



SAFEGUARDING AND CHILD PROTECTION POLICY

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PURPOSE

The purpose of this policy is to keep children safe by informing the Grange community about their safeguarding responsibilities, legal requirements and procedure.

Safeguarding is broad reaching, involving many aspects of the school. As such, there are a number of additional school policies that should be read in conjunction with this Safeguarding and Child Protection Policy. This includes:

- [e-Safety Policy](#);
- [Staff Code of Conduct Policy](#);
- [Staff Recruitment and Selection Policy](#); and
- [Allegations of Abuse Against Staff Policy](#).

Please refer to Appendix 1 – Safeguarding Issues Checklist for a full record of safeguarding issues and their relevant school policies and/or procedures.

This policy is in accordance with the guidelines on safeguarding: [Keeping Children Safe in Education](#)¹, the [Working Together to Safeguard Children](#)² and the Ealing local authority safeguarding and child protection procedures.

DEFINITIONS

Child Protection is the system and laws that work to keep children safe from abuse and neglect.

Safeguarding is a term which is broader than ‘child protection’ alone and relates to all action taken to promote the welfare of children and protect them from harm. Safeguarding is defined as:

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

A **child-centred approach** means that all adults, at all times, should consider what is in the **best interests** of the child.

RESPONSIBILITY FOR CHILD PROTECTION ISSUES

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.

¹ Keeping Children Safe in Education is statutory guidance for schools and colleges from the Department of Education on safeguarding children and safer recruitment.

² Working Together to Safeguard Children is statutory guidance from the Department of Education on inter-agency working to safeguard and promote the welfare of children.

At Grange, there are individuals who take on specific roles with regard to Safeguarding:

- The **Designated Safeguarding Lead** (DSL) leads on all child protection and safeguarding concerns and delegates to the other trained **Deputy Designated Safeguarding Leaders** (DDSLs);
- **Governors** are responsible for ensuring effective child protection and safeguarding policies and procedures are in place, that they are reviewed annually, distributed to all staff members and published on the school website; and
- The **Head teacher** should ensure that all staff, volunteers and visitors to the school follow the policies and procedures adopted by the Governing Body.

Safeguarding and promoting the welfare of children are everyone's responsibility. This means that ***all staff and adults*** involved in the care of our children have a responsibility to keep children safe, i.e. Governors, teaching staff, teaching assistants, School Meal Supervisory Assistants, caretakers, administrators, kitchen staff, supply teachers, volunteers, visitors to the school and members of the wider school community.

All school staff have a responsibility to provide a safe environment in which children can learn.

SIGNS OF ABUSE AND NEGLECT AND SPECIFIC SAFEGUARDING ISSUES

Types of abuse and neglect

The following is a brief overview of the signs of abuse and neglect. It should be noted that ***abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.***

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. It may be an adult or adults or another child or children abusing a child.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a

child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may include conveying to a child they are worthless or inadequate, denying them an opportunity to express their views, preventing them from age appropriate social interaction or serious bullying (including cyber bullying). Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may involve physical contact or non-contact activities, such as looking at sexual images or grooming a child in preparation for abuse (including via the internet). The child may be dependent and/or developmentally immature. Both adults and other children can commit acts of sexual abuse.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the significant impairment of the child's health or development. It may involve a parent or carer failing to: provide adequate food, clothing or shelter; access to appropriate medical care; protect a child from physical or emotional harm or danger; ensure adequate supervision; or respond to a child's emotional needs.

It is important to maintain an attitude of '*it could happen here*' where safeguarding is concerned. Knowing what to look for is vital to the early identification of abuse and neglect. However, if you are unsure you should always speak to the Designated Safeguarding Lead.

Specific safeguarding issues

Specific safeguarding issues may also include:

- bullying including cyber bullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- 'honour based' violence (HBV), including forced marriage and female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)

- hate
- mental health
- private fostering
- radicalisation
- relationship abuse
- sexting
- trafficking

This policy contains further advice and guidance on some of the above specific issues. Please refer to *Appendix 2 – Possible Indicators Child Sexual Exploitation* for further advice on signs which may be indicators of CSE.

For further information on the remaining specific issues and on identifying abuse and neglect, refer to the [NSPCC website](#), [MindEd](#) and the Department for Education's advice [What to do if you are worried a child is being abused- Advice for practitioners](#).

PROCEDURES

This section of the policy provides information about what to look out for and the procedures to follow in school, should you be required to respond to a safeguarding issue. They follow a **child-centred approach** to safeguarding.

When and how to make a report

Where there are concerns, or a child has been allocated to a safeguarding plan, teachers will be informed and updated on a need to know basis as and when required.

If any adult has concerns about abuse, or if a child makes a disclosure the following **three reporting actions** should be undertaken, within the same day and while the child is still at school:

