

HURST PRIMARY SCHOOL



Safeguarding and Child Protection Policy

Policy Reviewed: Spring Term 2017

To be Reviewed: Spring Term 2018

Signed: 

Dated: 23 March 2017

Our Safeguarding Policy is updated and reviewed annually by Governors in the spring term. It is acknowledged that there are regular updates to safeguarding procedures and protocols from HM Government, the Department for Education and the London Child Protection Procedures. These changes are noted on a termly basis and staff trained accordingly.

Hurst Primary School

Safeguarding and Child Protection Policy

1 Introduction

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the **London Safeguarding Children Procedures (2016)**. This policy also reflects the requirements of **'Working Together to Safeguard Children' (March 2015, updated 2017)**, **'Keeping Children Safe in Education' (2016)**, **'What to do if You're Worried a Child is Being Abused' (2015)** and **'Information Sharing' (2015)**.

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. We aim to create a culture of vigilance through:

- Preventing the impairment of children's health or development.
- Protecting children from maltreatment.
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police. The following procedures outline the action to be taken if it is suspected that a child may be abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger. This includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect of a child are compatible with this aim. We will always act in the best interest of the child. If there are concerns about a child's welfare the London Borough of Bexley 'Front Door' provides a single point of contact for both Early Help as well as Children's Social Care and information on Bexley's Continuum of Need, which provides support for those not meeting the threshold for social care.

2 Policy Statement

At Hurst Primary School, we are committed to practice, which protects children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. Aims:

We will aim to safeguard children by:

- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Carefully following the procedures for recruitment and selection of staff and volunteers.
- Providing effective management for staff and volunteers through support, supervision and training.
- We are committed to reviewing our policy and good practice annually and as when the need arises.

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

- Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
- Ensure children know they can approach adults employed in the school if they are worried.
- Include opportunities in the SMSC (Spiritual, Moral, Social, and Cultural) curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.
- As part of a broad and balanced curriculum, pupils will be taught about safeguarding and how to keep themselves safe including online safety, through various teaching and learning opportunities including assemblies.

3 Procedures

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

- Ensure we have a Designated Safeguarding Lead (DSL) who is a member of the School Leadership Team and who has received appropriate training and support for this role. The DSL, at the time of writing this policy, is **Mrs Claire Mortimer** and the Head Teacher (Mrs Jayne Smith, effective 1st April 2017) is the Deputy DSL.
- Ensure we have a nominated governor responsible for safeguarding and child protection. The nominated governor at the time of writing this policy is **Mrs Esther Box**.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the DSL and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and possible concerns being raised in this school and receive regular training led by the DSL. All staff and volunteers have a responsibility for referring any concerns to the DSL.
- Ensure that the school has a written Code of Staff Conduct, which is shared with all current staff and forms part of the induction training for new staff.
- Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children's Social Care immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. If it proves impossible to send a representative a written report should be submitted to the child protection conference chairman.

- Keep written chronological records of concerns about children, even if it is assessed that a referral to children's social care is not necessary. Document actions that have been taken and which members of staff have been involved.
- Ensure all records are kept securely; separate from the main pupil file.
- Follow procedures laid down by the London Borough of Bexley LSCB where an allegation is made against a member of staff or volunteer.
- Ensure safer recruitment practices are always followed.
- Ensure evacuation procedures are always followed. Children take part in Evacuation procedures throughout the year; all school staff/personnel are aware of these procedures.
- Ensure that 'lockdown' procedures are in place and all staff/personnel are aware of these procedures.
- When a child transfers to another school the DSL will contact the designated member of staff of the receiving school to inform them that there are concerns and whilst retaining copies of paperwork, pass on any relevant documentation to the new school.
- Documentation for ex-pupils needs to be filed and kept until their 26th Birthday.

4 Definitions of abuse

These definitions are based on those from '*Working together to Safeguard Children (2015)*' & '*London Child Protection Procedures (2016)*'.

Physical abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Imposing developmentally inappropriate expectations.
- Causing children to feel frightened or in danger - e.g. witnessing domestic violence.
- Exploitation or corruption of children.

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect involves 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 and development. This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

5 Other Safeguarding Issues

Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves through peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

At Hurst Primary School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students 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. 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

At Hurst Primary School we will support the victims of peer on peer abuse by following our safeguarding procedures as well as in-school systems for pastoral support. See Behaviour and Discipline Policy and Anti-Bullying Policy.

