | 01895 277 035<br>07946 714 637                   |

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## **What school staff should know and do**

- Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Children, includes everyone under the age of 18.
- Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

## **Definition**

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

'**Significant Harm**', as defined by The Children Act 1989, introduced the concept of significant harm as the threshold that justifies intervention by statutory agencies in family life in the best interests of children.

The four types of abuse, described in *Keeping Children Safe in Education 2018* are:

**Physical Abuse**  
**Emotional Abuse**  
**Sexual Abuse**  
**Neglect**

For more information, including definitions, indicators and other safeguarding issues, see Appendix 3.

## **The Aim of the Policy**

The aim of this policy is that all staff should be aware of the procedures that must be followed if they suspect that a child is being abused.

Safeguarding is the responsibility of all adults. The school aims to protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

Each teacher and member of staff (teaching and non teaching) has a duty to be alert for signs of child abuse and, if they have any suspicions that a child is at risk of abuse or has been abused, then they must immediately inform the DSL, or in her absence, the DDSL or a senior member of staff.

It applies wherever staff or volunteers are working with pupils even when they are away from the school, for example, at an activity centre or on an educational visit.

The welfare of our pupils will always be our central concern informed by the school's ethos and by legal requirements. Pupils are actively encouraged to raise personal and general concerns with members of staff.

*"School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form an important part of the wider safeguarding system for children."* *Keeping Children Safe in Education September 2018*

There are three main elements to the school's safeguarding policy:

- **PREVENTION:** Positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models.
- **PROTECTION:** Agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.
- **SUPPORT:** To pupils, who may have been at risk of significant harm, and the way staff respond to their concerns and any work that may be required.

## **Commitment**

Whitehall Infant School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share that commitment. The school will take measures to:

- ensure that all pupils in the school are aware of staff whom they can talk to via newsletters and assemblies
- ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given by DfE in *Keeping children safe in education (September 2018)*
- ensure that we carry out all necessary checks on the suitability of people who serve on the school's governing body in accordance with the above regulations and guidance given by DfE in *Keeping children safe in education (September 2018)*
- ensure that where the school ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person has engaged in conduct that harmed (or is likely to harm) a child or if they otherwise pose a risk of harm to a child, a detailed report is made to the Disclosure and Barring Service (DBS) as soon as possible and in any event within one month. Ceasing to use a person's services includes dismissal, non-renewal of a fixed-term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student teacher or other trainee, no longer using staff employed by contractors, no longer using volunteers, resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering
- ensure that whenever staff from another organisation are working with our pupils on another site, we have received assurances from competent authorities within that organisation that appropriate child protection checks and procedures apply to those staff
- follow the London Child Protection Procedures (see [www.londonscb.gov.uk/procedures](http://www.londonscb.gov.uk/procedures))
- protect each pupil from any form of abuse, whether from an adult or another pupil
- be alert to signs of abuse and neglect both in the school and from outside
- deal appropriately with each suspicion or allegation of abuse against a member of staff, volunteer or governor in accordance with "*All London Child Protection Procedures and Working together to Safeguard Children*", and by consulting with the Local Authority Designated Officer (LADO)
- operate procedures which promote this policy

- operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- support children who have been abused in accordance with an agreed multi-agency child protection plan if applicable
- be alert to the medical needs of children with medical conditions
- operate robust health & safety procedures
- be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised
- ensure that school premises are as secure as circumstances permit
- provide staff with training about taking sensible steps when working with individual pupils to ensure they are not in secluded or private areas
- deal with any other safeguarding issues which may be specific to individual children in our school; have regard to statutory guidance issued by the Secretary of State for Education (DfE) and associated regulations, the main sources of guidance currently being: *Keeping Children safe in Education, September 2018*; *Working Together to Safeguard Children July 2018* and the *London Child Protection Procedures 2018*.
- maintain a positive school atmosphere which will help prevent incidents from occurring, enhanced by the teaching and pastoral support offered to pupils.

Every child protection concern, complaint, or suspicion of abuse from within or outside the school will be taken seriously and followed up and, as set out in this policy, will be referred to an external authority such as the Local Authority Designated Officer (LADO), Children's Services, or child protection lead for education. In each case, the matter will be referred to Children's Services and where appropriate, Children's Services in the child's home area. This includes allegations of historic abuse. In the case of those working in a school, the guidance in *Keeping Children Safe in Education, September 2018*, with regard to allegations of abuse against teachers and other staff is specific, namely that the employer (school) should report to the Local Authority Designated Officer (LADO) all cases where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

**Emotional** abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment, which ostracises or belittles a child. This is usually the result of extremes of inappropriate care by the parents and so very difficult to confront.

ALL abuse is emotional abuse irrespective of whether or not it is accompanied by physical injury, sexual abuse or neglect.