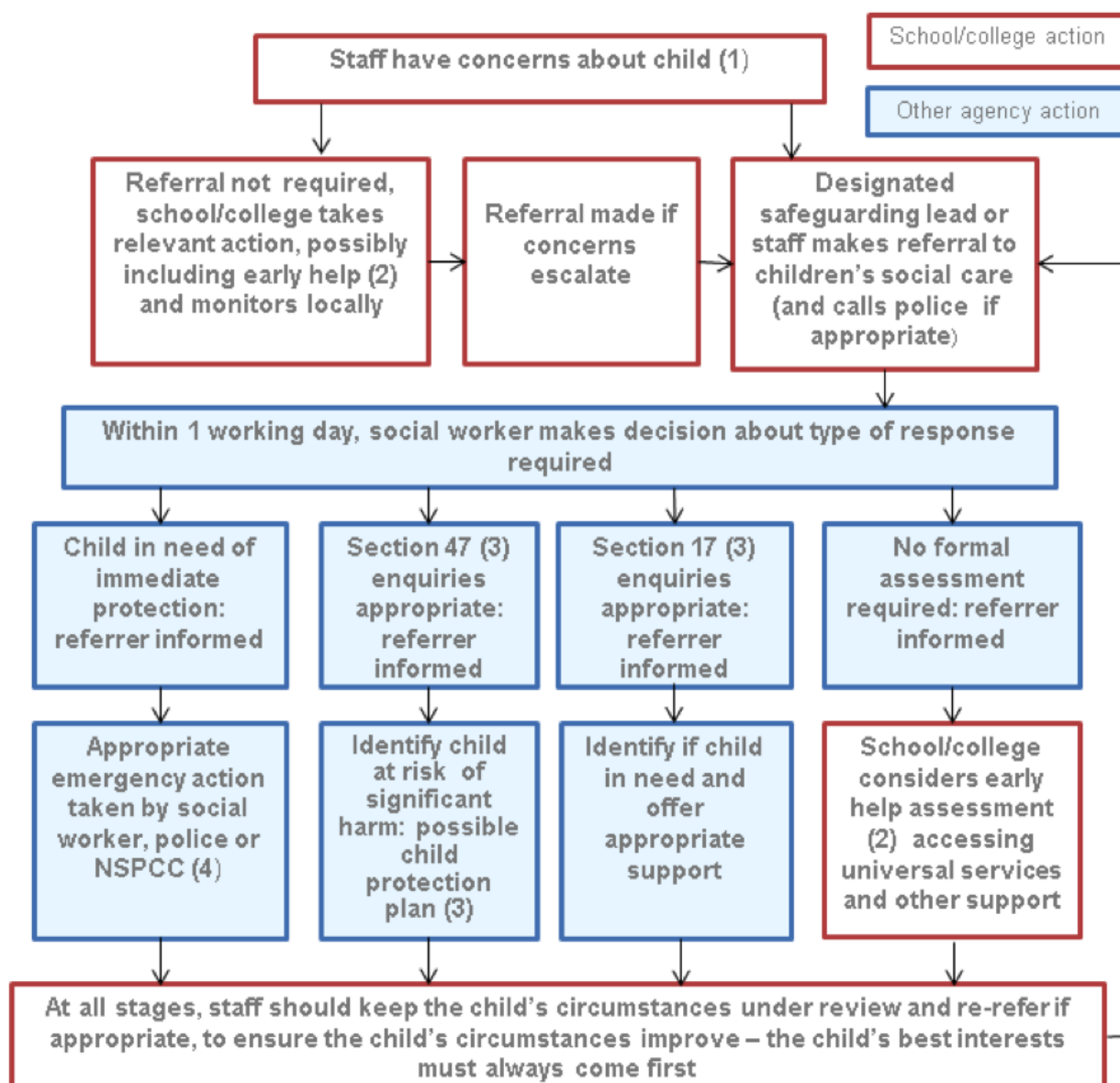
1. **Tell the Designated Safeguarding Lead** (or Deputy Designated Safeguarding Lead if DSL is unavailable).
2. **Record the concern** and the child's explanation (or lack of it) on the Orange Child Protection/Child Concern form (available on the staffroom noticeboard/or on the 'T' drive under Safeguarding). See Appendix 3- Orange form
3. **Record any injury** on the 'body sheet' (dated and signed). See Appendix 4 - Body Map

It should be noted that **any staff member can make a referral** directly to Ealing children's social care team. However, if any staff member has concerns about a child, where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action. If you do make a referral yourself,

please still follow the three step procedure above a.s.a.p.

The flow chart on the following page sets out the process that will be followed once concerns have been identified.

Actions where there are concerns about a child



Notes on the flow chart:

1. In cases that also involve an allegation of abuse against a staff member, see the Allegations of abuse against staff section of this policy.
2. See The early help process section for further guidance.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include Section 17 assessments of children in need and Section 47

assessments of children at risk of significant harm.

4. This could include applying for an Emergency Protection Order (EPO).

If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Female Genital Mutilation (FGM)

If a teacher discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 it ***must*** be reported to the police. It is illegal not to do so.

Anyone can make a report to the police, however it is best to do so via the DSL or DDSL.

If a teacher is concerned that an act of FGM may happen in the future, it must be reported to the DSL for further investigation.

See Appendix 5 - 'Honour based' violence (HBV) and Female Genital Mutilation (FGM) *for further information on the risk factors and signs of FGM.*

What to do if a child is in immediate danger

If a child is in immediate danger or is at risk of harm ***a referral should be made to Ealing children's social care team and/or the police immediately.***

Ealing Children's Social Care Team - 020 8825 8000

Police - 999

Anyone can make a referral to Ealing children's social care team, however it is best to do so via the DSL or DDSL.

Please complete the ***three reporting actions*** (see the When and how to make a report section on page 6).

The early help process

Providing early help is more effective in promoting the welfare of children than reacting later. 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 the teenage years.

Effective early help relies upon local agencies, including schools, working together to:

- identify children and families who would benefit from early help;

- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.

Professionals, including school staff should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.

If a staff member has identified an emerging need they should first liaise with the Designated Safeguarding Lead. The DSL will then advise and support the staff member in liaising and sharing information with other agencies. In some cases the staff member may be required to act as the lead professional in undertaking an interagency early help assessment. The DSL or DDSL will continue to support the staff member throughout this process.

If early help and/or other support is appropriate, the case should 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.

For further information, please refer to [Chapter 1 of Working Together to Safeguard Children](#), which contains a detailed guide to identifying need and providing help.

Responding to a child who has made an abuse disclosure

If a pupil first reveals abuse (makes a disclosure) the staff member should:

- listen carefully to what the child says;
- reassure the child that they are not to blame and were right to tell;
- acknowledge the child's feelings;
- ask questions to help them give more details but do not lead: e.g. "Would anyone else understand how you feel?" rather than "Does he do this to your sister?";
- the child may love the abuser, but hate the abuse, so agree the abuser "is wrong" and not "bad";
- reassure the child that adults will ensure that they are protected; and
- let the child know that you have to tell someone else so she or he will not be hurt anymore.

Make sure you allow individual children to express their feeling and wishes concerning what actions to take and what services to involve.

As soon as is possible, please complete the **three reporting actions** (see the When and how to make a report section on page 6).

After a decision has been made by the DSL or DDSL regarding the next steps, there may be a need to make a referral to children's social care or other agencies as a consequence. Parents will always be informed unless there is a risk to the child.

A reintegration meeting will be set up as a result of absence due to a disclosure or investigations.

Remember:

- Staff should maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children's social care.
- Staff should never promise a child that they will not tell anyone about an allegation - as this may ultimately not be in the best interests of the child.

For further advice please see Appendix 6 - Twelve tips on talking to pupils who have been sexually abused.

How to respond to parents

It is necessary to strike a balance between respecting the parents and ensuring children are protected. Childcare legislation stresses that ***the child's welfare is paramount*** so parents may have to be placed second in order to protect children who may be abused.

Staff need to be aware that it is important:

- not to make assumptions or express opinions to parents;
- not to assume that parents are 'not the sort of person' who would abuse;
- to gather all related information;
- to keep in mind that the investigation is not a criminal inquiry but an attempt to find out what has happened;
- that the school is not required to disclose any child protection information to parents;
- in cases of physical or sexual abuse to contact children's social care **before** parents are told of the concern; and
- to tell parents that Government guidelines **direct** schools to refer concerns to children's social care and that the school has no discretion in the matter.