After a child has disclosed abuse by another child (with particular reference to sexually harmful behaviour), the DSL should make a referral to Children's Social Care in line with the '*London Child Protection Procedure*'.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) 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. CSE does not always involve physical contact; it can also occur through the use of technology, through cyberbullying and grooming. It is also important to

recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

In these exploitative situations and relationships young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. For further information on CSE refer to p.54 of KCSIE (2016).

Sexualised Behaviour of Children

Children and young people who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

Such behaviour may require a response under child protection if the pupil(s) responsible are believed to be exhibiting this harming behaviour because of the physical, sexual or emotional abuse that they have experienced themselves. Consideration regarding the safety and well-being of children who have been harmed, will be addressed through the school's Behaviour and Discipline and Anti-Bullying Policies.

Ritualistic Abuse

Staff are made aware that some religious sects believe that spirits and demons can possess people (including children) and that extreme measures are used to address this perceived problem. Any concerns should be referred to the DSL.

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs through partial or total removal of external female genitalia for cultural or other non-medical reasons. The procedure is typically performed on girls aged between four and 13 years, but in some cases FGM is performed on new born infants or on young women before marriage or pregnancy.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The age at which girls undergo FGM varies according to the community. FGM is illegal in the United Kingdom (UK) and carries 14 years jail sentence. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes physical, psychological and sexual harm.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the DSL and children's social care. The duty does not apply in relation to at risk or suspected cases.

Possible Extremist Radicalisation (Prevent Duty)

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'; this has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the DSL, who has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Honour-Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must inform the DSL as a matter of urgency, who would then seek advice from the LSCB.

6 What to do if you suspect that abuse may have occurred

Pupils may exhibit signs which may or may not be indicators that physical, emotional and/or sexual abuse, including neglect, has taken place, but the possibility should be considered. **Guidance on recognising signs & symptoms of abuse can be found in the London Child Protection Procedures (2016) and KCSIE (2016).** You must report the concerns immediately to the DSL through discussion explaining the concern, followed up by providing a written statement, if deemed appropriate, using the school's concern form (Appendix E). Completed concern forms must be handed to the DSL as soon as they are completed. In the absence of the DSL, speak to the Head Teacher (Deputy DSL). In his/her absence, speak to the most senior member of staff on the premises. The DSL and the Deputy DSL are contactable on their mobile phone when not on the school premises.

7 The Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead is responsible for safeguarding and child protection. The key role of the DSL is to:

- manage referrals from school staff or any others from outside the school.
- work with external agencies and professionals on the matter of safety and safeguarding.
- undertake and deliver training.
- raise awareness of safeguarding and child protection amongst staff and parents.
- ensure that child protection information is transferred to the pupil's new school.

The DSL is Mrs Claire Mortimer and has been nominated by the governing body of Hurst Primary School to refer allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of Mrs C Mortimer, the matter should be brought to the attention of the Head Teacher (Mrs Jayne Smith, effective 1st April 2017). In the absence of both of them, speak to the most senior member of staff on the premises. Both the DSL and the Head Teacher are contactable on their mobile phone when not on the school premises. Suspicions will not be discussed with anyone other than those nominated above.

It is the right of any individual to make direct referrals or raise concerns directly with Children's Social Care services. If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the Children's Social Care services directly.

The responsibilities of the DSL when making a referral to Children's Social Care:

- Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate. They should also consult with the Local Authority Designated Officer (LADO – see **Appendix A**) if appropriate.
- They should also consult with London Borough of Bexley Children's Social Care (includes the Disabled Children Services) or Safeguarding Children Service to clarify any doubts or worries (For contact details, see **Appendix B**)
- The DSL should make a referral to Children's Social Care or the police without delay if it is agreed during the consultation or there is an immediate risk to the child.
- The referral should be made to Children's Social Care in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Children's Social Care Department in that borough. In Bexley referrals are made to the Children's Social Care department. If the child is disabled, the referral should be made to the Disabled Children Service.