## Local Authority Child Protection Procedures

The Child Protection Procedures are available online via; <http://www.hillingdon.gov.uk>, and click on **London Safeguarding Children's Board**, then **'Key Documents'**

The screenshot shows the Hillingdon London Borough website. At the top, there is a search bar with the text "Enter search keywords here" and a "Search" button. Below the search bar are four navigation tabs: "Residents", "Business", "Council and democracy", and "Leisure and events". The "Residents" tab is selected. The page content includes the heading "Child protection" and the sub-heading "Safeguarding vulnerable children and young people at risk or suffering from abuse." Below this, there is a section titled "Worried about a child's safety?" followed by a paragraph of text. A grid of buttons provides quick links to various resources, including "Concerned about a child's safety?", "Signs of Safety" approach, "Local Safeguarding Children's Board", "Child protection case conference", "Do you have something to say?", "What is Hillingdon MASH?", "Ofsted endorses our action plan", and "My Review - consultation tool". At the bottom, there is a footer with "Website information", "Cookies", "Copyright and liability", "Join us online", "Contact us", and "A-Z". There are also icons for mobile, tablet, and desktop devices, and a "Recite" button.

The screenshot shows the London Child Protection Procedures website. The header includes the "London safeguarding children board" logo and the text "London Child Protection Procedures". A "5th EDITION 2016" badge is visible. The navigation menu includes "Home Page", "Part A: Core Procedures", "Part B: Practice Guidance", "Threshold Document", and "Amendments and Archives". The "Part A: Core Procedures" section is active, displaying a list of nine items: 1. Responding to Concerns of Abuse and Neglect, 2. Referral and Assessment, 3. Child Protection s47 Enquiries, 4. Child Protection Conferences, 5. Implementation of Child Protection Plans, 6. Children and Families moving across Local Authority boundaries, 7. Allegations against staff or volunteers, who work with children, 8. Organised and Complex Abuse, and 9. Unexpected Death of a Child. A note mentions "Working Together to Safeguard Children March 2015". The footer states "This website has been designed and is powered by tri.x and is the copyright of the London Safeguarding Children Board." The browser's taskbar at the bottom shows the time as 16:27 on 16/11/2016.

Documentation and guidance material is kept in a clearly labelled file in the staffroom.

It is the duty of the headteacher to pass on information in accordance with the procedures, and, from the initial contact onwards, she is responsible for liaison with other agencies.

**It is essential that staff should share their concerns with the DSL or DDSL. Should an individual feel that appropriate action has not been taken, then they must make the referral themselves. If the head teacher is the subject of concern, staff should contact the chair of governors.**

### **Scope**

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children.

All staff will be informed of their responsibilities in being alert to the signs of abuse and the procedures for referring concerns to the DSL.

The DSL and DDSL nominated governor for child protection will receive training every two years. All other school staff will receive regular (at least annually) safeguarding updates relevant to their role in school. This will take the form of training sessions, emails and briefings as required.

All new staff will be fully briefed regarding child protection responsibilities and procedures. All staff will have regular updates and refresher training, at least annually.

The school will co-operate with relevant external agencies in any enquiries regarding child protection matters, including representation at case conferences, core groups and multi-agency planning meetings.

Parents will be advised of the intention to refer to Children's Services and their views and cooperation sought, unless we have good reason to believe that to do so would place a child at greater risk of harm.

All staff will make it clear to any child disclosing information that they cannot guarantee confidentiality, but they will only pass the information on to the people that can help them.

Information concerning children at risk will be shared with all members of staff on a "need to know" basis. The DSL will make a judgement in each individual case about who needs and has a right to access particular information.

Where there are concerns about a child, a teacher may be asked to keep a log of observations. This will be kept securely and separately from generally accessible pupil and class records (Appendix 2).

All records are subject to the Freedom of Information Act (2000) and the Data Protection Act (2018). If there is any doubt as to the rights of any party to access information, we may seek legal advice prior to releasing any information.

### **Roles and Responsibilities**

The DSL is the Head teacher  
In her absence, the DDSL's are

**Manjit Bringan**  
**Carolyn Cheshire**  
**Jason Stainer**

The Local Authority Designated Officer is  
Safeguarding Lead for Education is  
Safeguarding Governor is

**Rob Wratten** (01895 250975)  
**Vacant** (01895 277463).  
**Mandhir Gill** (mandhirs@yahoo.com)



In the event that the DSL and her deputies are off site, a senior member of staff will be nominated to take responsibility and their name will be posted on the staff notice board outside the headteacher's office.