Recording and monitoring concerns

Recording has special importance in child protection work and will be invaluable in helping agencies to assess a case. It ensures accurate transfer of information

between classes and schools. It may also be needed if court action is necessary. Moreover, it will serve as a record that staff have acted appropriately and followed guidelines. All staff have a responsibility to record child protection concerns. The following must be recorded:

- all concerns, discussions and decisions made and the reasons for those decisions;
- marks on the pupil's body, using a body map and incident book;
- inappropriate behaviour from the pupil;
- poor attendance as reported from the attendance officer;
- details of conversations with parent and pupils about the concern; and
- each contact with or referral to another agency.

All confidential information regarding the pupil is kept securely.

Procedures related to the use of mobile technology, including specific guidance for safeguarding in EYFS

In both the Early Years Foundation Stage (EYFS) setting, and across the school, the use of personal mobile phones and cameras by staff to take photos of children both in and out of school is not permitted.

In addition, the school has the following child protection policies in relation to the use of mobile technology in the early years settings:

- Parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
- Parents are prohibited from taking any photographs of children in the early years setting. Exceptions would be in the event of a class assembly, Christmas concert or sports day;
- At all school events, including those within the EYFS setting, parents will be asked (by a member of the Senior Leadership Team) to not post any pictures taken anywhere within the school, or at a school related event, on social media of any kind;
- Staff seek parental permission to publish photographs of the children, which must be linked to teaching the curriculum, and staff use school equipment only for this purpose;
- Staff must use mobile phones during breaks in the staff room and not whilst children are present unless in an emergency;
- School cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home.

For further guidelines relating to e-Safety across the school, please refer to the school's e-Safety Policy.

In all other areas, EYFS will follow the school's safeguarding and child protection procedures³.

Looked after children (LAC)

The most common reason for children to become a looked after child (LAC) is abuse and/or neglect.

The Designated Safeguarding Lead will ensure that the safeguarding team:

- promote the educational achievement of LAC;
- ensure staff have the skills and knowledge to keep LAC children safe;
- ensure relevant staff know: the exact legal status of each LAC child in school; the contact arrangements with birth parents or those with parental responsibility; the child's care arrangements and levels of authority delegated to the carer by the authority looking after her/him;
- document the contact details for the child's allocated support worker and the name of the Virtual School Head⁴ in the local authority that looks after the child;
- attend and prepare for PEP (Personal Education Plan) meetings and reviews, as organised by the child's allocated support worker;
- work with the Virtual School Head to discuss how Pupil Premium funding can be best used to support the progress of LAC in the school and meet the needs of individual PEPs; and
- prepare an annual report to the governing body on LAC children.

Pupils that go missing from education

There are many circumstances where a child may become missing from education, however, children may be missing from education because they are suffering from abuse or neglect. Such children are at risk of being victims of harm, exploitation or radicalisation.

The school has the following procedures in place which attempt to safeguard against children going missing:

Admissions Register

All pupils are placed on the school's student information management system (SIMS), which contains an Admissions Register; recording their agreed start date at the school. If the pupil fails to attend on this date, the school will notify the local

³ Grange's Safeguarding Policy has been reviewed to be in accordance with Section 3 of the [*Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five*](#)

⁴ Virtual school heads (VSHs) are in charge of promoting the educational achievement of all the children looked after by the local authority they work for. VSHs are also responsible for managing pupil premium funding for the children they look after and for allocating it to schools and alternative provision (AP) settings.

authority at the earliest opportunity to prevent the child from going missing from education.

The school will notify the local authority within 5 days when a pupil's name is added to the admission register. The school will provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Where a parent notifies the school that a pupil will live at another address, the school will record in SIMS:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school will record in SIMS:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The school will notify the local authority when a pupil's name is to be deleted from the Admissions Register under any of the 15 grounds set out in the Education (Pupil Registration) (England) Regulations 2006. See *Appendix 7 – Deletions from the Admissions Register* for these 15 grounds for deletion. Notification must occur as soon as the ground for deletion is met and before pupil's name is deleted from the register.

The school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in Regulation 8 under which the pupil's name is to be deleted from the admission register.

Note: A pupil's name can only be deleted from the Admissions Register under Regulation 8 if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries.

Attendance Register

As part of SIMS, pupils are placed on an Attendance Register, which is monitored

daily. Frequent and/or long periods of absence are recorded and this alerts the Safeguarding Team to possible risks associated with going missing from education. It also helps to prevent the risk of pupils going missing in future (note: where a risk is identified, there may be a need to make a referral to the social care team).

The school investigates the reasons for these frequent and/or long periods of unexplained absence. The school keeps the relevant team in the appropriate local authorities (including the Ealing Children Missing in Education team) informed and updated of these children including children who have been absent for more than 10 days without permission.

School Transfer Process

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school will:

1. Ring and ask new school if they can confirm the transfer. If they can, follow normal procedures for transferring education records.
2. If new school cannot confirm pupil transfer, then ask Ealing's educational social worker (ESW) to try to contact the family. If successful, the ESW will then ring and confirm details with new school or treat case as non-attendance if the pupil is still at their old address. They will advise school of the outcome.
3. If the ESW cannot contact the family, they will try to trace them using information sought from: neighbours, housing records, other local authorities (LA), council tax, the social care team, information school gathers from other parents and support staff.
4. If successful the ESW will pass the details to new LA, the ESW Service and existing school.
5. If no contact can be found, the ESW will confirm the pupil should be removed from roll and ask the school to pass details to the social care team as (a) either a pupil who has disappeared, but there are no known welfare concerns or (b) as a case where the school is concerned for the pupil's welfare. (In such cases, a school may refer as soon as they are aware that the pupil is missing.)
6. If a pupil 'disappears' from roll and there is no preceding notice from the parent, school should refer to the ESW and steps 3 to 6 above would be followed. If there are concerns for the pupil's welfare, an urgent referral should be made to social care team.

The Department for Education provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous

school is unknown, schools should contact their local authority who will be able to search the database.

Child Protection Files

If a child leaving the school has a child protection file, this file should be transferred to the new school as soon as possible. The file should be transferred separately from the main pupil file, to ensure secure transfer, and confirmation of receipt should be obtained.

