

**St John's C of E**

**Primary & Nursery School,** **Kingston**

**Policy**

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| **Child Protection and Safeguarding**  **Including Uncollected Children**  KingstonLSCB logo_large.JPG |

 Written: September 2020

Next Review: September 2021

**Resources Committee**

**Lulu Esua**

**Child Protection and Safeguarding Policy 2020**

#### Mission Statement

St John’s nurtures the educational, spiritual and moral development of all within its community, regardless of culture and belief. We foster in our pupils mutual respect and responsibility based on the core Christian values, and fulfil our school motto: “Believe Inspire Achieve”.

**Vision** Our vision is for our whole school community, through the love of God, to respect and understand the Christian values and the beliefs of others.

We ensure that our children are happy, successful learners who enjoy learning, make progress and achieve their full potential.

Our Christian values will inspire our children to develop resilience and confidence.

Our children will lead safe, healthy, caring and fulfilling lives, becoming responsible citizens who make positive contributions to society.

We want everyone is our school to flourish and to know ‘life in all its fullness’ (John 10:10).

**Rights Respecting School** St John’s School is working towards becoming a Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. This policy exemplifies these rights and our practice aims to ensure that Children’s rights are at the centre of life at St John’s.



**Confidentiality**

St John’s recognises that in order to effectively meet a child’s needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 and GDPR is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

The DfE emphasises that: “The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.”

All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil’s safety or wellbeing.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a pupil to other members of staff on a need to know basis.

This Policy should be read in association with the DfE publication Keeping Children Safe in Education 2020.

**1. Introduction**

Our mission statement: St John’s nurtures the educational, spiritual and moral development of all within its community, regardless of culture and belief. We foster in our pupils mutual respect and responsibility based on the core Christian values, to incorporate and fulfil our school motto: “Believe Inspire Achieve”

All involved at the school instil in the children a developing sense of mutual respect. We believe that all members of staff have a pastoral responsibility towards each child and recognise that all children have a fundamental right to be protected from harm. The children can be helped to understand what is and isn’t acceptable behaviour towards them, and taught about staying safe from harm, and how to speak up if they have worries or concerns. The curriculum also plays a part in preparing children for the responsibilities of their adult life.

St John’s fully recognises its responsibilities for child protection and safeguarding and that this is the responsibility of all staff and governors.

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**Important Contacts**

**SPA:** 020 8547 5008 (Kingston Council Single Point of Access)

**LADO:** [lado@achievingforchildren.org.uk](mailto:lado@achievingforchildren.org.uk)**:** 020 8891 7370 07774332675

**Terminology**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children’s **mental and physical 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.

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

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

**Child** includes everyone under the age of 18.

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

**2. Aims & Application of the Policy**

The key aims of this policy are to ensure that all children are/have:

     Safe from maltreatment, neglect, violence and sexual exploitation & grooming;

     Safe from accidental injury or death;

     Safe from bullying and discrimination including cyber bullying;

     Safe from crime and anti-social behaviour in and out of school and in their interactions

within their total environment;

 Safe from influences of extremism and radicalisation

     Security, stability and are cared for.

Our policy applies to all staff, governors, visitors and volunteers working in the school. The five main elements to our policy are to:

     ensure we practise safe recruitment in checking the suitability of staff and volunteers to

work with children;

     raise awareness of child protection issues and equipping children with the skills needed to

keep them safe;

     implement procedures for identifying and reporting cases, or suspected cases, of abuse;

     support any pupil who has been abused in accordance with his/her agreed child

protection plan;

     establish a safe environment in which children can learn and develop.

**3. Statutory Duties, Legislation & Guidance**

In order to safeguard and promote the welfare of children, the school will act in accordance with the legislation and guidance listed below. The most significant document is Part 1 of ‘Keeping Children Safe in Education 2020’ which is published as a stand alone document for use in schools including Annex A of the main document. All staff must have read and understood Part 1 plus Annex A and signed accordingly.

The following Department of Education and Government publications cover the various legal duties & guidance:-

In order to safeguard and promote the welfare of children, St John’s will act in accordance with the following legislation and guidance:

* [**Children Act 1989 Care Planning, Placement and Case Review**](https://www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review)
* [**Children Act 2004**](http://www.legislation.gov.uk/ukpga/2004/31/contents)
* [**Education Act 2002**](http://www.legislation.gov.uk/ukpga/2002/32/section/175)
* [**London Child Protection Procedures and Practice Guidance**](http://www.londoncp.co.uk/)
* [**Keeping Children Safe in Education 2020**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [**Working Together to Safeguard Children 2018**](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
* [**What to do if You're Worried a Child is Being Abused**](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)
* [**Information Sharing**](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)
* guidance on full opening for[**schools**](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools), [**early years**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures) and [**further education**](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term)

Any of these documents may have further revisions and any changes affecting this policy will be adopted and incorporated in the next update. Copies of the above documents can be downloaded through the hyperlinks or obtained from school as part of the induction process.

**4. Child Protection Guidelines**

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department of Education to:

    ensure we have a Designated Safeguarding Lead (DSL) for child protection who has received appropriate training for this role.

    ensure we have a nominated Governor responsible for Safeguarding and Child

Protection .

     ensure every member of staff (including temporary and supply staff and

volunteers) and Governing Body knows the name of the Designated Safeguarding Lead (DSL) responsible for Child Protection and their role.

    ensure all staff and volunteers understand their responsibilities in being alert to the

signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead (DSL) responsible for Child Protection.

    ensure that parents have an understanding of the responsibility placed on the school

and staff for Child Protection by setting out its obligations in the school prospectus;

The full procedural guidelines issued by the Kingston and Richmond Safeguarding Children Partnership (KRSCP), Keeping Children Safe in Education 2020 are available for reference in the Headteacher’s office. The guidelines have been written for managers, professionals and others with a significant interest in the welfare of children in the area covered by the KRSCP. A set of four flow charts for reporting/ referrals are attached as Appendix 2

Further guidance can be obtained from [www.teachernet.gov.uk](https://mail.lgflmail.org/owa/redir.aspx?C=9pynb-zqY0ah13Z9T9BizflNj3XmptII8EIQpf8okJVPh2uIA6I9lPKb5dhWlvqnBIBLjy9b_N0.&URL=http%3a%2f%2fwww.teachernet.gov.uk) or [www.education.gov.uk](https://mail.lgflmail.org/owa/redir.aspx?C=9pynb-zqY0ah13Z9T9BizflNj3XmptII8EIQpf8okJVPh2uIA6I9lPKb5dhWlvqnBIBLjy9b_N0.&URL=http%3a%2f%2fwww.education.gov.uk). (see section 3 above).

**5. Responsibilities**

* 1. **All Staff, Governors, Visitors & Volunteers**
* Should be alert to signs of abuse.
* Should report anything seen or heard that gives cause for concern either immediately or as soon as practicable afterwards to the Designated Safeguarding Lead (or deputy: see 5.2)
* The concerns should be committed to writing either at the time or as soon as practicable thereafter making an accurate, non-judgemental record of the incident using the words that the child used as far as possible. Any information obtained should be done using non leading questions (questions that don’t suggest an answer). Confidentiality must not be promised as staff have a duty to report the incident to the Designated Safeguarding Lead (DSL) and it may be necessary to inform Social Services (SPA). Any marks or injuries observed must be indicated on a body diagram/map sheet. The information should record the date, the time, the place and those persons present. All records will be signed and dated. **Concern Yellow Forms are available in the school office – this are a distinctive colour not used for other purposes. Complete by hand (see Appendix 1A).**
* Should record and report any subsequent incidents or concerns to the Headteacher or Deputy (or member of SLT) in her absence.
* Should be familiar with the Child Protection & Safeguarding Policy and the procedures within it and must be aware of the Designated Teacher or Deputy (or members of SLT).
* All staff will undertake training within designated time, **three years** for teaching and support staff and every **two years** for trainers. Child protection & Safeguarding procedures will be discussed at staff meetings on an annual basis.
* Safeguarding will be on the agenda at staff meetings.
* Help to establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
* Ensure children know that there are adults in the school whom they can approach if they are worried
* Include opportunities in the PSHE & Computing curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will ensure that all staff are aware of:

• St. John’s School Behaviour Policy

• The safeguarding response to children who go missing from education

• The role of the Designated Safeguarding Lead

• The identity of Name of school’s Designated Safeguarding Lead and Deputy

**5.2 Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead at St John’s school is the Headteacher - **Lulu Esua**

The Deputy Designated Safeguarding Lead (DDSL) for Child Protection in this school is the Deputy Headteacher - **Corinne Singh**

In absence of both of the above, the additional trained SLT member is:

**Ann Hutchinson –SEND Leader.** It is hoped to add a second person who can deputise if required.

The DSL and/or a deputy will always be available during school hours for staff in the school to discuss any concerns. Either the DSL or DDSL will be available for out of hours activities.