- A telephone referral should be made and confirmed in writing using an inter-agency referral form (available on the Bexley LSCB website) within 48 hours.
- When making a referral, the DSL should keep a written record of:
 - Discussions with child
 - Discussions with parent/s (where appropriate)
 - Discussions with staff
 - Information provided to Children's Social Care
 - Advice given and decisions taken (clearly timed, dated and signed).
- Contact should be made by the DSL with Children's Social Care if no acknowledgement of the referral has been received within 3 working days.
- Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the DSL.

8 Responding to a child making an allegation of abuse

- Stay calm, listen carefully to what is being said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others (DO NOT promise to keep secrets)
- Allow the child to continue at his/her own pace
- Ask questions for clarification only and at all times, avoid asking leading questions.
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared

Reporting Concerns

When adults in the school have a concern about a child, member of staff or parent, they should:

- Complete a pink Concern Form in writing as soon after the incident occurred as possible these can be found in the Inclusion Room, Staff Room, School Office, PPA Room, Deputy Head Teacher's Office, Site Manager's Office and in each classroom.
- Record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Record your full name, job title and relationship to the child in school, sign the Concern Form at the end of your written commentary and on the back of the form if the Body Chart is completed.
- If physical marks are seen or discussed they should be recorded on the Body Chart on the reverse of the concern form.
- Pass the completed Concern Form on immediately to your DSL or Deputy DSL in her/his absence.

After a child has disclosed abuse, the DSL should carefully consider whether or not it is safe for a child to return home to a potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect. All actions taken will be noted and review dates set on the concern form.

9 Responding to Allegations of abuse against a member of staff, other worker or volunteer

We recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Head Teacher without delay (or where that is not possible, to the DSL); any concerns about the Head Teacher should go to the Chair of Governors. Allegations made against members of staff including the Head Teacher will be referred to the Local Authority Designated Officer (LADO). The Bexley LSCB procedures on allegations against

school staff, other workers or volunteers will be followed in all such cases, which is available on the Bexley LSCB website.

10 Concerns relating to a member of the school staff or other person in a position of trust:

- The Head Teacher will attend any Position of Trust/Strategy Meetings relating to allegations against staff.
- The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.
- The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. 'Grooming' a child or young person under 18 with a view to a future sexual relationship may also be an offence in this context.
- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

11 Recruitment and appointment of workers and volunteers

We follow the guidelines of our HR provider, Bexley HR Services. A summary of pertinent points follows:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Draw up the selection criteria and put together a list of essential and desirable qualifications, skills and experience.
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience.
- We will make sure that we measure the application against the selection criteria.
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them 'substantial, unsupervised access on a sustained or regular basis' to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that applicants in this particular category understand that all information will be dealt with confidentially and will not be used against them unfairly.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport and proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates in person for a job.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call.
- The same principles apply to ex-pupils who have been involved with the organisation and have become volunteers.
- We will ensure that we are compliant with all the requirements of the new Disclosure and Barring Service (DBS).

- When using supply teachers, the school will ensure that the agency has undertaken appropriate checks. The supply teacher will be asked to provide evidence before they start work in the form of identification such as their photographic ID. The school has a sole agency agreement with Link Education.

In recruiting and appointing volunteers we at Hurst Primary School will be responsible for the following:

- All volunteers will be interviewed and asked to provide details of their experience and past activities if appropriate.
- Currently there is discretion in respect of detailing enhanced DBS checks on all volunteers. This decision must be made by the Head Teacher and will be based on the duties that the volunteer will be involved in. The school will comply with the definition of regulated activity, supervised and 'unsupervised' as of September 2012. As such, at the discretion of the head teacher and the activities engaged in, volunteers may have to undergo enhanced DBS checks if they will be in regulated activity and may be unsupervised at any time. The school will continue to carry out an enhanced DBS check whenever necessary and possible.
- The Protection of Freedoms Act 2012 has removed the requirement for schools to carry out a DBS check on governors simply because of their office. Governors who volunteer to work with children are also exempt from the requirement to hold an enhanced DBS disclosure certificate as long as they are appropriately supervised by a member of staff who has undergone such checks.
- Where appropriate a volunteer may be asked for references. It is acknowledged that this may not be from an employer but can be a personal reference.
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.

Further information regarding work experience students to be supplied by Education Business Partnership.