Non-collection of students from school

The school follows these steps when students are not collected from school on time:

1. After normal end of school day collection, non-collected students are sent to the Welfare Office.
2. A Welfare Officer phones the student's parent/carer to ask the reason for lateness and arrival time.
3. Children are kept at the Welfare Office until a parent/carer can be contacted and arrives for collection.
4. After 5pm, if a parent/carer or emergency contact cannot be contacted, the Ealing social care team will be contacted to collect the student.

The school will contact parents/carers who persistently collect their children late and advise them to collect their children on time.

SEND children

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Grange has several mechanisms in place to support and encourage SEND as well as other vulnerable pupils, including:

- the Pyramid Club, which focuses on children who tend not to speak up for themselves. It aims to raise their self esteem and give them the skills they need to be more assertive;
- the Listening Post (to start in September 2016), which is for any child across the school who feels the need to talk about an issue with an adult. There will be five members of staff with whom children will be able to make

- appointments during the course of the week; and
- the Breakfast Club, which offers a nurturing environment to vulnerable children, including those with SEND, who may benefit from the opportunity to socialise with their peers before the start of the school day.

Weekly safeguarding meetings allow opportunities to follow up actions for SEND pupils for whom safeguarding concerns have been raised.

Staff/pupil relationships and communications (including social media)

The Ealing Safeguarding Children Board sets out clear guidelines for the behavior of all adults who work with children. The below is a summary of the main points. Please refer to *Appendix 7 – Deletions from the Admissions Register*

This is an extract from Regulation 8 of The Education (Pupil Registration) (England) Regulations 2006.

The following are prescribed as the grounds on which the name of a pupil of compulsory school age shall be deleted from the admission register—

(a) where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local education authority for that named in the order or the order is revoked by the local education authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school;

(b) except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school;

(c) where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion;

(d) in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school;

(e) except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered;

(f) in the case of a pupil granted leave of absence exceeding ten school days for the purpose of a holiday in accordance with regulation 7(3), that —

- (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was

granted;

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and

(iii) both the proprietor and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is;

(g) that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age;

(h) that he has been continuously absent from the school for a period of not less than twenty school days and —

(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and

(iii) both the proprietor of the school and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is;

(i) that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period;

(j) that the pupil has died;

(k) that he will cease to be of compulsory school age before the school next meets and the relevant person has indicated that he will cease to attend the school;

(l) in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school;

(m) that he has been permanently excluded from the school; or

(n) where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.

Appendix 8 - Setting Professional Boundaries for the full guidelines.

- **Sexual Activity:** Under section 16 of The Sexual Offences Act 2003, where a person aged 18 or over (e.g. a teacher) is in a specified position of trust with a child under the age of 18, it is illegal for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.
- **Communication** between school staff and children, by whatever means, should take place within clear professional boundaries, this includes the use of technology including mobile phones, text messaging, e-mails and social media. Staff should not share personal information with a child nor should they request or respond to any personal information from the child. Staff should ensure that all of their communications with a child are transparent and open to scrutiny. They should not give out personal contact details unless agreed with the Head teacher and parents. All Grange Staff should read and sign the Staff Acceptable Use Agreement Form, which outlines their responsibilities when using any form of ICT within their professional role. Refer to the school's e-Safety Policy for a copy of the form.
- **Physical Contact:** There are occasions when it is entirely appropriate for school staff to have some physical contact with the child. However it is crucial that, in all circumstances, adults should only touch children in ways which are appropriate to their profession or agreed role and responsibilities. Please refer to the school's Behaviour Policy (which includes advice on the use of reasonable force) and the Staff Code of Conduct Policy for more information on physical contact.

MANAGEMENT OF SAFEGUARDING

The management of Safeguarding within the school is undertaken by:

- the Head teacher,
- the Designated Safeguarding Leader (DSL) and Deputy DSLs, and
- the Governing Body.

The following sections outline the responsibilities and roles of these people, as well as the management of the following:

- Support for Staff
- Safeguarding Training
- Safer Recruitment
- Allegations against staff
- Allegations of inadequate safeguarding practices at the school
- Opportunities for teaching within the school

Role of the Head teacher

With regard to safeguarding and child protection, the Head teacher's role includes:

- leadership responsibility for the organisation's safeguarding arrangements;
- ensuring that the school's safeguarding and child protection policies and procedures are followed by all staff;
- ensuring that all staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children;
- creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role; and
- ensuring safer recruitment practices are in place.

Role of the Designated Safeguarding Leader (DSL) and Deputy DSLs

The School Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and well being of a student.

The DSL is a member of the Strategy Group⁵ with the required status and authority to carry out the requirements of the role.

There are four Deputy Designated Safeguarding Leads (DDSLs): the Head teacher, two Deputy Head teachers and the Safeguarding Officer. The Head teacher or a Deputy Head teacher must always be available in the absence of the DSL to respond to safeguarding issues.

The Safeguarding Officer, in their capacity as a DDSL, can carry out safeguarding actions, but must always do so with the consent of either the DSL or the Head or one of the Deputy Head teachers.

The DSL and DDSLs are all required to undertake child protection training every two years and attend further training as required.

Requirements of the DSL and DDSLs are to:

- have the skills and ability to identify signs of abuse;
- know how to refer concerns to the appropriate investigating agencies;
- maintain detailed and accurate written records of child protection concerns and ensure they are kept securely;
- offer support, advice and give a level of expertise to all members of the school staff;
- ensure that all staff have access to and understand the school's Safeguarding and Child Protection Policy;

⁵ The Strategy Group comprises the Head teacher, the two Deputy Head teachers and the Assistant Head teacher (who is also presently the DSL).

- ensure that Safeguarding and Child Protection Training is part of the induction for all new staff in the school and that staff training is updated at a minimum of every two years, with additional training depending on new legislation;
- be responsible for the annual review and update of the School Safeguarding and Child Protection Policy and to consult with Governing Body prior to presentation;
- ensure that a copy of the school Safeguarding and Child Protection Policy is available for any parents who request to see it and make it available on the school website;
- contribute to the Child Protection Conference and Core Group processes either by attending or ensuring the relevant member of staff attends and also provide the written reports required in an appropriate and timely manner; and
- ensure that relevant safeguarding files are copied and forwarded appropriately when a child/young person transfers to another school.

In addition to the above, the DSL will be part of the team who review and monitor any causes of concern relating to pupils and must ensure that the DDSLs are updated on a regular basis about all issues and child protection investigations.