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They will:

* Follow the most current procedures and guidelines issued by both the Government/ Department for Education and the Local Safeguarding Board.
* Keep written records of concerns (even if there is no need to refer the matter immediately) and of all follow up action taken**.** Pupil Protection Log forms (see Appendix 1B) are to be used for this purpose. These records will be kept in a confidential file in a locked cabinet, in chronological order, in the Headteacher’s office. Only the Headteacher, Deputy Headteacher and the two other members of the SLT will have access to the files. If a pupil transfers to another school these files will be copied and forwarded to the pupil’s new education setting marked **“confidential”** and for the attention of the receiving school’s Designated Safeguarding Lead.

    Develop effective links with other agencies and co-operate with their enquiries regarding child protection. It is the responsibility of the Designated Safeguarding Lead  to ensure that the school is represented at, and a report is submitted to, child protection conferences, child in need meetings, strategy meetings, core group meetings and looked after children reviews. Whoever attends should be fully briefed on any issues or concerns. The Headteacher will normally attend Safeguarding events and the Deputy Headteacher will attend Child Protection events.

* Will ensure that all staff sign to say they have read, understood and agree to work within St John’s safeguarding and child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education 2020 Part 1 and Annex A and ensure that the policies are used appropriately.

     Monitor the progress of any child who has been identified as being ‘at risk’ and continue to monitor that progress.

****    Attend regular training in respect to their role as designated teacher and ensure that they keep themselves and all deputies updated at least annually with changes to procedure guidance and training in relation to their role.

    Ensure that the management of the school keep all staff and governors updated in their child protection training.

    Take all necessary action to ensure that the Child Protection & Safeguarding Policy is carried out in full at all times and that the Policy is annually reviewed by the Governing Body.

    Ensure that the child protection procedures are discussed and examined at least annually by teaching staff and support staff through including this in staff meeting agendas ??

* Ensure that necessary and appropriate precautions such as filters & monitoring systems are in place to protect children from inappropriate or harmful online material.
* Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation.
* Ensure that pupils are taught about safeguarding including staying safe online.

    Notify Social Services if there is an unexplained absence of a pupil who is on the child protection register within the same day.

* Undertake Prevent awareness training.
* Will help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.

The roles of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will be explicit in their job descriptions and we will ensure that they have the time and resources to fulfil their duties.

**5.3 The School Business Manager**

The School Business Manager will maintain records of DBS checks, qualifications of staff etc. as specified in section 8 below. Identification will be checked using passports and other appropriate documentation during the interview process for prospective staff. In particular maintain The ‘Single Central Register’.

**5.4 Designated Governor for Child Protection & Safeguarding**

The Governing Body will ensure that there is a designated governor with responsibility for child protection and safeguarding at all times who will:-

     endeavour to ensure that all aspects of this policy are being fully implemented and that the policy is

updated regularly, in particular the Single Central Register.

       support the Headteacher and the school in the implementation of this policy and also in the monitoring of progress in relation to any child for whom there is a protection plan in place or on the ‘at risk’ register.

The Governing Body will also ensure that at least one Governor has attended a Safer Recruitment Training course within the specified period of validity and is involved in recruitment processes.

# 5.5 Safe school, safe staff

We will ensure that:

* at least one member of every recruitment panel has completed safer recruitment training within the last five years
* all staff are aware of the need for maintaining appropriate and professional boundaries in their relationship with staff, pupils and parents and adhere to St John’s code of conduct
* our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
* adequate risk assessments are in place including for off-site activities, after school clubs, residential trips.
* any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education 2020, Kingston and Richmond Safeguarding Children Partnership, LADO and HR policy, procedures and guidance
* staff are fully aware of how to and have the confidence to report misconduct
* all staff receive information about St John’s safeguarding arrangements, safeguarding statement, staff behaviour policy (code of conduct), safeguarding and child protection policy, the role and names of the designated safeguarding lead and their deputy(ies) and Keeping Children Safe in Education 2020 part 1 and Annex A on induction
* all staff receive safeguarding and child protection training at induction which is regularly updated. In addition, they receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually
* all members of staff are trained in and receive regular updates in online safety and reporting concerns
* all staff and governors have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
* the safeguarding and child protection policy is made available via our school website or other means and that parents and carers are made aware of this policy and their entitlement to have a copy via the school handbook, newsletter or website
* all parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the safeguarding and child protection policy and reference to it in our school’s handbook
* St John’s provides a co-ordinated offer of Early Help when additional needs of children are identified and contributes to Early Help arrangements and inter-agency working and plans
* community users organising activities for children are aware of St John’s safeguarding and child protection policy, guidelines and procedures
* the names of the designated safeguarding lead and deputy(ies), are clearly advertised in the school with a statement explaining the St John’s role in referring and monitoring cases of suspected abuse
* all staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2020 and will sign to say they have read and understood it. This also applies to the Governing Board in relation to parts 1, 2 and Annex A of the same guidance. The DSL and Safeguarding Governor are required to read the whole document.

### Extended school and off-site arrangements

* Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply.
* If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures.
* When our pupils attend off-site activities, we will ensure that effective child protection arrangements are in place.
* When our pupils attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff.

### Photography and images

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

* seek their consent and parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
* use only the pupil’s first name with an image
* ensure that pupils are appropriately dressed
* encourage pupils to tell us if they are worried about any photographs that are taken of them
* ensure that pupils do not take photographs or video images of other students without their express permission and the permission of a member of staff
* ensure filming and photography by parents is not permitted at school events unless permission is given.

**5.5 Stakeholders**

All stakeholders should be aware of the issues regarding children and internet use. Everyone including children have access to all mediums of communication, including the internet and mobile phones and are potential channels for abuse. Everyone should be aware that this is the case and all stakeholders educated about the possible perils of children using them.

**6. Welfare of Children**

A member of staff may become concerned about a child whose appearance, behaviour, health, academic progress, relationships or demeanour give rise to general worries about his or her care and well-being, but have no specific evidence. In such a case the concern should be reported to the Headteacher who will follow the KRSCP document.

If a child makes a disclosure to a member of staff (or other adult) that they are suffering or at risk of suffering significant harm, or if a member of staff becomes aware of any information suggesting that child abuse may have occurred or is likely to occur, then follow the steps in Section 5.1

If, within the context of these guidelines, a child has injuries which require immediate treatment, the Headteacher should arrange for the child to be taken to the A&E department at Kingston hospital. They should inform the hospital that child abuse is suspected.

The Headteacher must also arrange for the parents, or those with parental responsibility, to be informed as soon as possible that the child has been taken to hospital. The subsequent reporting of suspected abuse should follow steps in the KRSCP document.

If a child goes missing from education this is a potential indicator of abuse or neglect. Any such absence should be reported to the Safeguarding Lead who will notify Social Services.

**7. Allegations Made Against a Member of Staff, Volunteer/Visitor or Governor**

Any allegation against a member of staff, a volunteer in or visitor to the school is a matter for the Headteacher who will follow the statutory guidance from the Department of Education reproduced in the school policy ‘Allegations of Abuse against Teachers and other Staff’ (SeealsoKRSCP document).

****    Any allegation against members of the Governing body will initially be dealt with by the

Chair of Governors and the Headteacher.

****    If an allegation is made against the Headteacher then the matter should be reported immediately to the Chair of Governors and or the designated Governor or Kingston’s Local Authority Designated Officer(LADO). The Diocese must be informed.

****     A written, signed and dated record of any allegation should be made and of any discussions that have taken place.

**8. Recruitment and Appointment of Staff and Volunteers and in service checks**

**8.1 Verification**

The Governing Body and Senior Leadership Team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children through volunteering or paid employment. The school in order to fulfil their commitment to safeguard and promote the welfare of its children will provide:

   clear priorities for safeguarding and promoting the welfare of children explicitly stated in all relevant documents. In particular the following statement will be used in all adverts for new appointments:

*‘This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment’.*

 recruitment and human resources management procedures that take account of the need to safeguard and promote the welfare of children and young people including arrangements for appropriate checks on new staff and volunteers. All recruitment panels will have at least one member who has completed Safer Recruitment training within the relevant period of validity. This specific training is available locally from Achieving for Children or the Diocese.

The school will:

    establish and be secure in the identity of staff, and assure themselves that others who employ or supply staff have done so;

     verify the authenticity of the qualifications of staff as part of the recruitment process (see item on references below) and that they have the right to work in the UK (Home Office helpline 0845 010667)

     ensure all staff, governors, and volunteers who work alone with children, have an up to date enhanced DBS check at the appropriate level to their duties; other volunteers who are supervised may not require these checks. The Governors have agreed that enhanced DBS checks should be renewed every 5 years. On appointment Governors must apply for an enhanced check within 21 days.

    maintain an up to date record (The Single Central Register) which displays evidence that the three tasks above have been carried out, and when.