12 Supervisory arrangements for the management of *Hurst Primary School* out of school hours activities.

We aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school's Safer Working Practices Policy and Code of Conduct:

- We will keep a register of all children attending our activities.
- We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- Where applicable, all clubs independent of the school must have their own child protection policy and procedure in line with the school's
- The club will keep a register of all children attending the activities and give a copy to the school.
- The club will keep a register of all team members (both paid staff members and volunteers) and ensure they are DBS checked and comply with regulations as of September 2012.
- Our team members will record any unusual events on the accident/incident form.
- Written consent from a parent or guardian will be obtained for every child attending our activities.
- Where possible staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- Staff / outside providers should not be alone in a closed room with a child.
- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has

been brought to our attention by the parent/guardian, and a procedure for this has been agreed.

- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child are left alone.
- All team members should treat all children with dignity and respect in attitude, language and actions.

13 Student who go missing during school hours:

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. While on a school visit, it is good practice for younger students to wear easily identifiable clothing, badges or hats. However, students should not wear any badge identifying them by name. They are expected to know details of their destination and of school contacts. Procedures are in place if a student should go missing in / out of school (see **Appendix C**).

14 Children Missing in Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in KCSIE (2016) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date. Despite it being the responsibility of the receiving school, a telephone call is made to their new school to confirm they have arrived there. If they do not take up the place, the school office continues to track their whereabouts until they go on-roll at a new school. If they cannot confirm that they are back in education at another school, they within ten school days, common transfer file is uploaded to the DFE website siting an 'unknown destination' for the pupil. It is reported to the local authority who continue to chase the child's new school placement.

15 Additional Support Plans (Behaviour support):

This includes strategies that help to prevent safeguarding issues in school such as:

- Positive physical intervention when necessary

- Behaviour interventions
- Specific strategies for students who are allocated a member of staff they can talk to about issues of concern or another professional preferably a counsellor that they can talk to.
- Pastoral Support and Therapeutic Play
- Students with 1:1 Teaching Assistant support
- Support from Children's Emotional Wellbeing Service (ChEWS) and CAMHS (Children and Adolescent Mental Health Services)

16 Management of Children with Child Protection Plan:

- If a child is subject to a Child Protection Conference, the DSL will attend the conference to share any relevant information.
- If the child has a Child Protection Plan, the DSL Teacher is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a 'need to know' basis but key personnel working with the child should have sufficient information to support them in their work with that child.
- If a child with a Child Protection Plan has an unexplained absence from school for two or more consecutive days, the DSL will inform the Social Worker.

Supporting the Pupil with a Child Protection Plan:

- The school will support pupils in accordance with his/her agreed child protection plan as required.
- The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team.
- We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

17 Additional vulnerabilities for 'Looked After Children'

At Hurst Primary School, the DSL has responsibility for and has received the appropriate training to promote the educational achievement of children who are looked after. The most common reason for children becoming looked after is as a result of abuse and/or neglect. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

We also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL has details of the looked after child's social worker and the name of the Virtual School Head in the authority that looks after the child.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or

more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements, who will speak to the family of the child involved to check that they are aware of their duty to inform the local authority. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs.
- Difficulties may arise in overcoming communication barriers in order to make a disclosure.

At Hurst Primary School we identify pupils who might need more support to be kept safe and the DSL works closely with the SENCo Mrs Karen Cordingley, to ensure that the appropriate approaches are taken to support these children.

18 Support and training of staff and volunteers

We at Hurst Primary School are committed to the provision of safeguarding training for all our team members. In addition to the basic safeguarding training, the DSL for Child Protection undertakes training in inter-agency working that is provided by the LSCB, and refresher training at 2 yearly intervals to keep his/her knowledge and skill up to date.

- Mrs C Mortimer DSL has accredited status and is able to provide all in-school training.
- All training days and staff meetings have some safeguarding training input.

All other staff undertake appropriate training to equip them to carry out their responsibilities for safeguarding and child protection effectively, which is kept up to date by refresher training at regular intervals and is supported every term with training and updates provided by the DSL through staff meetings.

19 Record Keeping

- Department for Education guidance says that the DSL should keep detailed, accurate, secure written records of referrals, concerns, actions taken. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.
- Bexley LSCB promotes the use of a chronological record for concerns (see **Appendix D**).
- If a child transfers to another school or other educational establishment, the DSL should forward the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked '**confidential, to be opened by addressee only**.' The receiving school should confirm receipt of this.
- The DSL should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory school age should be archived and catalogued.
- The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

20 Confidentiality

We recognise that all matters relating to child protection are confidential.