The main responsibilities of the **Designated Safeguarding Lead** are:

- to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection
- to be fully conversant with the local authority and school child protection policy and procedures
- to be available to all staff of the school community for consultation on child protection issues
- to co-ordinate the child protection procedures in the school
- to maintain an ongoing training programme for all school employees and keep staff updated on the latest safeguarding policies
- to monitor the keeping, update, confidentiality and storage of records in relation to pupils subject to a child protection plan
- to liaise with the Local Authority Designated Officer (LADO)
- to ensure that appropriate action is taken in the school and that procedures are followed in all Child Protection concerns and actual or suspected cases of child abuse
- to contact the duty social worker within twenty-four hours to seek advice on concerns brought by staff, volunteers or pupils. To also check whether or not the pupil or pupil's family involved is known to Children's Services
- to liaise with other professionals to ensure that children who are subject to a child protection plan are monitored
- where appropriate, to take part in the child protection conferences or reviews. When the Designated Safeguarding Lead cannot attend, he or she will ensure that the Deputy Designated Safeguarding Lead or a key member of staff attends. Where this is not possible, to provide a written report to the conference from the school. (It is acknowledged that this should occur rarely as the involvement of school staff is vital given the close involvement with the child).
- to inform the child's Social Worker in writing when a child who is subject to a child protection plan moves to another school and to inform the new school of the child's status
- to ensure that the curriculum offers opportunities for raising pupil awareness of child protection issues and developing strategies for ensuring their own protection, for example through the personal, social, health and citizenship education (PSHE) programme, and reflect this in the school improvement plan
- to annually review the school's policy on Child Protection and Safeguarding and look at how the duties have been discharged, and to report on this to the Board of Governors
- to ensure a culture of listening to children and taking account of their wishes and feelings.

### **Deputy Designated Safeguarding Lead**

In the absence of the DSL, a DDSL who must be nominated in advance, will take responsibility for child protection issues within the school. The DDSL will:

- advise and act upon all child protection concerns reported to him or her
- keep the DSL informed of all actions unless he/she is subject of a complaint. In this situation, the DDSL should consult with the chair of governors or in his or her absence, the vice chair
- liaise with Children's Services and other agencies on behalf of the school
- carry out any other duties normally conducted by the DSL.

If the DSL is unavailable or is him/herself the subject of a complaint, his/her duties will be carried out by the DDSL who will have received appropriate training in safeguarding and inter-agency working.

### **Nominated Governor**

It is the role of the nominated Governor, **Mandhir Gill**, to ensure safeguarding is a priority by:

- championing child protection issues within the school and liaising the DSL and offering challenge if necessary
- ensuring the child protection policy is checked for impact and reviewed yearly accordingly
- auditing safeguarding measures annually alongside the DSL using local authority annual school safeguarding audit return and reporting back to the full governing body
- ensuring that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of its pupils.

### **Employees, Governors, School Advisors and Volunteers**

The headteacher and all other employees of the school, as well as every volunteer and school advisor who works with pupils, is under a general legal duty:

- to protect children from abuse and promote their welfare
- to be aware of the school's practice and policies on child protection and to follow them.
- to know how to access and implement the procedures, independently if necessary
- in dealing with a child protection issue to remain as objective as possible, never assuming that they know which categories of children are at risk
- to keep an appropriate record of any significant complaint, conversation or event (information should be recorded verbatim, if possible, and they should not prompt, lead or suggest information to the child)
- to refer to the DSL (or in his/her absence, the DDSL) immediately
- in the case of allegations brought against a colleague, to refer the incident to the headteacher who will then refer this to the LADO immediately. (please see the section below on Staff Allegations)
- to undertake appropriate training, including induction training and refresher training, at regular intervals required by each individual training course.

Volunteers coming into school need an enhanced DBS. Volunteers or those helping on school trips do not need to be DBS checked if they are to be under the supervision of a teacher. They must never be left alone with a child.

All staff, governors and volunteers must have a clear enhanced criminal disclosure record. Their details are recorded on the Single Central Record.

### **Other Professionals**

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or police officers will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school are required to provide evidence of their identity, professional role and employment details. Professionals will follow signing in/out procedures.

## **Responding to Disclosures – Guidance for Staff**

When a child discloses abuse to an adult in the school, that person is responsible for making a written record of the disclosure as soon as possible. Any concern must be discussed with the DSL or their named deputy, as soon as possible and at least by the end of the teaching session.

### **Create a safe environment**

- Stay calm
- Listen to the pupil. If you are shocked by what is being said, try not to show it.
- It is OK to observe bruises but not to ask a child to remove or adjust their clothing to observe them.
- Reassure the child and stress that s/he is not to blame
- Do acknowledge how hard it was for them to tell you this.
- Tell them that you believe them and are taking what is being said seriously.
- Say what you are going to do next.
- Don't criticise the perpetrator, this may be someone they love.
- Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as "why didn't you tell me before?"

### **Be honest**

- Do not make promises you cannot keep such as "I'll stay with you all the time" or "it will be alright now".
- Explain that you are likely to have to tell other people in order to stop what is happening.

### **Be clear about what the child says and what you say**

- Do not interview the child and keep questions to a minimum.
- Encourage the child to use his/her own words and let them dictate the pace; do not try to lead them into giving particular answers. Use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"

### **Maintain Confidentiality**

- Only tell those people that it is necessary to inform.