     ‘Disqualification by Association’ regulations have changed and refer now only to the home environment. A member of staff or governor who believes they may be affected in such a way is required to notify the Designated Safeguarding Lead. For further information see Staff Handbook / Staff Code of Conduct.

    ensure that any employee of the Local Authority or Diocese visiting the school, and any supply teacher, has been checked.

* Ensure when our pupils attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff.

**8.2 Training**

The school will also take advantage of the online training available from the National College for School Leadership for Headteachers or Home Office Virtual College training or of similar Safeguarding training for Governors provided through the Local Authority or Diocese.

Employer Access Online has been replaced by the Teacher Services system, which can be used to carry out prohibition from teaching and section 128 direction checks. The new guidance also has more detail on checks on people who have lived or worked outside the UK. All new employees require a permanent National Insurance number before they can commence work. When this is not available contact the National Insurance helpline for further guidance (01708 814440).

**8.3 References**

When references are received the person concerned will consider if:-

* It is on headed notepaper?
* From the person who they requested it from?
* From the last two employers?
* Signed by the author and it is an original signature?
* Whether anyone has spoken to the referee?

**8.4 Medical Clearance**

* All new employees must complete a Health Questionnaire before final appointment
* If any existing employee takes a different post they may be subject to another medical clearance depending on the type of work to be carried out.

**9. Children Not Collected at the End of the School Day**

This applies to any child who is normally collected from school but has not been collected on a particular day and no other arrangement has been made by the parent/carer with the school. Kingston and Richmond Safeguarding Children Partnership, Keeping Children Safe in Education 2020 provide guidance and support for such cases in their document “Children Not Collected at the End of the School Day”. An edited copy for St. John’s is attached as Appendix 3 and a copy is displayed in the school office.

**10. Types of Abuse** **& Indicators of Abuse and Neglect**

**10.1 The 5 main areas** Through our day to day contact with pupils, staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring these concerns to the Headteacher or designated teacher. The areas of abuse are now commonly recognised by all authorities safeguarding children are as follows:

* Physical abuse
* Emotional Abuse
* Sexual Abuse, Grooming & Child Sexual Exploitation
* Neglect
* Bullying (including Cyber Bullying)

Full descriptions of these types of abuse are shown as Appendix 4

Details of the possible signs of abuse and neglect are shown as Appendix 5.

Alongside this Policy the school also has an Anti-bullying Policy which covers peer to peer bullying. This has been comprehensively updated (Jan 2020) to include Anti Cyber-Bullying. Alongside it the pupils have also produced a child friendly policy covering the various types of bullying now including Cyber-Bullying. ‘Peer-on-Peer abuse is most likely to be, but not limited to, Cyber-Bullying and will be dealt with the Anti-Bullying Policy.

**10.2 Specific safeguarding issues**

All staff are required to have read **KCSE 2020 Part1** which included extensive guidance. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website  [www.nspcc.org.uk](http://www.nspcc.org.uk/) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

* [child sexual exploitation (CSE)](https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited) – see also below
* [bullying including cyberbullyin](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)g
* [domestic violenc](https://www.gov.uk/domestic-violence-and-abuse)e and abuse
* [drug](https://www.gov.uk/government/publications/drugs-advice-for-schools)s
* [fabricated or induced illnes](https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)s
* [faith abus](https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)e
* [female genital mutilation (FGM)](https://www.gov.uk/government/publications/female-genital-mutilation-guidelines) – see also below
* [forced marriag](https://www.gov.uk/forced-marriage)e & So-called ‘honour based’ violence
* [gangs and youth violenc](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)e
* [gender-based violence/violence against women and girls (VAWG](https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk))
* [mental healt](https://www.gov.uk/government/publications/the-mental-health-strategy-for-england)h
* [private fosterin](https://www.gov.uk/government/publications/children-act-1989-private-fostering)g – see also below
* [radicalisatio](https://www.gov.uk/government/publications/channel-guidance)n
* [sextin](http://ceop.police.uk/)g
* [teenage relationship abus](https://www.gov.uk/government/collections/this-is-abuse-campaign)e
* [traffickin](https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)g
* children missing education
* sexual violence and sexual harassment
* children with a family member in prison
* homelessness
* contextual safeguarding
* Peer on Peer abuse
* Up skirting
* Online safety

**11. Child Sexual Exploitation**

In February 2017 the Department of Education issued a new document ‘Child Sexual Child Exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation’.

The definition is: *Child Sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

The document recognises that it is children aged 12-15 years of age are most at risk of child sexual exploitation although victims as young as 8 have been identified, particularly in relation to online concerns. Appendix 6 lists the potential indicators of sexual abuse as in that document. At St. John’s, we work hard to keep children and their parents aware of the need for online safety and ensure school computer systems have the necessary security protection. Staff receive training on this as part of the main Safeguarding training.

### 

### Children may be perpetrators of abuse

It must be recognised that children may also be perpetrators of abuse, sometimes at the same time as being abused themselves.

## 12. ****Female genital mutilation (FGM)****

## Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.

These risk indicators may include:

* pupil talking about getting ready for a special ceremony
* family taking a long trip abroad
* pupil’s family being from one of the ‘at risk’ communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
* knowledge that the pupil’s sibling has undergone FGM
* pupil talks about going abroad to be ‘cut’ or to prepare for marriage

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

(See [Female Genital Mutilation Statutory Guidance](https://www.gov.uk/government/publications/female-genital-mutilation-guidelines) and [Kingston and Richmond Safeguarding Children Partnership FGM Policy](https://kingstonandrichmondlscb.org.uk/news-resources/policies-and-procedures-87/female-genital-mutilation-policy-203.php) for further information).

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Signs that may indicate a pupil 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

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting and applies to all staff to make a report to the police.

In St John’s, staff in this situation will record their concerns on **yellow** concern form and inform the DSL, who will support the teacher in making a direct report to the police.

There are no circumstances in which a teacher or other member of staff will examine a girl.

Metropolitan Police ‘Guidance for Schools’ contains further information and is attached as Appendix 7

## ****13. Other Safeguarding Concerns****

**13.1 Forced marriage**

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

For further information see: [Guidance forced marriage](https://www.gov.uk/guidance/forced-marriage)

School staff will never attempt to intervene directly as a school or through a third party. Contact will be made with the Single Point of Access or the Forced Marriage Unit (020 7008 0151) for advice and support.

## ****13.2. Child trafficking and modern slavery****

Human trafficking, is defined in the UN Protocol on trafficking, adopted in 2000, as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation. Human trafficking, or modern day slavery, as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the United Kingdom.

Staff at St John’s are alert to the existence of modern slavery and child trafficking and concerns will be recorded and reported to the Single Point of Access as appropriate.

Further advice can be provided directly by the modern slavery helpline on 0800 0121 700.

## ****13.3 Suicide and self-harm****

Suicide:an act of deliberate self-harm which results in death.

Self-harm**:** self-poisoning or self-injury, irrespective of the apparent purpose of the act.

Suicide and self-harm links:self-harm is generally a way of coping with overwhelming emotional distress.Many young people self-harm where there is no suicidal intent.

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible.

.

The most common forms of self-harm are:

* cutting
* biting self
* burning, scalding, branding
* picking at skin, reopening old wounds
* breaking bones, punching
* hair pulling
* head banging
* ingesting objects or toxic substances
* overdosing with a medicine

St John’s recognises that any pupil who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a pupil has self-harmed, or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern.

## ****13.4 Fabricated or induced illnesses****

Staff at St John’s are alert to the issues surrounding fabricated or induced illnesses. This is most commonly identified in younger children. Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

* fabrication of signs and symptoms, including fabrication of past medical history
* fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
* induction of illness by a variety of means

Staff at St John’s will record and report any concerns about a child who might be experiencing Fabricated or induced illness to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral or consult with the Single Point of Access as with any other child protection concern.

## ****13.5 Contextual Safeguarding****

Contextual Safeguarding is an approach to understanding, and responding to, children and young people’s experiences of significant harm beyond their families. Although this largely refers to adolescence St John’s recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school; online can feature violence and abuse.  All staff, but especially the designated safeguarding leads will consider the context within which such incidents and/or behaviours occur and whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. For more information please read [contextual safeguarding](https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding)

**14. Prevention of Radicalisation**

**14.1 Department for Education Guidance**

In March 2015 new statutory duties were placed on schools by the ‘Counter Terrorism and Security Act,’ (2015) which means they must work to prevent children being drawn into extremism.

At St John’s we endeavour to protect our whole school community from being affected by any forms of extremism. St John’s staff and Governors have all received and familiarised themselves with guidance document ‘The Prevent Duty: Departmental advice for schools and childcare providers’ dated June 2015 published by the DfE.

Through accessing training events such as PREVENT, St John’s School will ensure that staff are:

* Fully aware of the threats, risks and vulnerabilities that are linked to radicalisation
* Aware of the process of radicalisation and how this might be prevented at an early stage.