- The Head Teacher or DSL will disclose personal information about a pupil to other members of staff on a '**need-to-know**' basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

21 Information Sharing

When considering sharing information the staff will consider:

- Remember that the Data Protection Act is not a barrier to sharing information, it provides the framework.
- Be open and honest with the person from the outset about how information may be shared.
- Seek advice, do not fail to share information because you are unsure what to do.
- Share with consent where appropriate and respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared.
- Consider safety and well-being of the child and base information sharing decisions on this.
- Ensure all information shared is relevant, accurate, timely and secure. Ensure any third party or hearsay information is identified and that you have consent to share it.
- Keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.
- Any inaction by other parties, when referrals have been made, will be challenged.

We will always undertake to share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Bexley Safeguarding Children Service on this point.

Working together with parents / guardians to better safeguard children:

To better safeguard children, parents / carers are made aware of the Information Sharing Protocol so that the school can liaise with other agencies. The school will also inform parents /carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

22 Safer working practice for staff

(a) Interviewing Pupils

All staff, male or female, should be aware of the potential risks (i.e. false allegations against staff) of interviewing a pupil alone, particularly if the pupil has an experience of sexual/emotional abuse. Interviewing individual pupils is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they are not in a compromising position where allegations can be made against them.

Suggested protective measures to consider:

- Ask another person (teacher or pupil's friend – as appropriate to the content) to sit in on the interview.
- Sit in a room where it is possible to be observed through a window or glass-panelled door:
- Do not close the door of the room, if you are not clearly visible from outside the room.

(b) Transporting Pupils

Situations often arise, which require a member of staff to take a pupil home. Staff should be aware of the risks involved in this. When a pupil has to be taken home, the teacher should not normally transport the pupil unless accompanied by another colleague. No staff should be alone with a pupil in this situation.

(c) Use of Technology

All staff in our school will use technology to support and promote the learning and welfare of the children. However certain safeguards should be remembered:

- Mobile phones - Staff will NOT give any child their personal mobile phone number and will not contact the child on the child's mobile phone either by voicemail or by texting without the consent of the parent and in line with the school's policy in respect of use of mobiles. Staff should not use a mobile phone in the presence of school pupils and pupil areas of the school site unless it is an emergency. In relation to photographs, staff should **not** use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school. Staff will have an absolute commitment to seek advice from a senior manager about any situation that may be capable of being understood as inappropriate.
- Staff will ensure Bluetooth is disabled when on school premises on all personal mobiles and laptops.
- Communication by email should only be through the school's email system and personal emails must not be shared with children. Staff should not communicate with pupils or parents through private email accounts, social networking sites, even on educational matters, but must use official email and networking sites sanctioned by the school. Staff should be extremely careful in their personal use of social networking sites and must not discuss school business or any issues relating to pupils.
- Use of Internet: Staff will NOT access or expose children or young people to unsuitable material on the internet. Staff will ensure that they follow e-safety standards about access to and use of the internet and be mindful of the Teacher Standards. The Head Teacher will

have the final decision on whether a member of staff has behaved in an inappropriate or unprofessional manner.

Examples of inappropriate conduct might include:

- Participating in chat rooms with pupils,
- Use of a social media site such as Facebook or Twitter to communicate with pupils,
- Text-messaging,
- The promotion of non-school activities such as outside clubs and organisations
- Sending emails that are not directly related to the pupil/teacher relationship and specifically relating to school business.

(d) Use of Physical Intervention

- It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:
 - i. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 - ii. causing personal injury to, or damage to the property of, any person (including the pupil himself);
 - iii. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

The school will make use of the powers to search pupils for items that the school deems as banned, inappropriate, a safeguarding risk or prevent the maintenance of good order and discipline, e.g. mobile phones, pen knives, matches, etc.

23 Online Safety at Hurst Primary School

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of online safety do arise as some students use the technologies negatively or inappropriately.

- At Hurst Primary School, we have a major responsibility to educate our pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. It is also important to include parents as much as possible in this process given that children often have access to computers at home.
- It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff **should not** however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.
- We have a robust filter for the internet. If a student is caught viewing inappropriate material on a computer or on their mobile phone via the school system during school hours, they will be sanctioned and their parents informed.
- Cyber-bullying is unfortunately another area which is growing rapidly. It is different from more traditional forms of bullying. Some students have 24 hour access to the internet or a mobile

phone and so it can be hard to escape. The audience for the bullying can be potentially huge and comments and pictures are likely to stay online forever.