Role of Governors

The Governing Body has responsibility ensuring effective child protection and safeguarding policies and procedures are in place at Grange. Most pointedly, the Governing body must ensure that:

- the school safeguarding policy and procedures are in order for appropriate action to be taken in a timely manner to safeguard and protect children's welfare;
- school safeguarding policies, procedures and training are effective and comply with [Keeping Children Safe in Education](#) at all times;
- the school safeguarding policy includes an effective child protection policy together with a staff behaviour policy (known at Grange as the *Staff Code of Conduct Policy*) which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media;
- the safeguarding policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB),
- safeguarding responses are in place to identify children who go missing from the school, particularly on repeat occasions and address any safeguarding concerns behind this;
- an appropriate senior member of staff from the school Strategy Group is appointed to the role of DSL, for whom the role is explicit in their job description, and who takes lead responsibility for safeguarding and child protection (without delegating this lead responsibility to other staff);
- the remaining members of the school Strategy Group are designated as DDSLs and have equivalent safeguarding training to that of the DSL, which is updated at least every two years;
- all staff members:

- undergo safeguarding and child protection training at induction, which is updated at a minimum of every two years,
- receive regular safeguarding and child protection updates, at least annually;
- there are procedures in place to address allegations against teachers, the Head teacher, volunteers and other staff; and
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

The Chair of Governors takes overall responsibility for the school's safeguarding arrangements and is the lead safeguarding governor. The Governing Body will remedy without delay any deficiencies or weaknesses regarding child protection arrangements that are brought to their attention. See Appendix 9 – Governors' Safeguarding Checklist, which contains a comprehensive checklist for Governors to follow when reviewing safeguarding at the school.

Support for staff

The abuse of children can create strong emotions in professionals, especially if they know the child well. Such feelings are natural and can affect staff personally. Staff may also have the burden of continuing daily contact with the child, and in some cases the parents. Support in the form of opportunity for staff to discuss their feelings and the effect of this work on their personal life can come from:

- colleagues, the DSL or a DDSL, the Head teacher or one of the Deputy Head teachers;
- the Workplace Options Employee Assistance Program confidential telephone counseling service is available to school staff 24 hours a day, 7 days a week. A flyer with their up to date contact number is on the notice board in the staff room; and
- the Local Authority's Designated Officer is available for discussion or organisation of appropriate support.

Safeguarding training

All staff need to be familiar with and follow the policies and procedures and know how to respond to child abuse concerns.

Please note: the school's induction process and its content relating to safeguarding is currently under review. Once completed, it will include at least the following components:

Staff induction

During the mandatory induction, ***all regular school staff***, will be made aware of the systems Grange has in place to support safeguarding. They will be provided with copies of:

- this Safeguarding and Child Protection Policy;
- the Staff Code of Conduct; and
- [Part 1 of Keeping Children Safe in Education](#) (2016).

In addition to this, the following will be highlighted:

- the Role of the Designated Safeguarding Lead;
- the signs of abuse and neglect;
- the Early Help process;
- the referral process and the role staff might play in an assessment;
- the response process if a child makes a disclosure;
- how to express any concerns about the school's management of safeguarding; and
- the Prevent Duty.

This above information is all contained within this policy for later reference.

Supply Teachers will receive a safeguarding pack in line with statutory requirements.

Other visitors, including volunteers and contractors will be asked to read and agree to a safeguarding notice before signing in to the school.

Ongoing Staff Training

As a minimum, the DSL and DDSLs will attend training every two years. All other staff will attend safeguarding training at least every two years and will receive regular safeguarding and child protection updates at least annually.

In addition, policies and procedures related to safeguarding and child protection will be discussed throughout the school year in team, staff and management meetings.

A Safeguarding Procedure poster is included in the staff induction pack and posted in the school's Reception Offices and in the staff room. The poster is a reminder document which names the members of the school's safeguarding team and informs staff where they can find safeguarding forms and who they should be passed on to.

It is recognized that staff build expertise by taking safeguarding training and managing safeguarding concerns on a daily basis. For that reason, staff are asked to contribute to and shape the school's safeguarding arrangements and child protection policy.

Opportunities to teach safeguarding

Children will be taught about safeguarding to develop an awareness of safety, maintain self-discipline and self-esteem. The school's PSHE curriculum includes components differentiated by age so they progressively learn the knowledge and skills needed to keep them safe. These and related issues are integrated into the wider curriculum and topics are appropriate to different key stages.

These include the topics:

- my family and me;
- safety in the home and road safety;
- sex and relationship education; and
- education for citizenship.

In addition, in the Autumn term, every class across the school takes part in an e-Safety unit. The school also rolls out a day of e-Safety learning to coincide with e-Safety week in February and engages a specialist to lead students in Years 5 and 6 through focused e-Safety sessions.

Prevent duty – preventing radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. This duty is known as the Prevent duty. For full details, please refer to the Department for Education's published advice for schools on the [Prevent Duty](#).

Under this duty, Grange has put the following procedures in place to protect children at risk of radicalisation:

Staff training - Prevent Awareness Training was provided for all staff in Spring Term 2016. Prevent training will now become part of the general safeguarding training, with any interim updates to be passed on as and when required.

Curriculum opportunities – There are many opportunities for Grange students to participate in opportunities, which would reduce any vulnerability to radicalisation. Some of these opportunities include:

- PSHE and SRE lessons planned around citizenship and the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith;
- staying safe on line via the e-Safety curriculum and the annual online safety day; and
- Grange is also working toward becoming a UNICEF Rights Respecting School. This award program encourages the school community to focus on issues of equality, justice and sustainability both at home and as a global issue. Children learn about their rights and responsibilities via everyday teaching, assemblies and other special events.

The Government's ["educate against hate"](#) website provides information on training resources for teachers, staff and school leaders, such as Prevent e-learning.

Support from DSL – The DSL and DDSL are available to provide advice and support to staff on protecting students from the risk of radicalisation and making a

referral to the Channel program⁶.

e-Safety – Grange is protected via the Ealing Borough’s technology services that routinely check and block access to terrorist and extremist websites as part of their service.

Concerns about radicalisation – if any staff member has concerns relating to radicalisation, please follow the three step safeguarding reporting procedure (see the When and how to make a report section on page 6). The school will follow the same process as for a safeguarding concern, with the exception that concerns about radicalisation are forwarded to the Ealing Prevent Team.

The school’s Safeguarding Policy Review Group is in the process of reviewing the school’s response to the Prevent Duty. It has the following additional projects planned:

- to undertake a school-wide prevent risk assessment;
- to review the content relating to Prevent Duty that is included in the induction of new staff; and
- to investigate possible ways the school could check that visitors to the school do not have links to radicalisation or extremism.