We will work alongside other professional bodies and agencies to ensure our pupils are safe from harm.

**14.2 Definitions**

Extremism is defined as vocal or active opposition to fundamental ‘British Values’ of democracy, the rule of law, individual liberty & mutual respect and tolerance of those with different faiths & beliefs.

Radicalisation refers to the process by which a person becomes support terrorism and extremist ideologies associated with terrorist groups.

**14.3 Our Religious Education Policy**

St John’s has a Religious Education Policy. This policy addresses the importance of embracing a rich blend of faiths, ideology and cultures and how at St John’s we impart this crucial message.

We encourage all to talk through their beliefs, ideology, fears and questions openly, so that we can retain the cohesion of our community and protect what we hold dear.

Children may raise difficult and sensitive questions in school. Staff endeavour to provide a safe space in which engagement and fair, balanced and honest dialogue can happen. As a school we are uniquely positioned to be a catalyst in our community to encourage links between different faith communities, children, their families and adults in order to support conversations, questions and have debates and discussions to promote positive understanding of each other.

**14.4 Roles of Governing Body and Headteacher**

It is the responsibility of the Governing Body to ensure that the school meets its statutory duties with regards to preventing radicalisation. The Headteacher, as the designated Safeguarding Lead is responsible for ensuring :-

* that staff understand the issues of radicalisation and know how recognise signs, respond to and

report any concerns

* that staff receive safeguarding concerns about any child who may be vulnerable to risks or who are

showing concerning signs.

* that, as with all safeguarding concerns, referrals are made to the local safeguarding board and

other relevant authorities.

* that new staff receive appropriate training and all staff are kept up to date on these matters.

Collectively the school is alert tothe potential dangers of institutional complacency and/or suspended professional disbelief just because we are in a relatively low risk area.

## 15. ****Private fostering****

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children’s home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

St John’s recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Social Care as soon as possible. When St John’s becomes aware of a private fostering arrangement for a pupil that has not been notified to Children’s Social Care, we will encourage parents and private foster carers to notify Children’s Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

## 16. ****So-called ‘honour based’ abuse****

So-called ‘honour based’ abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Crimes include female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Honour based abuse might be committed against young people in our school who;

* become involved with a boyfriend or girlfriend from a different culture or religion
* want to avoid an arranged marriage
* want to avoid a forced marriage
* wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others. Staff at St John’s will record and report any concerns about a child who might be at risk of HBA to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the police, and/or the Single Point of Access as with any other child protection concern and may also contact the forced marriage unit for advice as necessary.

**17. Peer on Peer Abuse**

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

St John’s does not tolerate any form of abuse and will not allow any such behaviour to be passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

### The allegation:

* is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
* is of a serious nature, possibly including a criminal offence
  + - raises risk factors for other pupils in the school
    - indicates that other pupils may have been affected by this student
    - indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a pupil could include:

* physical abuse: violence, particularly pre-planned, forcing others to use drugs or alcohol, initiation/hazing type violence and rituals.
* emotional abuse: blackmail or extortion, threats and intimidation
* sexual abuse: indecent exposure, upskirting, indecent touching or serious sexual assaults, forcing others to watch pornography or take part in sexting
* abuse within intimate partner relationships
* sexual exploitation: encouraging other children to attend inappropriate parties, photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

### What to do:

* When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead should be informed.
* A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
* The DSL should contact children’s services to discuss the case. It is possible that children’s services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a children’s services referral where appropriate.
* The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils’ files.
* If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
* It may be appropriate to exclude the pupil being complained about for a period of time according to St John’s behaviour policy and procedures.
* Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures.
* In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
* The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

## 18. School related weapons incidents

St John’s follows the AfC School Related Weapons or Potential Weapons Incidents

[Protocol](file:///\\HY01-3143305FS1\StaffData$\StaffWork\ahutch3.314\Downloads\School%20Related%20Weapons%20Incidents%20Protocol%20November%202019%20(1).pdf)

St John’s has a duty and a responsibility to protect and safeguard our pupils and staff. St John’s will inform SPA and the police of any incident involving a weapon or potential weapon.

Teachers have a number of legal powers which include the power to search pupils without consent for a number of ‘prohibited items’. These include: knives and weapons; alcohol; illegal drugs and stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules that has been identified in these rules as an item that may be searched for [searching, screening and confiscation](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf%20)

We recognise that children and young people involved in school related weapons incidents, including the alleged perpetrators, are vulnerable. St John’s will provide support, protection and education to develop a full understanding of the implications of carrying, and or using, weapons.

19. **Online safety**

St John’s school online safety policy (on school website, in main office and on the school system) explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. St John’s follows the DfE guidance regarding teaching online safety in schools (2019) Teaching online safety in schools

Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see ‘Sexting’ below).

**20. Bullying**

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling), and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group, online). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services and are away from home should have in place rigorously enforced anti-bullying strategies. Cyber-Bullying has become an increasing problem. This aspect of bullying is now fully described in St. John’s Anti-Bullying Policy which has been extended to cover Cyber-Bullying. That policy should be read as part of Child Protection and Safeguarding.

**21. County lines: child criminal exploitation**

## **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 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. CCE does not always involve physical contact, it can also occur through the use of technology. CCE can include children being:

* forced to work in cannabis factories.
* coerced into moving drugs or money across the country (county lines).
* forced to shoplift or pickpocket.
* forced to threaten other young people.

Some of the following can be indicators of CCE:

* Unexplained gifts or new possessions
* Association with other young people involved in exploitation
* Changes in emotional well-being
* Misuse of drugs and alcohol
* Regular missing episodes or frequently coming home late
* Missing school or education

## ****County lines****

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines are missing episodes.

Like other forms of abuse and exploitation, county lines exploitation:

* can affect any child or young person (male or female) under the age of 18 years
* can affect any vulnerable adult over the age of 18 years
* can still be exploitation even if the activity appears consensual
* can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
* can be perpetrated by individuals or groups, males or females, and young people or adults
* is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

For more information see: [Criminal exploitation of children and vulnerable adults: county lines](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)

**22. Children who have a social worker**

Children may need a social worker due to safeguarding and/or welfare needs. This may be due to abuse, neglect and/or complex family circumstances. St John’s recognises that a child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The local authorities will share the fact that a child has a social worker with the school, and the designated safeguarding lead will ensure that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes. This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

**23. Early help and interagency working**

At St John’s we are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to teenage years. In the first instance staff should discuss early help requirements with the DSL.

Any child may benefit from early help, but at St John’s we are particularly aware of the potential need for early help for a child who:

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

Staff may be required to support other agencies and professionals in an Early Help Assessment (EHA) [Early help assessment](https://www.achievingforchildren.org.uk/early-help-assessment/).

This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case will be kept under constant review and consideration given to a referral to children’s social care if the child’s situation doesn’t appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

As part of meeting a child’s needs our Governing Board recognises the importance of sharing information between professionals and local agencies. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Policy Approved by the Governing Body:

**Signed ……………………………………………… Chair of Governors**

**Signed ……………………………………………… Headteacher**

**Date ………………………………….**

*N.B Appendices follow*

**Appendix 1A *BRIGHT YELLOW FORMS AVAILABLE FROM OFFICE –COMPLETE BY HAND***

**St John’s C of E Primary & Nursery School**

**Concern Form**

Please complete this form if you have any concerns about a pupil

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pupil Name** |  | | | | |
| **Day/Date/Time** | |  | | **Date of Birth** |  |
| **Member of Staff** | |  | | | |
| **Concern** (Please describe as fully as possible): | | | | | |
| **Signature:** | | | **Date:** | | |

|  |  |
| --- | --- |
| **Action Taken** | |
| **Date** |  |
| **Person Taking Action** |  |
| **Action** |  |
| **Signature** |  |

|  |  |
| --- | --- |
| **Date Feedback Given** | **Person Giving Feedback** |
|  |  |

**Please circle the category of the concern:** Neglect, Online, CME, Sexting, FGM, Mental Health, Physical, CSE, Emotional, Radicalisation, Sexual Abuse, Peer on Peer Abuse

**Please pass this form to the Designated Safeguarding Lead when completed**

**CONCERNS FORM CONTINUED *This* GUIDANCE *appears overleaf***

It is important that concern forms are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

• Enter all the admin details, including date of birth (we are asked for this when we report a concern to Children's Services or the police)

• Include your full name (not initials)

• Make sure the concern is given in detail, preferably in the child's own words

• Don't report what other people have told you - they must write their own concern form

• Only write about one child on each concern form (use a separate form for each child)

• Remember that concern forms are used in court cases and inquests as primary documents, so they must be complete and accurate.

• Make sure you use a Concern Form to record your concern. Do not use other any other form or piece of paper. Writing on the back of other forms can cause confusion and error.