### **Do not take sole responsibility**

- Remember it is your responsibility to listen, not investigate.
- Immediately consult the DSL so that any appropriate action can be taken to protect the pupil if necessary.
- The DSL will consider the information and decide on the next steps.

### **It is vital that our actions do not abuse the child further or prejudice further enquiries**

At Whitehall Infant School, the expectations are that once a child has disclosed, an adult will assess whether they are ready to go back to class or to be given time out in the welfare room with a suitable adult.

## **Recording Information**

It is essential to create a full, contemporaneous report of the disclosure / concern / meeting. To do this:

- make brief notes during, or as soon as possible after, the disclosure / concern / meeting. Type these notes up in full using the CPOMS electronic system. All staff members are provided with a log in and should record safeguarding disclosures / concerns and mark as a 'safeguarding incident'. The body map must be used to indicate any marks that are of concern. If the CPOMS system is unavailable for any reason, the '**Pink Disclosure or Observation Form**' (Appendix 1) may be used instead and taken immediately to the DSL or DDSL.
- describe observable behaviour e.g. was shaking, continued to cry, constantly moving around the room, but do not interpret these features.
- record the actual words spoken by the child wherever possible, and anything you said or asked.
- all referrals to Children's Services must be followed up within 24 hours in writing by the DSL or DDSL (using an Inter-Agency Referral form).

## **Reporting Concerns**

The DSL or a DDSL should then be informed immediately, in person, that a safeguarding incident has been logged. If the CPOMS system is unavailable for any reason, the '**Pink Disclosure or Observation Form**' (Appendix 1) may be used instead and taken immediately to the DSL or DDSL.

## **Sharing Concerns with Parents**

The school shares a purpose with parents to educate, keep children safe from harm, and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' right to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Whitehall Infant School will share with parents and concerns we may have about their child UNLESS to do so may place a child at risk of harm. In addition, we will inform them that, in the interests of the child, this may require cases to be referred to investigative agencies, e.g. social services.

We encourage parents to disclose any concerns they may have with the school. Our child protection policy is readily available and published on our website.

## **Low Level Monitoring**

Any indication of a potential child protection issue must be discussed with the DSL. If the DSL has concerns he or she will contact either the child Protection Lead for Education, duty social worker at the triage team or the LADO as appropriate to seek advice on the action to be taken.

## **Harm from outside the school**

A member of staff who suspects that a pupil is suffering harm from outside the school should refer the matter to the DSL.

## Referral procedures at Whitehall Infant School

The school recognises that it does not have the responsibility to investigate cases of suspected child abuse. It's role is to report such cases immediately to Social Services.

|                               |            |                                                                                                                                |
|-------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------|
| School staff                  | report to  | DSL (concern about a child / colleague)<br>DDSL (concern about a child)<br>Chair of governing body (concern about headteacher) |
| DSL / DDSL                    | telephones | Social Services 01895 556633 or<br>out of hours 01895 250053/250752<br><b>without delay</b>                                    |
| DSL / DDSL                    |            | Confirms in writing to Children's Services                                                                                     |
| DSL / Chair of Governing Body | telephones | LADO 01895 250975                                                                                                              |

As soon as the school has reported a case of suspected abuse, and multi-disciplinary procedures are put in motion, the school has a duty to assist with the discharge of statutory functions to protect the child.

### Action by the Designated Lead

The action to be taken will:

- conform to the All London Child Protection Procedures
- ensure that the school will not investigate concerns but refer them to the Local Authority Designated Officer (LADO), Children's Services or police; respect the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed
- if the Designated Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose
- respect duties of confidentiality, so far as applicable
- ensure that a child's interests are paramount
- ensure that, if there is room for doubt as to whether a referral to Children's Services should be made, the DSL will consult with the Child Protection Lead for Education, or in the case of an allegation against a professional, the LADO, or other appropriate professionals on a no names basis without identifying the pupil. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made as soon as possible, within a maximum of 24 hours. If the initial referral is made by telephone, the DSL will confirm the referral in writing to Children's Services within 24 hours using the Inter Agency Referral form. If no response or acknowledgment is received within three working days, the DSL will contact Children's Services again. The DSL will agree with the recipient of the referral what the child and parents will be told, by whom and when.

At the end of this policy are appendices with forms for recording concerns (Appendix 1 & 2).

The DSL may be involved in:

- initial investigations and assessments
- criminal investigations
- case conferences
- review conference.

The DSL will be expected to:

- provide detailed information about the child, his/her background and reasons for the referral
- provide written reports when necessary
- attend case conferences or meetings/interviews as required
- in some circumstance, arrange for a child to be interviewed at school without parental consent, or to be removed from school (without parental consent) to be interviewed elsewhere.

## **Training**

All induction of staff includes a session on the procedures within this policy and an on-line safeguarding training.