Safer recruitment

The Head teacher, the Chair of Governors and one of the Deputy Head teachers have been trained in Safer Recruitment techniques. All adverts clearly state that children are safeguarded and all successful applicants to regulated activity roles⁷ are required to hold an enhanced Disclosure Barring Service (DBS) certificate, which includes barred list information. Anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

All newly appointed staff are required to bring in qualifications, appropriate ID and evidence for DBS checks to take place and before taking up a placement at the school. The school has a Single Central Record (SCR) in compliance with Department for Education guidance.

Supply agencies provide a booking confirmation for both teaching and support supply staff, which includes their DBS certificate number and date. Office staff also ask to see ID and the original certificate when supply staff arrive at the school.

⁶ Channel is a programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It uses a multi-agency approach to protect vulnerable people by: identifying individuals at risk, assessing the nature and extent of that risk, and developing the most appropriate support plan for the individuals concerned.

⁷ A person will be considered to be engaging in regulated activity if as a result of their work they: will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or engage in intimate or personal care or overnight activity, even if this happens only once.

Regular volunteers in school will be subject to DBS checks; occasional volunteers must be supervised by staff who are DBS checked.

All Governors are required to have an enhanced DBS certificate. As governance is not a regulated activity, Governors do not need a barred list check, unless in addition to their governance duties they also engage in a regulated activity.

All other professional visitors to the school who will be working with the children are asked for their ID and original CRB certificate.

Contractors are DBS checked by their company, who provide an updated list of DBS numbers to the school whenever new staff join their company. Office staff ask anyone else coming through the school for identification.

Please refer to the school's Staff Recruitment and Selection Policy for further detail on Safer Recruitment policy and procedures.

Allegations of abuse against staff and concerns about the School's management of safeguarding

Allegations of abuse may involve a staff member (or a volunteer) who has:

- behaved in a way that has harmed a child, or may harm a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they pose a risk of harm to children.

The school has a specific Allegations of Abuse Against Staff Policy to deal with allegations of child abuse made against current staff members. Please refer to the policy itself for the detailed procedures.

In summary:

- Allegations of abuse against a staff member (including the school's DSL) are referred to the head teacher, who becomes the 'case manager'. When the head teacher is absent, the deputy head teacher with responsibility for the school during this head teacher absence will act as the case manager.
- In the first instance, all allegations of abuse against a staff member (other than the head teacher) will be discussed by the case manager and the local authority Designated Officer (DO), if they meet the criteria above.
- The case manager and DO will also decide whether to involve the police and what other course of action to take.
- If the allegation is against the head teacher it will be referred to the Chair of Governors who will become the case manager and will immediately contact the DO. If for any reason the Chair of Governors is unavailable it should be referred to the school's DSL. The DSL will immediately contact the DO and also attempt to contact the Chair of Governors. The Chair of Governors (or DSL) will then be guided by the DO as to the process to be followed.

Note: Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Concerns about the School's management of safeguarding

The school has a specific Whistleblowing Policy to deal with concerns about the school's management of safeguarding.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Staff concerns will be taken seriously by the Strategy Group.

If a staff member feels unable to raise an issue with the DSL or feels that their genuine concerns are not being addressed, the following alternative whistleblowing channels may be open to them:

- General guidance can be found at the gov.uk's [Whistleblowing for Employee's](#) webpages; and
- The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 or Email: help@nspcc.org.uk.

Allegations of abuse made against other children

Staff should recognise that children are capable of abusing their peers. The school's Behaviour Policy includes an Anti-bullying section, which outlines the school's procedures to minimise the risk of peer on peer abuse. It also sets out how allegations of peer on peer abuse will be investigated and dealt with.

The school's Safeguarding Policy Review Group has plans to expand school policy and procedures on the following:

- how victims of peer on peer abuse will be supported; and
- how the school's policies and procedures can reflect the different gender issues that can be prevalent when dealing with peer on peer abuse.

Inter-agency working

The school contributes to inter-agency working, in line with the statutory guidance *Working Together to Safeguard Children*, through working with the Ealing Safeguarding Children Board (ESCB), the Ealing Prevent Team, social care, the police, health services and other services, and share information regularly as required.

The school's Safeguarding and Child Protection Policy and procedures take into account those set up by the Ealing Safeguarding Children Board.

Online safety

Grange has an e-Safety policy, which comprehensively outline's the School's position and procedures relating to online safety.

APPENDICIES

Appendix 1 – Safeguarding Issues Checklist

	Addressed in this policy?	Other school policies and further references
Acceptable Use of ICT by Staff	Yes	e-Safety Policy
Allegations of Abuse Against Staff	Yes	Allegations of Abuse Against Staff Policy
Attendance	Yes	Attendance Policy
Behaviour		Behaviour Policy
Bullying and other peer on peer abuse		Behaviour Policy and E-safety Policy
Central record of recruitment and vetting check	Yes	
Child protection	Yes	
Children Missing from Schools	Yes	Attendance Policy
Communications and social media	Yes	E-safety Policy, Staff Code of Conduct
Complaints Procedure		Complaints Policy
Drug and substance misuse	No	Staff Code of Conduct Policy?
E-safety	Yes	e-Safety Policy
EYFS Specific Safeguarding Information	Yes	
First aid and provision of medicines	No	Medical Needs Policy
Guidance from staff on Safer working practice	Yes	
Guidance for volunteers, supply teachers and visitors	Yes	Supply Teachers Pack. Volunteers Pack and Visitors Pack to be completed ASAP
Health and Safety		Health and Safety Policy
Interagency Working	Yes	
Issues which may be specific to a local area or population (gangs, HBV, FGM)	Yes	Relationships and Sex Education Policy
Looked After Children (LAC)	Yes	
Non-collection of students from school	Yes	
Premises Management		Accessibility Plan, Health and Safety Plan
Preventing radicalisation	Yes	
Children Missing from School	Yes	
Risk assessments relating to children's safety and security while on school grounds		Health and Safety Policy
Role of the DSL	Yes	

Safeguarding Curriculum Opportunities	Yes	
Safeguarding for SEND		Accessibility Plan, SEND Policy, SEN Information Report
Safeguarding Training	Yes	
Safer Recruitment	Yes	Staff Recruitment and Selection Policy
School security and school site safety	No	Health and Safety Policy, Accessibility Plan
Sex Education		RSE Policy
Staff medical needs, including storage of medicines at school	No	To be included in Medical Needs Policy ASAP
Staff/Pupil relationships	Yes	e-Safety Policy
Supporting pupils with medical conditions		Medical Needs Policy
Use of Images of Children	Yes	e-Safety Policy, Staff Code of Conduct Policy
Use of physical intervention	Yes	Staff Code of Conduct and Behaviour Policy
Visitors to the school	Yes	
Whistleblowing	Yes	Whistleblowing Policy