• If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form.

• If there are no Concern Forms available, please inform the admin team and contact a member of the safeguarding team

• Avoid using email to send your concern; emails are insecure, get missed, go to the wrong person and cannot be signed. Use a method that mitigates these risks.

• Completed concern forms must be handed to the Safeguarding Lead immediately.

• Please alert the safeguarding team to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.

• Finally, please sign, date and time the concern form.

**APPENDIX 1B**

**Pupil Protection Log**

**Child Protection / Welfare concerns**

**Date file started:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pupil name:** | | | | | | **Date of birth:** | | | |
| **Any other name by which child is known:** | | | | | | | | | |
| **Home address:**  **Telephone no:** | | | | **Current address (if different)** | | | | | |
| **Family members i.e. parents / carers / siblings:** | | | | | | | | | |
| **Name** | | **Relationship to child** | | | | | **Relevant information** | | |
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|  | |  | | | | |  | | |
|  | |  | | | | |  | | |
| **Are records held in school relating to other connected children? If yes, who?** | | | | | | | | | |
| **Contact details of other professionals involved:** | | | | | | | | | |
| Name | | | Agency | | | | | Contact details | Start date involved |
|  | | |  | | | | |  |  |
|  | | |  | | | | |  |  |
|  | | |  | | | | |  |  |
| **Concerns raised:** | | | | | | | | | |
| Date: | By whom | | | | Brief description of action | | | | |
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**APPENDIX 2 Reporting/Referral Flow charts**

**Flowchart One: When there are serious concerns about a child’s welfare but no specific evidence of abuse:**

1. Member of staff discusses concerns with Designated Safeguarding Lead (DSL)

2. DSL to inform Headteacher (if separate from HT)

3. DSL/Headteacher consult with parents/carers and discuss concern

4. Decision made whether or not to refer to local SPA **020 8547 5008**

5. Record outcome of meeting and decisions made

6. No Referral

6. Referral under s.17 Child in Need. Within 24 hours, SPA outlines response to referrer.

**Flowchart Two:**

**Action to be taken when child/young person discloses, or a member of school staff suspects, that abuse has occurred outside of school:**

1. Disclosure made to member of school staff

2. Report disclosure to Designated Safeguarding Lead

1. Where the DSL is not the Headteacher, Headteacher should be informed of the disclosure

4. Decision made whether or not to refer to local **SPA 020 8547 5008**

Decision not to refer Decision to refer

6. School contact relevant SPA or allocated social worker

5. Incident logged

Decision not to proceed Decision to proceed

8. School complete and email / fax through referral form

7. SPA offers advice to school

9. Investigation undertaken within 24 hours. SPA outlines response to referrer

**Flowchart Three: Allegation of abuse by a member of school staff or volunteer (teaching or non-teaching)**

1. Disclosure made to a member of school staff

2. Disclosure reported to Headteacher

3. Headteacher reports the disclosure to the LADO

Decision not to proceed Decision to proceed

5. The LADO advises as to next steps in liaison with the Police

4. Headteacher records decision and takes the action agreed

6. Strategy Meeting convened within 72 hours

No further action Decision to proceed

7. Reason for decision recorded and feedback to relevant parties

8. Further action agreed by Strategy Meeting

**Flowchart Four:**

**Referral procedure for when a child/young person discloses to a member of school staff an allegation of abuse by a Headteacher.**

1. Disclosure made to member of staff.

Headteacher **is** the Headteacher **is not** the

Designated Safeguarding Lead Designated Safeguarding Lead

3. Member of staff informs Designated Safeguarding Lead and Chair of Governors (Lynn Charlton)

2. Member of staff informs Chair of Governors

(Lynn Charlton)

4. Designated Safeguarding Lead and/or Governor inform the LADO

Decision not to proceed Decision to proceed

5. Reason for decision and agreed action recorded and reported to relevant parties

6. LADO directs investigation in liaison with Police

7. Strategy meeting convened within 72 hours

9. Further action agreed by Strategy Meeting

8. Reason for decision and agreed action recorded and reported to relevant parties

**Appendix 3 Children not collected from school at the end of the school day. (Local Safeguarding Board Procedure)**

1.1 The majority of children in the school are collected by their parents, a guardian, a child minder or other carer.

1.2 Parents are responsible for informing the school about any changes to the routine for collecting their children from school.

1.3 In the Foundation Stage and in Key Stage 1 children will be collected by a parent or other carer. This pattern will continue into Key Stage 2. In Upper Key Stage 2 parents may make the decision to allow their children to walk home with a friend. They will need to inform the school about this decision.

1.4 Occasionally parents or carers are unavoidably late collecting their children e.g. stuck in traffic jam. Usually parents inform us of this situation. Where we know parents are going to be late picking up their children the teacher is responsible for taking them to the main entrance where the children are left in the care of the office staff.

1.5 On other occasions children are not collected at 3.20pm and the school receives no message. On these occasions the teacher should keep the child with them for the first 10 minutes and thereafter take them to the main entrance where the children are left in the care of the office staff. Nursery staff may prefer to keep children with them but the office must be informed.

1.6 The office staff or the teacher will contact the parent or carer using the contact information sheet kept in class groups in the main office.

1.7 If there is no response from any of the contact numbers the Headteacher, or in her absence the Deputy Headteacher, should be informed of the situation.

1.8 If a parent/carer or emergency contact can not be contacted and has not arrived by 4.15pm, the Safeguarding Service should be alerted on 020 8547 5008 and asked to make contact with the parents.

Duty Education Welfare Officer (DEWO) will make further telephone contact or visit the home address. If the parent/guardian/carer is not at home a standard letter will be left asking them to contact the school before 4.45pm or Single Point of Access team 02085475008 after 4.45pm.

1.9 The Duty Social Worker will give advice and carry out appropriate checks and make further attempts to contact the parent/carer, although they will normally request that the child remains at school for as long as possible in case the parent/carer arrives late.

1.10 If attempts to contact a parent or appropriate carer are unsuccessful, a duty worker will visit the home address, leave a standard letter asking them to contact the school before 4:45pm. or the Children’s Emergency Duty Team (EDT) Duty Social Worker after 5pm and then take the child to a designated place of safety, Guildhall 2. Plans would then be made by the duty worker to arrange a placement for the child. An alert form would be sent to Children’s EDT if the situation has not been resolved by 5.00 p.m. providing guidance on what action to take if the parent/carer makes contact.

1.11 If an appropriate relative or carer is located from the emergency contact list, he/she will be asked to ensure the child is collected from the school. If there are genuine reasons for the relative or carer being unable to do this, social care staff will liaise with school about arrangements for the child to be collected and taken to the social care offices in Guildhall 2.

1.12 When contact is made with the child’s parents / carers, they should be informed that Social Care has been contacted and who to contact if the child has been collected by social care duty team.

1.13 The exception to this arrangement is the St.John’s After School Club which is based on the school site and has an extended day up to 6.00 pm. In the event that a child has not been collected by 6.30 p.m. the After School Club Manager shall contact the Police and Children’s Emergency Duty Team Social Worker to alert them to this fact and that an emergency placement may be needed. The Police and Children’s EDT social worker will work together to make emergency care arrangements, ensuring that appropriate messages are left for parents/carers advising that they make contact.

1.14 The Headteacher, or in his absence the Deputy Headteacher, is responsible for looking after the child until the Duty Education Welfare Officer collects the child from the school.

**APPENDIX 4 TYPES OF ABUSE (Full description)**

**Physical Abuse** Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, fabricating symptoms of illness, deliberately inducing illness or otherwise causing physical harm to a child.

**Emotional Abuse** Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children 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 the 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 cyber bullying), 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, though it may occur alone.

**Sexual Abuse, Grooming & Sexual Exploitation**

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,). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual activity involving a child under the age of 13 is always a criminal offence. It can be difficult to identify children who are the risk of sexual exploitation.

Grooming is the process of ‘preparing’ a child for a sexual purpose. It is often slow and subtle lulling the child into a false sense of security and always involves manipulation and deceit. This may occur within the community or online using the internet or mobile phones. Sexual Exploitation is the subject of a separate paragraph in the main policy.

**Neglect**

 Neglect is 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 and 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.

Definitions taken from Working Together to Safeguard Children (HM Government, 2018)

[Working Together to Safeguard Children 2018](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf)

**Indicators of abuse**

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they ‘tell’. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

• have bruises, bleeding, burns, fractures or other injuries

• show signs of pain or discomfort

• keep arms and legs covered, even in warm weather

• be concerned about changing for PE or swimming

• look unkempt and uncared for

• change their eating habits

• have difficulty in making or sustaining friendships

• appear fearful

• be reckless with regard to their own or other’s safety

• self-harm

• frequently miss school or arrive late

• show signs of not wanting to go home

• display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn

• challenge authority

• become disinterested in their school work

• be constantly tired or preoccupied

• be wary of physical contact

• be involved in, or particularly knowledgeable about drugs or alcohol

• display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development

• acquire gifts such as money or a mobile phone from new ‘friends’ or adults recently acquainted with the child’s family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

**It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need ‘absolute proof’ that the child is at risk.**

**Impact of abuse**

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

**Taking action**

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of ‘It could happen here’.