At the beginning of every school year, all staff and volunteers who work in the school are reminded of the provisions in this child protection policy. Any staff who join our school later on in the year are given the training by the DSL/DDSL.

All staff are given a copy of this policy. A spare copy is kept in the staffroom. It can also be found on the school website.

Lists of sensitive information regarding children are compiled regularly by the welfare officer and circulated to staff. All teachers are expected to keep a list of important information about their pupils on the inside of their classroom stock cupboard door (labelled Sensitive Information). All staff have contact cards which are in every classroom and these state who is allowed to pick up their child from school. We ask parents to update these through school newsletters and word of mouth.

We have half termly Safeguarding Newsletters that are sent out to parents to remind them about different topics. These newsletters also get sent to staff as a reminder about keeping children safe at all times. We have a 'Safeguarding' notice board in the staff room which has the CP policy available to all staff and any other important information.

If there are any parents who are not allowed to collect a child (e.g. injunction), then a safety plan will be completed by the Safeguarding Lead or Deputy Safeguarding Lead. This plan will be shared with the class teacher and office staff and all staff in the year group will be asked to be vigilant.

The DSL has undertaken child protection training and training in inter-agency working and will attend refresher training at three yearly intervals. The DDSL also undertake the same training. This will normally be DSLs' training as provided by Hillingdon Local Safeguarding Children Board. Knowledge and records of training are kept by the school business manager.

Other staff undertake training in child protection and safeguarding and this is updated annually.

Records of training will be monitored by governors.

Every recruitment panel includes at least one member of staff who has undergone safer recruitment training under the scheme currently operated by The Children's Workforce Development Council with refresher training every three years.

The governors will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every two years. The school office will keep a central record of all safeguarding training undertaken by members of staff, volunteers and Governors.

The DSL will attend, wherever possible, the Safeguarding Schools Cluster Meeting, which will meet at least termly and whose members can be gathered for advice at any time. This meeting is a good opportunity to share good practice and to outline concerns. It is chaired by Hillingdon's Child Protection Lead for Education.

### **Additional Procedures**

It will be the responsibility of the DSL to make decisions about referrals connected with child abuse. In the absence of the DSL, the DDSL or a senior teacher must be informed of any concern about a child.

Staff must talk to the DSL if they have concerns about a child, but no specific evidence. Teachers will be asked to keep a monitoring record (see Appendix 2) of a pupil about whom there is concern. This is a confidential report and does not form part of a child's educational record, but may be used as evidence. All comments must be dated and recorded carefully.

Any member of staff who is concerned about a child **must** discuss those concerns with the DSL. At all times, procedures must be followed.

All staff must use the electronic signing in and out system we have in school. This is to keep a record of who is entering the school and when. Any visitors coming into school must wear a visitors badge. If anyone unknown in school is not wearing a badge, they must be challenged about who they are by anybody in school.

If a parent mentions to the teacher that there is a concern about a child, the teacher must record it on our pink concern form and hand it over to the Safeguarding Lead or Deputy Safeguarding lead.

### **Off-Site Visits**

Appropriate risk assessments are conducted prior to any off site visits taking place. Safeguarding concerns or allegations raised during the trip will be responded to following the procedures in this policy. The member of staff in charge of the visit will report and safeguarding concerns to the DSL who will pass to Children Services if appropriate. In an emergency, the staff member in charge will contact the police and/or Children Services.

All teachers must take a pink concern form with them on any trip they go on as a disclosure could take place at any time. Parents must be informed during the trip briefing before a trip that if a child says something to them that causes them any concern, they must report it to the class teacher straight away.

### **Photography and Images**

To protect children, we will:

- seek parental consent for photographs to be taken or published
- only use school equipment
- only take photos and videos of children to celebrate learning and achievement
- use only the child's first name
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them
- advise parents taking photos at events, assemblies etc that images taken are for personal use and not to be circulated more widely or posted on social media.

## **Missing Children**

A child going missing is a potential indicator of abuse and neglect. It is vital parents/carers keep the lines of communication open by informing the school of any house moves, medical appointments or child illnesses which may result in an absence either in person or by leaving a message on the school absence line by 8.30am.

If we have not heard from the child's parent/carer and after reasonable attempts have been made to contact the family, we will follow the Local Authority procedure and refer to the MASH team.

If a Looked after Child or a child subject to a CP plan goes missing and we have not heard from the parent/carer by 9.30am or are unable to get hold of them, we will refer them to the MASH team as soon as possible.

## **Missing From Education**

Children Missing from Education procedures will be followed where a child has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is unknown and/or has not taken up an allocated school place as expected. Any such concern will be reported to the local authority through the Participation Team. The school will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

## **Children with Special Educational Needs (SEN) and Disability**

Children with SEN and disabilities can provide additional safeguarding challenges which can include:

- assumptions that are indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers (staff should be particularly vigilant with pupils with SEN or disabilities and should report any concerns, no matter how minor, to the DSL who will liaise closely with the SENCO).