Appendix 2 – Possible Indicators Child Sexual Exploitation

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

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

Appendix 3- Orange form



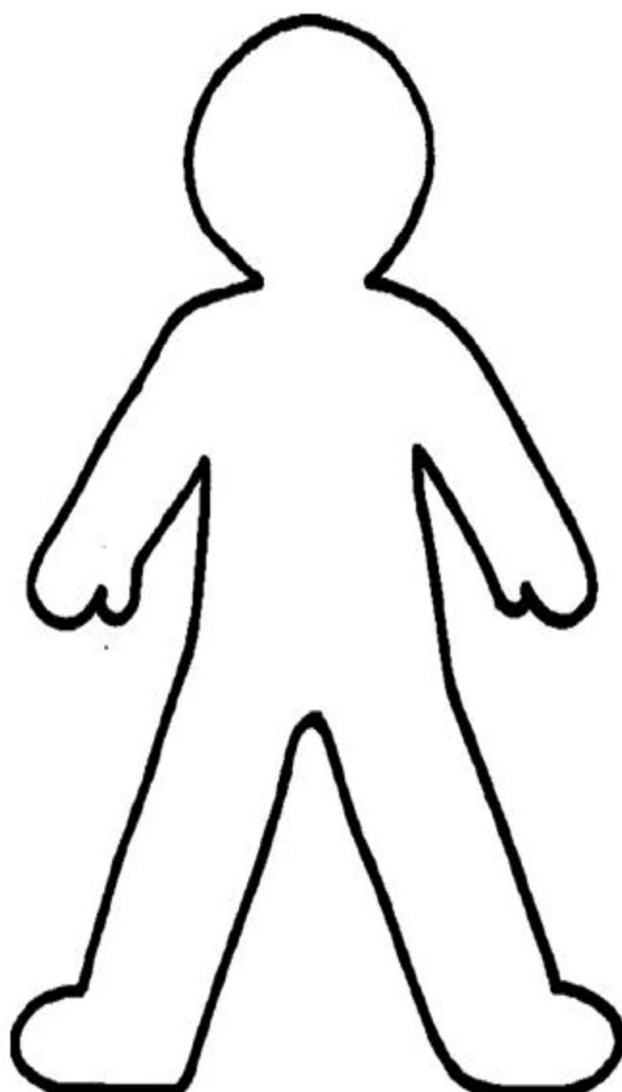
Safeguarding Concern (Known as Orange form)

Name of pupil:	YG/Class:
Date:	Time:
Name of adult reporting concern:	
Role of adult reporting concern:	
Nature of concern:	
Action/s agreed by designated safeguarding lead:	
To be processed by :	Time scale:
This form must remain CONFIDENTIAL Complete the form as soon as possible and pass on to the designated safeguarding lead	

Appendix 4 - Body Map

Grange Primary School - Body map

Date	Time	Front view (Tick)	Back view (Tick)	Observed by
Comments				



Appendix 5 - 'Honour based' violence (HBV) and Female Genital Mutilation (FGM)

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 Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. ***If in any doubts staff should speak to the designated safeguarding lead.*** Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM

It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris. It includes all procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. FGM has also been documented in communities in Iraq, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan.

If there is an indication that the child or young person is at risk of FGM or has undergone FGM, or she has expressed fears of reprisals or violence, the information ***must be shared with both the police and children's social care.***

Risk factors and signs include:

- The majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.
- It may be possible that families will practice FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin. A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.

- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Girls who are threatened with or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally.
- Staff may become aware of a student because they appear anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in their performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents themselves from lessons, possibly spending prolonged periods in the bathroom.

The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#). Please also refer to the [Multiagency Guidelines on FGM](#).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Appendix 6 - Twelve tips on talking to pupils who have been sexually abused

1. Believe them and tell them that you believe them. The abuser will have told them that no one will believe them.
2. If you feel shock and disbelief don't let the child think that means that you can't hear what they are telling you.
3. Say, "You were right to tell me". The abuser will have frightened them into keeping silent.
4. Tell the child that the abuse was not her/his fault. The abuser will have made them feel responsible.
5. The child may love the abuser but hate the abuse. Tell the child that the abuser was "wrong" rather than "bad".
6. Tell the child you will try to help them stop the abuse.
7. Don't agree to keep the sexual abuse a secret. Don't promise things you can't do. Do reassure the child that you will do all that you can.
8. Tell them who you will be telling and why.
9. Don't say things like "are you sure?" "why didn't you tell me before?", "I don't believe it".
10. If the child tells you and you are surprised, don't rush away to inform other people. Control your panic and spend time with the child until you have reassured her/him and informed the child of your actions. You will need support, but at this stage this is not as important as the support that the child needs.
11. Make sure that the child knows that your anger is with the abuser and not with them.
12. Don't necessarily believe the child if she/he later retracts the allegation. This is because of the hurt, confusion and panic that they are now feeling.

Appendix 7 – Deletions from the Admissions Register

This is an extract from Regulation 8 of The Education (Pupil Registration) (England) Regulations 2006.

The following are prescribed as the grounds on which the name of a pupil of compulsory school age shall be deleted from the admission register—

(a) where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local education authority⁸ for that named in the order or the order is revoked by the local education authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school;

(b) except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school;

(c) where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion;

(d) in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school;

(e) except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered;

(f) in the case of a pupil granted leave of absence exceeding ten school days for the purpose of a holiday in accordance with regulation 7(3), that —

(i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and

(iii) both the proprietor and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is;

⁸ Please note that the regulations from 2006 use the former term Local Education Authority (LEA) rather than the more recent term Local Authority (LA). Throughout Grange's Safeguarding and Child Protection Policy we have used the current terminology (LA), but left the original wording in this extract in Appendix 7 to preserve the integrity of the Regulation.

(g) that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age;

(h) that he has been continuously absent from the school for a period of not less than twenty school days and —

(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and

(iii) both the proprietor of the school and the local education authority have failed, after reasonable enquiry, to ascertain where the pupil is;

(i) that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period;

(j) that the pupil has died;

(k) that he will cease to be of compulsory school age before the school next meets and the relevant person has indicated that he will cease to attend the school;

(l) in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school;

(m) that he has been permanently excluded from the school; or

(n) where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.