Key points for staff to remember when taking action are:

* in an emergency take the action necessary to help the child, for example, call 999
* report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.
* do not start your own investigation
* share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
* complete a record of concern, specify school’s procedures and seek support for yourself if you are distressed or need to debrief

**Domestic abuse**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, 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.

The abuse can encompass, but is not limited to:

• psychological

• physical

• sexual

• financial

• emotional

St John recognises that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. We acknowledges that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. School is part of the Information sharing ‘Operation Encompass’ who will inform school when the police have responded to an incident with a school age child present.

**Mental Health**

Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives [mentalhealth.org.uk](https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people)

St John’s recognises that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Possible warning signs include:

* Persistent sadness — two or more weeks
* Withdrawing from or avoiding social interactions
* Hurting oneself or talking about hurting oneself
* Talking about death or suicide
* Outbursts or extreme irritability
* Out-of-control behaviour that can be harmful
* Drastic changes in mood, behaviour or personality
* Changes in eating habits
* Loss of weight
* Difficulty sleeping
* Frequent headaches or stomach aches
* Difficulty concentrating
* Changes in academic performance
* Avoiding or missing school

St John’s aims to promote positive mental health for all staff and pupils through our PSHE curriculum, ELSA support etc.

We will ensure that staff, pupils and parents are made aware of the support available in school and in the local community.

**Homelessness**

St John recognises that being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead is aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include:

• household debt

• rent arrears

• domestic abuse and anti-social behaviour

• the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to children’s social care will be made.

**Children missing education**

We recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with AfC when patterns of absence give rise to concern.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

We will ensure, where possible that we have more than one emergency contact number for each pupil. This will give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Our attendance policy is set out in a separate document and is reviewed regularly by the Governing Board. The school operates in accordance with statutory guidance ‘Children Missing Education’ (DfE 2016)[Children Missing Education Statutory Guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

**Children who run away or go missing from home or care**

St John’s recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

‘Keeping Children Safe in Education 2020’ highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014*)* requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with AfC or other relevant local authority, St John’s will facilitate return home interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school or college site for the interview to take place.

**APPENDIX 5 : INDICATORS OF ABUSE AND NEGLECT**

**The framework for understanding children’s needs:**



**Working Together to Safeguard Children (DFE, 2016)**

|  |  |
| --- | --- |
| **Physical abuse**  **Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.** | |
| **Child** | |
| Bruises – shape, grouping, site, repeat or multiple | Withdrawal from physical contact |
| Bite-marks – site and size  Burns and Scalds – shape, definition, size, depth, scars | Aggression towards others, emotional and behaviour problems |
| Improbable, conflicting explanations for injuries or unexplained injuries | Frequently absent from school |
| Untreated injuries | Admission of punishment which appears excessive |
| Injuries on parts of body where accidental injury is unlikely | Fractures |
| Repeated or multiple injuries | Fabricated or induced illness - |
| **Parent** | **Family/environment** |
| Parent with injuries | History of mental health, alcohol or drug misuse or domestic violence. |
| Evasive or aggressive towards child or others | Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Explanation inconsistent with injury | Marginalised or isolated by the community. |
| Fear of medical help / parents not seeking medical help | Physical or sexual assault or a culture of physical chastisement. |
| Over chastisement of child |  |

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| **Emotional abuse**  **Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, ‘making fun’ of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).** | |
| **Child** | |
| Self-harm | Over-reaction to mistakes / Inappropriate emotional responses |
| Chronic running away | Abnormal or indiscriminate attachment |
| Drug/solvent abuse | Low self-esteem |
| Compulsive stealing | Extremes of passivity or aggression |
| Makes a disclosure | Social isolation – withdrawn, a ‘loner’ Frozen watchfulness particularly pre school |
| Developmental delay | Depression |
| Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking) | Desperate attention-seeking behaviour |
| **Parent** | **Family/environment** |
| Observed to be aggressive towards child or others | Marginalised or isolated by the community. |
| Intensely involved with their children, never allowing anyone else to undertake their child's care. | History of mental health, alcohol or drug misuse or domestic violence. |
| Previous domestic violence | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| History of abuse or mental health problems | Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault |
| Mental health, drug or alcohol difficulties | Wider parenting difficulties |
| Cold and unresponsive to the child’s emotional needs | Physical or sexual assault or a culture of physical chastisement. |
| Overly critical of the child | Lack of support from family or social network. |

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| **Neglect**  **Neglect is 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.** | |
| **Child** | |
| Failure to thrive - underweight, small stature | Low self-esteem |
| Dirty and unkempt condition | Inadequate social skills and poor socialisation |
| Inadequately clothed | Frequent lateness or non-attendance at school |
| Dry sparse hair | Abnormal voracious appetite at school or nursery |
| Untreated medical problems | Self-harming behaviour |
| Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold | Constant tiredness |
| Swollen limbs with sores that are slow to heal, usually associated with cold injury | Disturbed peer relationships |
| **Parent** | **Family/environment** |
| Failure to meet the child’s basic essential needs including health needs | Marginalised or isolated by the community. |
| Leaving a child alone | History of mental health, alcohol or drug misuse or domestic violence. |
| Failure to provide adequate caretakers | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| Keeping an unhygienic dangerous or hazardous home environment | Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault |
| Unkempt presentation | Lack of opportunities for child to play and learn |
| Unable to meet child’s emotional needs | Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals |
| Mental health, alcohol or drug difficulties |  |

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| **Sexual abuse**  **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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.** | |
| **Child** | |
| Self-harm - eating disorders, self-mutilation and suicide attempts | Poor self-image, self-harm, self-hatred |
| Running away from home | Inappropriate sexualised conduct |
| Reluctant to undress for PE | Withdrawal, isolation or excessive worrying |
| Pregnancy | Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit |
| Inexplicable changes in behaviour, such as becoming aggressive or withdrawn | Poor attention / concentration (world of their own) |
| Pain, bleeding, bruising or itching in genital and /or anal area | Sudden changes in school work habits, become truant |
| Sexually exploited or indiscriminate choice of sexual partners |  |
| **Parent** | **Family/environment** |
| History of sexual abuse | Marginalised or isolated by the community. |
| Excessively interested in the child. | History of mental health, alcohol or drug misuse or domestic violence. |
| Parent displays inappropriate behaviour towards the child or other children | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| Conviction for sexual offences | Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault |
| Comments made by the parent/carer about the child. | Grooming behaviour |
| Lack of sexual boundaries | Physical or sexual assault or a culture of physical chastisement. |

**Appendix 6** **Potential indicators of child sexual exploitation**

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

• Acquisition of money, clothes, mobile phones etc without plausible explanation;

• Gang-association and/or isolation from peers/social networks;

• Exclusion or unexplained absences from school, college or work;

• Leaving home/care without explanation and persistently going missing or returning late;

• Excessive receipt of texts/phone calls;

• Returning home under the influence of drugs/alcohol;

• Inappropriate sexualised behaviour for age/sexually transmitted infections;

• Evidence of/suspicions of physical or sexual assault;

• Relationships with controlling or significantly older individuals or groups;

• Multiple callers (unknown adults or peers);

• Frequenting areas known for sex work;

• Concerning use of internet or other social media;

• Increasing secretiveness around behaviours; and

• Self-harm or significant changes in emotional well-being.

Practitioners should also remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present. Practitioners should also be alert to the fact that some risk assessments have been constructed around indicators of face-to-face perpetration by adults and may not adequately capture online or peer-perpetrated forms of harm. It is also important to remember that risk assessments only capture risk at the point of assessment and that levels of risk vary over time, and that the presence of these indicators may be explained by other forms of vulnerability rather than child sexual exploitation. **APPENDIX 7 : FEMALE GENITAL MUTILATION**

 **(FGM) Guidance for schools**

**World Health Organisation definition**

“All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non – medical reasons.”