## **Whistle blowing**

All staff are required to report any concern or allegations about school practices or the behaviour of colleagues or pupils which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the DSL and the Local Authority Designated Officer (LADO). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. There is a separate policy on Whistle blowing which should be read in conjunction with this policy.

## **Allegations against staff members, volunteers or Governors**

The school follows procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from malicious or unfounded allegations. These procedures follow the guidance in *Keeping Children Safe in Education, September 2018*, with regard to allegations of abuse against teachers and other staff and also from the All London Child Protection Procedures. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned.

Where an allegation or complaint is made against the headteacher, the person receiving the allegation should immediately inform the chair of governors, or in his or her absence the vice chair (their contact details are in the school office) without first notifying the headteacher.



If the school ceases to use the services of a member of staff (or a governor or volunteer) because that person has engaged in conduct that harmed (or was likely to harm) a child, or if they otherwise pose a risk of harm to a child, a compromise agreement will not be used. There will be a prompt and detailed report to the Independent Safeguarding Authority. Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the governors without delay.

If an allegation against a member of staff is found to have been malicious, it will be removed from personnel records. If an allegation is not substantiated, is unfounded or malicious, the decision will be made on a case by case basis as to whether it will be referred to in any employment reference.

If a member of staff accidentally hurts a child, it must be reported to the Safeguarding Lead/ Deputy Safeguarding Lead. Always record the incident on a pink form if this ever occurs. DSL to decide if any further action needs to be taken.

### **Allegations against pupils**

A pupil against whom an allegation of abuse has been made may be excluded from the school and the school's policy on behaviour, discipline and sanctions will apply. If a pupil is excluded from school as a result of an allegation of abuse, the chair of governors and at least one designated governor will be informed as soon as practicable.

The school will take advice from Children's Services or LADO as appropriate on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of Children's Services or the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

### **Allegations of Abuse by Children**

School staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer sex abuse. Factors affecting decision making should include:

- the possible impact on the child/victim
- any disparity in age between the abusing and abused child
- whether there is any element of coercion or violence.

Exploratory play should be dealt with in school, involving parents as appropriate. However, allegations of peer sex abuse must be referred to Children's Services following the procedures outlined in the LSCB, for all of the children involved.

The referral should be made to the relevant Children's Services team covering the area in which the school is located. This team has the responsibility for progressing enquiries regardless of the home address of the children. This will include ensuring that other teams are involved as appropriate.

### **Peer on Peer Abuse**

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child.

### **Responsibilities of the Headteacher**

Where allegations of peer abuse occur within the school, the DSL should:

- keep the children involved separate throughout the school day to avoid collusion or intimidation (this may involve them attending on a rota basis until enquiries are complete);
- not talk to the children about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place;
- keep a detailed log of actions, discussions and decisions;

- contact parents of involved children in light of the information sharing protocol and request that, pending the interview with Children's Services, they should not discuss the allegation in depth with the child.

If the assessment concludes that the allegations made can be substantiated, the children should not necessarily be expected to continue their education in contact with each other. The children responsible for the abuse should be moved if necessary. The views and wishes of the children who have been abused and their parents should be appropriately considered in the decision making.

### **Supporting pupils at risk**

Whitehall Infant School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

This school will endeavour to support pupils through:

- the curriculum to encourage self-esteem and self-motivation
- the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- the implementation of the school's behaviour management policies
- a consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued
- regular liaison with other professionals and agencies that support the pupils and their families
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations
- recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse
- recognition that in a home environment where there is domestic abuse, drug or alcohol abuse, and any other difficulties experienced by families, children may also be vulnerable and in need of support and/or protection
- this policy should be considered alongside other related policies in school, such as the policies for the teaching of PSHE, the wellbeing and behaviour policy, the physical intervention policy, the anti-bullying policy and the health and safety policy.

### **Monitoring**

The DSL will monitor the operation of this policy and its procedures and make an annual report to the governing body. The governing body will undertake an annual review of this policy and how the related duties under it have been discharged. The governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

### **Establishing a safe environment in which children can learn and develop: Curriculum**

Teaching staff will make sure that the broad curriculum gives pupils the opportunity to learn about staying safe. The PSHE co-ordinator will design a specific teaching curriculum and monitor its delivery. Governors will also ensure that the statutory sex and relationships education programme is delivered.

An e-Safety policy has been written and shared with staff, governors and parents.

Other specialists are invited to talk with the children about the importance of staying safe, e.g. police officers, road safety officers.

Each class teacher has a mechanism in place for children to use to indicate that they have a concern or worry. These are monitored by the class teacher, and any specific concerns about a child's safety are immediately reported to the SLT.

### **Statutory Responsibility**

Under the terms of the Education Act 2002 Section 175, the Governors of Whitehall Infant School are responsible for ensuring that their functions are carried out with a view to safeguarding and promoting the welfare of children. They must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make.