- The school is committed to working within the Bexley LSCB 'Staying Safe Online and at Home' Strategy.
- As with all forms of bullying, the school will deal with this in accordance with the Behaviour & Discipline and Anti-bullying Policies. This may even be the case if the cyber-bullying is happening outside school hours but is having an impact on school life. A referral to the LSCB will be made as appropriate.
- Please also refer to the school's Staff Code of Conduct and Online Safety Policy.

If parents / guardians have any concerns that their child is being cyber-bullied, they should please print off any available evidence and report it to the school as soon as possible.

24 Whistle blowing

Staff should be aware that children may feel unable to express concerns in an environment where a member of staff fails to do so. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the school's Whistle Blowing policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

25 Equality Statement

Hurst Primary School is committed to promoting equality and preventing discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

26 Commitment of the Governing body of Hurst Primary School

The governors of Hurst Primary School are committed to safeguarding practices, which protect children from harm. This commitment is shared by the staff and volunteers of Hurst Primary School. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. We are supported by London Borough of Bexley in all child protection matters. We have accepted this policy and will implement it. As part of our commitment, we, the governing body of Hurst Primary School will ensure that this Safeguarding and Child Protection Policy is reviewed on an annual basis.

We will also make safeguarding and child protection an item that is addressed in all Curriculum Committee meetings and monitor this Policy by replying to reports, from the Head Teacher and staff, tabled at Full Governing Body meetings.

This policy should be given to all new employees and made freely available to all staff, parents and carers.

APPENDIX A

THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in the HM Government guidance Working Together to Safeguard Children (2015). Chapter 2 (under Organisational responsibilities) paragraph 4 outlines the procedures for managing allegations against people who work with children.

The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

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

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures. The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible. In Bexley, the LADO heads the Safeguarding Children Service which offers members of the public and other professionals' specialist advice, support and guidance about:

- Child protection (safeguarding) advice
- Issues regarding children looked after by the Council
- Concerns regarding the behaviour of professionals or volunteers who work with children

The Safeguarding Children Service has responsibility for convening and chairing Initial and Review Child Protection Conferences. The service maintains a list of children subject to a child protection plan: thought to be at risk of significant harm in the borough, and works to ensure that child protection plans are made and implemented on their behalf. In addition to chairing child protection conferences, the Safeguarding Children Officers chair complex strategy meeting such as:

- Where an allegation has been made against a professional or volunteer who works with children
- Children at risk of sexual exploitation
- Looked after children who abscond from their placement (*culled from*
http://www.nspcc.org.uk/Inform/cpsu/helpandadvice/organisations/lscbs/lado_wda68916.html
and
<http://www.bexley.gov.uk/index.aspx?articleid=4686>)

MAKING CONTACT WITH OTHER AGENCIES

In the case of concern about a child's safety, wellbeing or abuse of a child

EMERGENCY DUTY TEAM

Telephone: 020 8303 7777

Email: childrensocialcare.admin@bexley.gov.uk

BEXLEY SAFEGUARDING CHILDREN'S SERVICE

Telephone: 020 8303 7777

Email: safeguardingchildren@bexley.gov.uk

BEXLEY LOCAL SAFEGUARDING CHILDREN BOARD

Telephone: 020 3045 4320

Email: bscb@bexley.gov.uk

MASH Team Education Officer

Michelle Pollard

Telephone: 020 3045 4022

NSPCC

Telephone: 08088005000

POLICE CHILD ABUSE INVESTIGATION TEAM

Telephone: 0207 230 3700 (8am – 6pm) or calls outside these hours should be made to 999

In the case of allegations against staff

SCHOOLS HR

Telephone: 020 8303 7777

LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

James McMillan

Email: james.mcmillan@bexley.gov.uk

Email: childrens.triageteam@bexley.cjsm.net

Email: lado@bexley.gov.uk

Telephone: 020 3045 5543 / Telephone: 07950 562936

LADO Administration

Telephone: 020 3045 5645

Front Door Team

Telephone: 020 3045 5440

PREVENT

Bexley Local Authority

Clair McGarry

Telephone: 020 3045 3990

Email: clair.mcgarry@bexley.gov.uk

POLICE

Claire Farrell

Telephone: 07775 821592

Email: claire.l.farrell@met.pnn.police.uk

APPENDIX C

GUIDELINES IF A STUDENT GOES MISSING

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure safety and wellbeing.