**School staff can play a key role in protecting girls from FGM. With your help we can identify those at risk and together we can protect them from being harmed.**

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| **FGM is child abuse**  FGM is recognized by the United Nations as a violation of the human rights of girls and women. It is nearly always carried out on minors (between infancy and age 15) and is a violation of the rights of children. It is illegal in the UK and it is child abuse. FGM is under reported in this country. Over 24,000 girls under the age of 15 years in England and Wales are at risk from undergoing FGM either in this country or abroad. The summer holiday’s is the period when girls are mostly at risk of FGM. With your help we can identify those at risk and together we can protect girls from undergoing FGM. | **No health benefits, only harm**  FGM has no health benefits, and it harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies.  Immediate complications can include severe pain, shock, haemorrhage (bleeding), tetanus or sepsis (bacterial infection), urine retention, open sores in the genital region and injury to nearby genital tissue. |

**FGM is classified into four major types:**

1. **Clitoridectomy**: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals).
2. **Excision**: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are "the lips" that surround the vagina).
3. **Infibulation**: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
4. **Other**: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

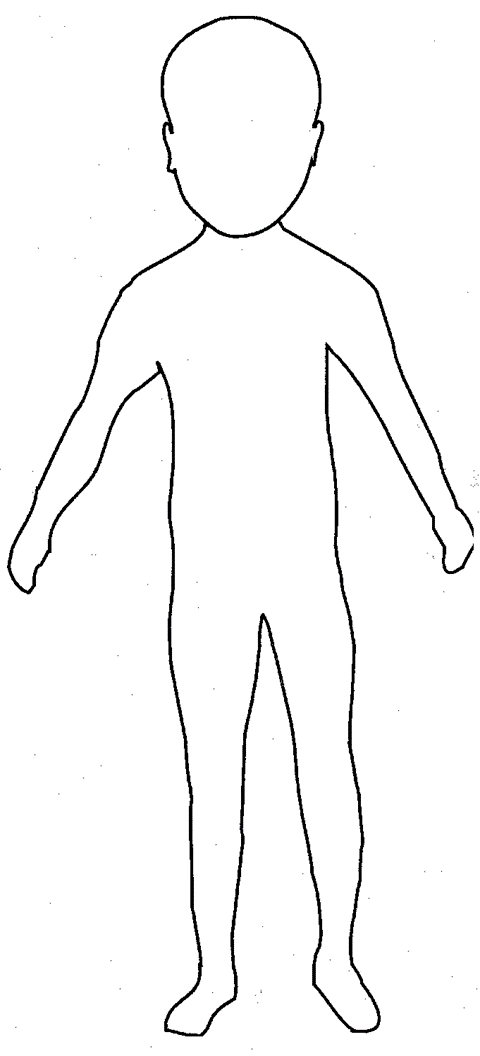
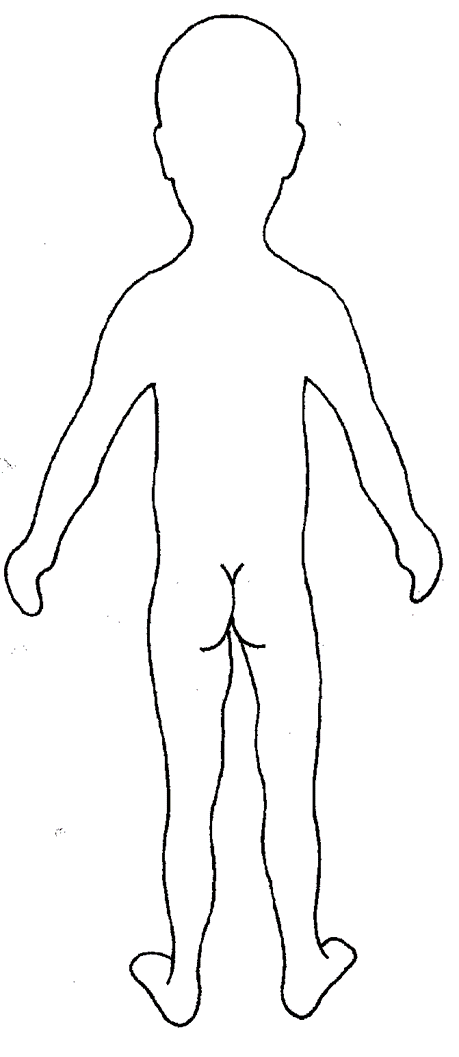
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| --- | --- |
| **Long term consequences can include:**   * recurrent bladder and urinary tract infections; * cysts; * infertility; * an increased risk of childbirth complications and newborn deaths; * A need for further surgery. For example, the FGM procedure that seals or narrows a vaginal opening (type 3 above) needs to be cut open later to allow for sexual intercourse and childbirth. Sometimes it is stitched again several times, including after childbirth, hence the woman goes through repeated opening and closing procedures, further increasing and repeated both immediate and long-term risks. | **FGM indicators**   * The girl may confide that she is to have a “special procedure “ which will make her a woman or talk of a ceremony taking place for her or other siblings. There may be talk of vaccinations or talk of absence from school. Girls are more at risk of FGM during school summer holidays * A girl or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent This is not enough on it’s own but might be significant when added to other concerns. * A mother or an older sibling had already undergone FGM |
| **Who is at risk of FGM ?**  The communities in the UK that girls are most at risk of FGM include the Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian and Eritrean communities. Non-African communities that practice FGM include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim communities. | **Signs that FGM may have occurred**   * Prolonged absence from school with a noticeable change in behavior on return * Finding it difficult to sit still and appears to be experiencing discomfort or pain * Spending a long time away from class for toilet breaks * Asking to be excused from PE or swimming * Suddenly visiting the school nurse more frequently * A sudden change in dress | |
| **Prevention & Reporting**  **School staff can play a key role in protecting girls from FGM.**  **If you think a girl is at risk of FGM or that FGM may have taken place you must report it immediately as you would any other form of child abuse.**  **1) You must inform your Designated Teacher for Child Protection.**  **2) A referral must be completed to children’s social care.**  **3) In urgent cases, contact children’s social care or police direct using 999 or 101.**  **It is essential that the young person’s parents are not spoken to before a referral is sent to children’s social care.**  **A full risk assessment will be conducted and any decision to contact the young person’s parents will be made jointly by children’s social care and police.**  **It is essential that all professionals within education are aware of this heinous crime and follow the above safeguarding procedures.** | **For additional support ;**  **See contact details below:**  **Project Azure, Metropolitan Police**  **Tel 020 71612888**  **NSPCC Female Genital Mutilation (FGM) helpline**  **0800 028 3550**  **Dr Comfort Momoh (MBE) FGM Specialist**  **Phone: 020 7188 6872 Mobile: 07956 542 576 E-mail:** [**comfort.momoh@gstt.nhs.uk**](mailto:comfort.momoh@gstt.nhs.uk)  **FORWARD**  **Phone: 020 89604000 E-mail:** [**naana@fowarduk.org.uk**](mailto:naana@fowarduk.org.uk)  **Daughters of Eve**  **Mobile: 07983 030 488**  **07961797173 E-mail (via website):** [**www.dofeve.org/**](http://www.dofeve.org/)  **IKWRO Phone: 0207 920 6460 E-mail:** [**www.ikwro.org.uk/**](http://www.ikwro.org.uk/) | |

# Appendix 8

## Body map

**(This must be completed at time of observation)**

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Pupil: |  | Date of Birth: |  |
| Name of Staff: |  | Date and time of observation: |  |



**BACK**

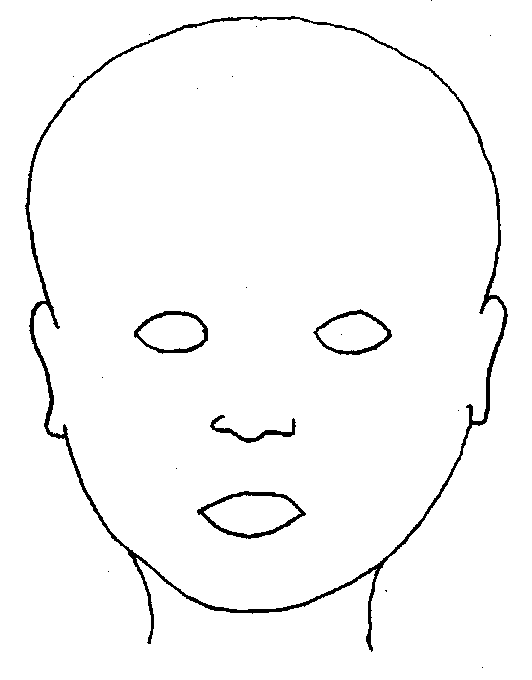
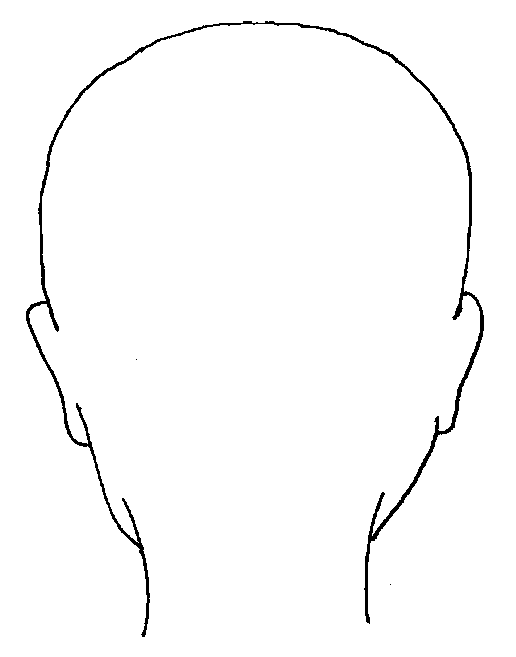
**FRONT**