'**Working Together to Safeguard Children**' (July 2018) provides details of the current guidance and is about the duty of schools to have arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.

### **Related Policies**

- Behaviour Policy
- Whistleblowing Policy
- E-Safety Policy
- Health and Safety policy
- Inclusion Policy
- Sex and Relationships Policy
- PSHE & Citizenship Policy
- Positive Handling / Physical Intervention
- Safer Recruitment
- Dealing with Allegations of Abuse against Teachers and Other Staff
- Guidelines for photographing and filming
- Working Safely with Children
- Security Risk Assessment

# Child Protection – Safeguarding Disclosure or Observation Form

## Concern Form

Please complete this form if you have ANY concerns about a child, including the body map on the reverse if appropriate.

|                                                                                             |                                   |                                                                                                                            |
|---------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Pupil full name:                                                                            | Class:                            | Date:<br><br>Time:                                                                                                         |
| Date of birth:                                                                              | Member(s) of staff noting concern | Did the person dropping the child off tell you anything about it this morning?<br>Yes          No          (please circle) |
| Concern (Please describe as fully as possible or record the exact words the child has said) |                                   |                                                                                                                            |

For office use only

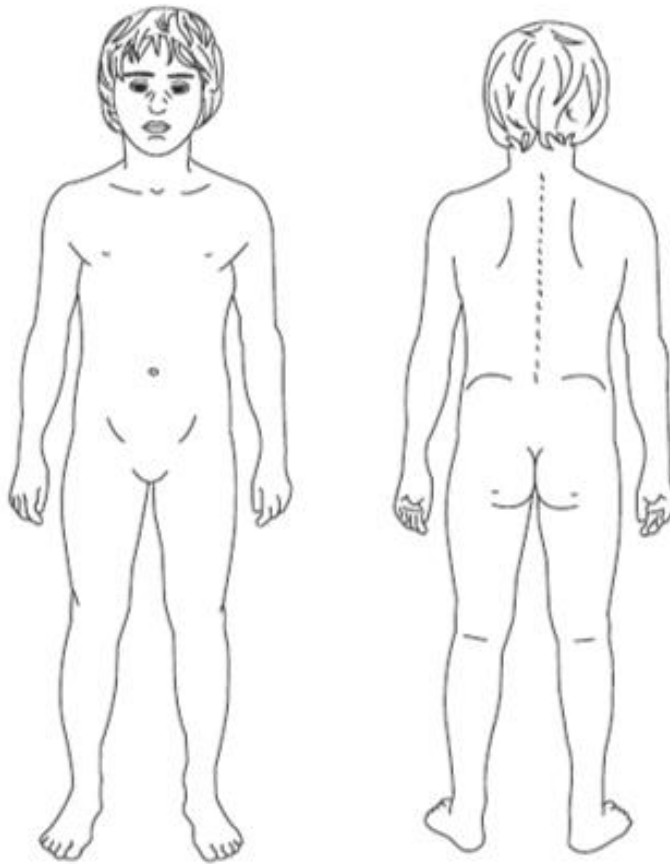
Received by: \_\_\_\_\_ On: \_\_\_\_\_ At: \_\_\_\_\_

| Actions Taken |                      |        |           |
|---------------|----------------------|--------|-----------|
| Date          | Person taking action | Action | Completed |
|               |                      |        |           |

Date feedback was given: \_\_\_\_\_

Person giving feedback: \_\_\_\_\_

**Body Map (to be used in conjunction with the disclosure/ observation form)**



**Please use the space below for any additional descriptions and complete form overleaf.**

- For your ease, there are some options below for you to circle **IF** they are appropriate:

Scratch      Bruise      Mark      Other (please specify) \_\_\_\_\_

Colour: \_\_\_\_\_

Size of mark/ bruise (e.g. 2cm/3cm): \_\_\_\_\_

*Additional comments:*

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
- **Physical abuse:** *a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.*

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained
- Bruises or cuts
- Burns or scalds
- Bite marks

**Domestic Abuse:**

Domestic Abuse, also known as domestic violence or DV, is a pattern of threatening behaviour, coercive behaviour, control, violence or abuse by one person against another in a home or family setting.

It can happen to anyone - regardless of gender, age or culture - and can exist in any relationship - with partners, ex-partners or relatives.

Domestic abuse can take many forms and includes, but is not limited to:

**Physical** - Assault, punching, kicking, hitting, forced imprisonment, biting, strangling, burning, dragging, using weapons, throwing objects

**Sexual** - Rape, sexual assault, forced prostitution, degradation, using objects, forced to watch or act in pornography

**Psychological** - Verbal or emotional abuse, threats to kill, blaming, mind games, criticism, accusations, jealousy and obsessive behaviours, manipulation, sleep deprivation

**Financial** - Preventing a person from getting or keeping a job, taking money, not permitting access to or withholding family income

**Isolation** - Not being allowed to see others, to see who you want, denied any form of contact with family or friends and any other support networks

Domestic abuse is **never** acceptable.