If a student goes missing out of school, the following steps should be taken:

- Gather other students together
- Allocate staff to search immediate area and alert local security. If a student is missing for more than 20 minutes,
- Contact school to say which measures have been taken
- Ensure that there is good two way communication established with a range of phone lines
- Notify the police / security if a student is still missing,
- Send other students accompanied by staff back to school (if possible), in bus / cabs asking school to send transport, and additional staff to help search.
- School alert parents as soon as possible and keep them posted.
- School alert London Borough of Bexley Deputy Director for Schools and Educational Improvement (Jo Lakey)
- Set up link headquarters at school (i.e. Identify roles, rota for manning phones, making tea etc. preparing posters and alert transport police (bus and trains), taxi firms, local police, other police.

Ensure all staff are aware of these procedures.

On outings, always take a mobile phone leaving the number of the phone you have taken with the school office.

Ensure that the school has the numbers of any other phones you have on the trip and make sure these are **ON**.

Do not hesitate to alert school when there is a problem.

- **If a student goes missing in school, the following steps should be taken:**
- Let the main office / Head Teacher know immediately.
- One member of staff must go to the roadside to search
- One member of staff must circumnavigate the grounds
- One member of staff must search all rooms inside
- Let all these people know when the student has been found
- If the student remains missing, school should alert parents as soon as possible and keep them posted

Avoid any blame culture, celebrate the success of the mission when the student is found and learn from the investigation. Head Teacher evaluates what happened afterwards in order to learn from the situation and to satisfy ourselves that the best possible was done.



HURST PRIMARY SCHOOL

SAFEGUARDING CONCERN FORM



PLEASE COMPLETE IF YOU HAVE CONCERNS ABOUT A PUPIL

Pupil Name and Date of Birth	
Day / Time / Date	
Person noting the concern	

Concern (Please describe as fully as possible)

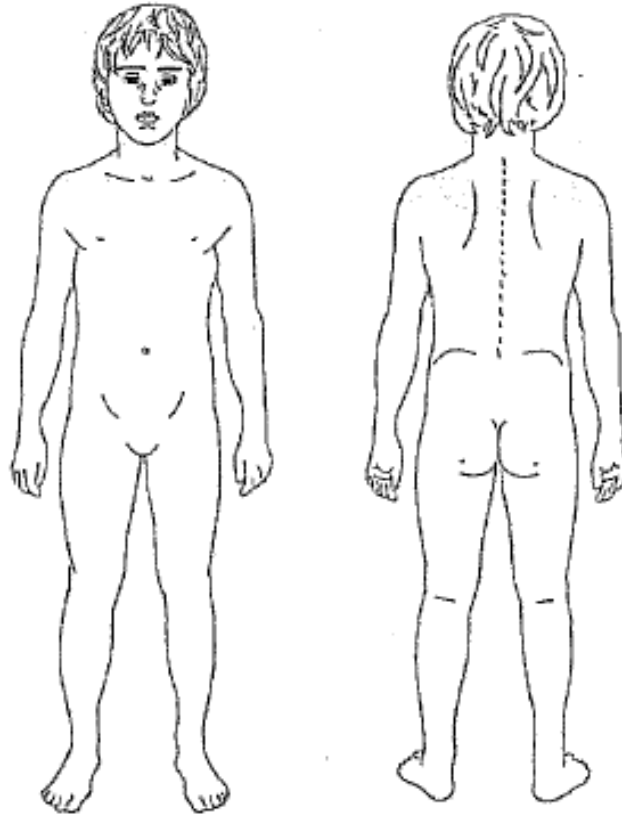
Signature:

Date:

Body Chart

This chart must be used together with the Concern Form.
 Show clearly the location of your concern and label with a number
 and a brief description, eg. '1. Burn about 4cm.' On the Concern
 Form refer to the injury using the same number and description.

Child's Name _____



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Observations made by _____ Signed _____ Date _____

Actions Taken			
Date	Person Taking Action	Action	Signature