**BACK**

**FRONT**

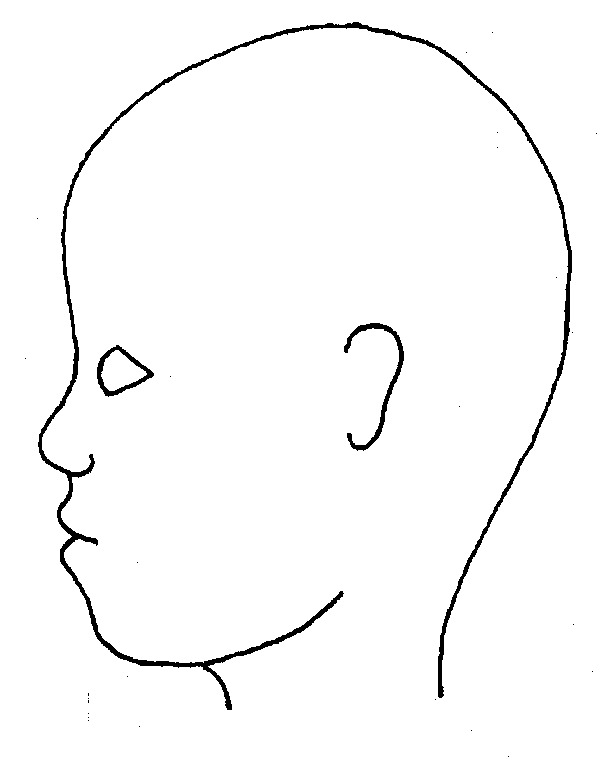
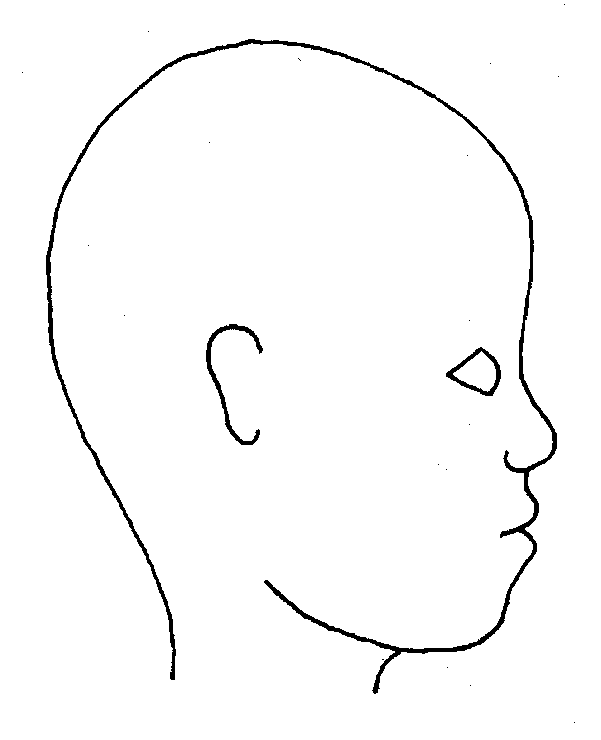
|  |  |  |  |
| --- | --- | --- | --- |
| Signature: |  | Date: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Pupil: |  | Date of Birth: |  |
| Name of Staff: |  | Date and time of observation: |  |



**FRONT**

**BACK**



**RIGHT**

**LEFT**

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: |  | Date: |  |

# Appendix 9

## Concerns flow chart

**Raising safeguarding concerns about a child**

Concerns put in writing on a **Yellow** Concern Form

**Designated safeguarding lead(s):** Lulu Esua Corinne Singh Ann Hutchinson

**Safeguarding governor:**

Lynn Charlton

AfC LADO

Contact details:

Tel: 020 8891 7370 or

SPA: 020 8547 5008

Safeguarding Governor:

Hand Yellow concern form to : Headteacher or Deputy Headteacher

Concern form is reviewed by DSL who makes a decision about the next steps to take

Decision is made to monitor the concern

Decision is made to refer the concern to Children’s Social Care

Decision is made to discuss the concern with the parents or carers

Refer

Discuss

Monitor

DSL discusses decision with the headteacher and they agree to refer to Children’s Social Care

Class teacher or form tutor is asked to monitor pupil and feedback to the DSL within an agreed timescale

Having discussed the concern with the parents or carers, the DSL decides that further discussion with parents or carers is needed, the concern should be monitored or referred to Children’s Social Care

Refer

Monitor

Contact details for referrals to Children’s Social Care:

SPA: 020 8547 5008

Prevent/Channel referrals:

MASH: 020 8547 5008

NSPCC Whistleblowing Helpline: 0800 028 0285

**Remember, if necessary, anyone can report concerns directly to Children’s Social Care**

Record

All decisions made and actions taken are recorded and stored with the concern form in a secure, confidential Safeguarding file

**Links**

**Children Act 1989 Care Planning, Placement and Case Review:** [www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review](http://www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review)

**Children Act 2004:** [www.legislation.gov.uk/ukpga/2004/31/contents](http://www.legislation.gov.uk/ukpga/2004/31/contents)

**Education Act 2002:** [www.legislation.gov.uk/ukpga/2002/32/section/175](http://www.legislation.gov.uk/ukpga/2002/32/section/175)

**London Child Protection Procedures and Practice Guidance:** [www.londoncp.co.uk](http://www.londoncp.co.uk)

**Keeping Children Safe in Education 2020:** [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

**Guidance on full opening for schools, early years and further education:**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term>

**Working Together to Safeguard Children 2018:** [www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

**What to do if You’re Worried a Child is Being Abused:** [www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2](http://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)

**Information Sharing**:  
 [www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice](http://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

**Children Missing Education Statutory Guidance:** [www.gov.uk/government/uploads/system/uploads/attachment\_data/file/550416/Children\_Missing\_Education\_-\_statutory\_guidance.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

**Mental Health:** <https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>

**Operation Encompass:** <https://www.operationencompass.org/>

**Children who run away or go missing from home or care:** <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

**Safeguarding Children from Sexual Exploitation:** [www.londoncp.co.uk/chapters/sg\_sex\_exploit\_ch.html](http://www.londoncp.co.uk/chapters/sg_sex_exploit_ch.html)

**Child Sexual Exploitation Definition and Guide**: [www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners](http://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)

**Sexting in School and Colleges:** [www.gov.uk/government/uploads/system/uploads/attachment\_data/file/609874/6\_2939\_SP\_NCA\_Sexting\_In\_Schools\_FINAL\_Update\_Jan17.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

**Searching, Screening and Confiscation:** [www.gov.uk/government/uploads/system/uploads/attachment\_data/file/554415/searching\_screening\_confiscation\_advice\_Sept\_2016.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

**Female Genital Mutilation Statutory Guidance:** [www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation](http://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

**Kingston and Richmond Safeguarding Children Partnership Female Genital Mutilation Policy:** <https://kingstonandrichmondlscb.org.uk/news-resources/policies-and-procedures-87/female-genital-mutilation-policy-203.php>

**Guidance Forced Marriage:** [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)

**Looking After Someone Else’s Child:** [www.gov.uk/looking-after-someone-elses-child](http://www.gov.uk/looking-after-someone-elses-child)

**Protecting Children from Radicalisation: The Prevent Duty:** [www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

**Educate Against Hate:** [Educate against hate](http://educateagainsthate.com/)

**Role and Responsibilities of the Designated Teacher:** [www.gov.uk/government/uploads/system/uploads/attachment\_data/file/269764/role\_and\_responsibilities\_of\_the\_designated\_teacher\_for\_looked\_after\_children.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf)

**AfC Virtual School:** [www.afcvirtualschool.org.uk](file:///\\richmond\data\Childrens%20Services%20&%20Culture\CDSI\PPC%20-%20Comms\3223%20Model%20Safeguarding%20Policy\www.afcvirtualschool.org.uk)

**Early Help Assessment:** [www.achievingforchildren.org.uk/early-help-assessment](http://www.achievingforchildren.org.uk/early-help-assessment)

**Guidance for Safer Working Practice:** [www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf](http://www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf)

**London Child Protection Procedures: Allegations:** [www.londoncp.co.uk/chapters/alleg\_staff.html](http://www.londoncp.co.uk/chapters/alleg_staff.html)

**Contextual Safeguarding:** <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

**Criminal Exploitation of Children and Vulnerable Adults: County Lines:** <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

**Sexual Violence and Sexual Harassment:** [www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](file:///C:\Users\linda.sheehan\AppData\Roaming\Microsoft\Word\www.gov.uk\government\publications\sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

**Teaching Online Safety**: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>