**How does it affect children?**

**Children** who witness domestic abuse are being **emotionally abused**.

In the majority of reported domestic abuse incidents, children have either been present in the same or a nearby room.

Children who witness, intervene or hear incidents are affected in many ways, even after a short time.

## Short-term effects:

- Anxiety or depression
- Feeling frightened
- Becoming withdrawn
- Bed wetting
- Running away
- Aggressiveness or behavioural difficulties
- Problems with school, poor concentration
- Difficulty sleeping, emotional turmoil
- Eating disorders or alcohol or drug misuse

## Long-term effects

- Lack of respect for the parent
  - Loss of self confidence
  - An inability to trust and form relationships
  - Becoming over protective or feeling responsible for the parent
  - Feeling a 'loss of childhood'
  - Problems at school, low education attainment
  - Running away
- **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.*

Although the effects of emotional abuse may take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve serious bullying, including on-line bullying through social networks, on-line games or mobile phones, by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful or anxious about doing something wrong;
  - Parents / Carers who withdraw their attention from the child, giving the 'cold shoulder';
  - Parents / Carers blaming their problems on the child;
  - Parents/Carers who humiliate the child (e.g. name calling or making negative comparisons)
- **Sexual abuse:** *involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation*

*for abuse (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.*

Children who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not understand it is wrong. Sexual abuse can have a long term effect on mental health.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
  - Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
  - Children who ask others to behave sexually or play sexual games;
  - Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.
- **Neglect:** *the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.*

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g., not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their child is ill or injured.

**Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns. None of the signs listed above may actually prove that a child is being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action.**



**Child Sexual Exploitation:**

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

Some of the following may be indicators of sexual exploitation:

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

**Female Genital Mutilation (FGM) and Forced Marriage**

Professionals need to be aware of a girl being at risk of FGM or already having suffered FGM. There is a range of potential indicators that a child may be at risk of FGM:

- Knowing that the family belongs in a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may talk about a special procedure / ceremony that is going to take place or a special occasion to 'become a woman'.

Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and looking uncomfortable;
- Spend longer than normal in the bathroom or toilet;
- May complain about pain between their legs, or talk of something that somebody did to them that they are not allowed to talk about.

**It is mandatory to report disclosures on FGM about a female under 18.**

However this reporting duty is unique in that the individual professional who becomes aware of the case must make a report directly to the police; **it is a personal duty and the responsibility cannot be transferred.** The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty applies to cases **directly disclosed by the victim**; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the police is not mandatory. Any such disclosure should, however, be handled in line with wider safeguarding responsibilities and discussed with the Designated Lead.

Reports under the duty should be made **as soon as possible after a case is discovered**, and best practice is for reports to be made by the close of the next working day.

## Preventing Radicalisation

Keeping Children Safe in Education 2018 places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to co-operate with local Channel panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamist extremism and far-right extremism.

It appears a decision by a young person to become involved in violent extremism:

- May begin with a search for answers to questions about identity, faith and belonging;
- May be driven by the desire for 'adventure' and excitement;
- May be driven by a desire to enhance the self-esteem of the individual;
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support;
- Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination.

Recognising Extremism – early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour or peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with a particular group may not be apparent).

## Private Fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- A child is under 16 years of age – 18 if they have a disability
- The arrangement is for 28 days or longer
- The child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage / affinity).

By law, parents and carers must notify the Local Authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the parent / carer of their legal duty to notify Social Services; we will follow this up by contacting Children's Social Care directly.

## Breast Ironing

- Breast Ironing is practiced in some African countries, notably Cameroon. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.
- Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further.
- In the vast majority of cases breast ironing is carried out by mothers or grandmothers under the "misguided intention" of protecting her from the likelihood of pregnancy and risk of sexual harassment, rape, forced marriage and kidnapping.
- As well as extreme pain and psychological damage, the practice puts the young women at increased risk of developing cysts, infections and even cancer.

## Modern Slavery

Modern slavery is a problem that transcends age, gender and ethnicities, and can impact both foreign nationals and British citizens. Modern slavery takes many forms, but some of the most common are sexual exploitation, forced labour and domestic servitude. Victims are forced to work illegally, against their will in many different sectors, including brothels, cannabis farms, nail bars, agriculture and even within people's homes.

Would you spot the signs?

- A lack of self-esteem
- Acting as if instructed by another
- Injured or in need of medical care
- Distrustful
- Fearful and poorly integrated into the local community
- Living in overcrowded accommodation
- Lacking suitable clothing for their job
- Picked up by vehicles at unusual hour

- **Child Criminal Exploitation**

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity:

- a) in exchange for something the victim needs or wants; and/or
- b) for the financial or other advantage of the perpetrator or facilitator; and/or
- c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.