Appendix 8 - Setting Professional Boundaries

Below is guidance from the Ealing Safeguarding Children Board:

All adults working with children are in positions of trust and so a high standard of behaviour is expected. A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity.

Adults should always maintain appropriate professional boundaries and avoid behaviour, which might be misinterpreted by others. They should report and record any incident with this potential and consider the following personal boundaries:

- All adults working with children have a responsibility to maintain public confidence in their ability to safeguard. It is expected that an adult who works with children adopts a high standard of personal conduct and avoids behaviour that could be seen to compromise their work with children such as the misuse of drugs and alcohol or acts of violence.
- Adults who work with children should ensure they dress in a suitable manner for the tasks and work they undertake.
- Where a person aged 18 or over is in a specified position of trust with a child under the age of 18 it is illegal for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.
- No child should live in or be invited to the home of an adult who works with them unless the reason for this has been firmly established and agreed with the child's parents/carers and the professional's senior managers.
- Gifts and rewards should be part of an agreed policy for supporting positive behaviour or recognising achievements. There may be times an adult wishes to give a child a personal gift but it must be in line with agreed policy.
- Occasionally, a child may develop an infatuation with an adult who works with them. If an adult becomes aware of such a situation they should discuss it with a manager and/or the child's parent/carer at the earliest opportunity to avoid any hurt, distress or embarrassment on behalf of the child. Discussions on these matters with managers must be clearly recorded.
- Communication between adults and children, by whatever means, should take place within clear professional boundaries, this includes the use of technology including mobile phones, text messaging, e-mails and social media. Adults should not share personal information with a child nor should they request or respond to any personal information from the child. Adults should ensure that all of their communications with a child are transparent and open to scrutiny. They should not give out personal contact details unless agreed with senior

management and parents.

- Many jobs within the children's workforce require physical contact with children. There are occasions when it is entirely appropriate for adults to have some physical contact with the child. However it is crucial that, in all circumstances, adults should only touch children in ways which are appropriate to their profession or agreed role and responsibilities. When physical contact is made with a child, this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.
- One-to-one situations have the potential to make a child more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with children may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when these are unavoidable, reasonable and sensible precautions are taken.

Appendix 9 – Governors’ Safeguarding Checklist

<u>Safeguarding Element</u>	<u>Y/N</u>	<u>Comments</u>
<u>Legislation and the law</u>		
school safeguarding policies, procedures and training are effective and comply with the law <i>Keeping children safe in education</i> at all times		
the Chair of Governors takes overall responsibility for the school’s safeguarding arrangements and is the lead safeguarding governor		
all school staff provide a safe environment in which children can learn		
<u>Safeguarding policies</u>		
the school safeguarding policy and procedures are in order for appropriate action to be taken in a timely manner to safeguard and protect children’s welfare		
the school safeguarding policy includes an effective child protection policy together with a staff behaviour policy (known at Grange as the <i>Staff code of conduct policy</i>) which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media		
the school safeguarding and child protection policy and the staff code of conduct are provided to all regular staff on induction; supply staff are provided with a safeguarding pack on arrival to the school; other visitors, including volunteers and contractors, are asked to read and agree to a safeguarding notice before signing in to the school; all regular staff and governors have read at least Part 1 of <i>Keeping children safe in education</i>		
the school child protection policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB)		

the Head teacher makes sure that the above policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff, volunteers and visitors to the school		
safeguarding responses are in place for children who go missing from the school, particularly on repeat occasions		
<u>The designated safeguarding lead (DSL)</u>		
an appropriate senior member of staff from the school Strategy Group is appointed to the role of DSL, for whom the role is explicit in their job description, and who takes lead responsibility for safeguarding and child protection (without delegating this lead responsibility to other staff)		
the remaining members of the school Strategy Group are designated as deputy designated safeguarding leads (DDSLs), trained to the same standard as the designated safeguarding lead		
the DSL and the school Strategy Group liaise with the Local Authority and work with other agencies in line with <i>Working together to safeguard children</i>		
during term time, the DSL and / or a DDSL (who is not the Safeguarding Officer) are available during school hours for staff in the school to discuss any safeguarding concerns and appropriate cover arrangements are made for any out of hours / out of term activities		
the DSL and DDSLs undergo training to provide them with the knowledge and skills to carry out the role which is updated through formal training every two years and informally on an on-going basis via, for example, e-bulletins, meeting other DSLs and taking time to read and digest safeguarding developments		

<u>Inter-agency working</u>		
the school contributes to inter-agency working in line with statutory guidance <i>Working together to safeguard children</i> through working with social care, the police, health services and other services and sharing information appropriately		
safeguarding arrangements take into account the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the LSCB		
<u>Staff training</u>		
all staff members undergo safeguarding and child protection training at induction which is updated at a minimum of every two years and it is in line with advice from the LSCB		
all staff members receive regular safeguarding and child protection updates, for example, via email, e-bulletins and staff meetings, as required, but at least annually		
staff expertise is used to contribute to and shape the school's safeguarding arrangements and child protection policy		
<u>Online safety</u>		
school provision is appropriate and sufficient to safeguard children from potentially harmful and inappropriate online material, for example, through the use of effective but not overly restrictive filters and monitoring systems		
<u>Opportunities to teach safeguarding</u>		
children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum		

<u>Safer recruitment</u>		
people who pose a risk of harm to children are prevented from working at the school by adhering to statutory responsibilities to check staff and the school's recruitment and selection policies; taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised		
at least one person on any appointment panel has undertaken the Local Authority 1-day safer recruitment training or equivalent		
<u>Allegations of abuse made against teachers, head teachers, principals, volunteers and other staff</u>		
there are procedures in place to address allegations against teachers, the Head teacher, volunteers and other staff i.e. there is a suitable policy and that such allegations are referred to the designated officer(s) at the Local Authority (by the appropriate person as set out in Part 4 of guidance).		
there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned		
<u>Allegations of abuse made against other children</u>		
the school child protection policy includes procedures to minimize the risk of peer on peer abuse and sets out how allegation of peer on peer abuse will be investigated and dealt with		
sexting and the school approach to it is reflected in the school child protection policy		
the school child protection policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse		

<u>The child's wishes</u>		
the child's wishes and feelings are taken into account when determining what action to take and what services to provide with systems in place for children to express their views and give feedback so that systems and processes operate with the best interests of the child at their heart		
<u>Looked after children & designated teacher</u>		
staff have the skills, knowledge and understanding necessary to keep looked after children safe and appropriate staff have information		
the school has a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training		
work with virtual school heads		
<u>Children with special educational needs and disabilities</u>		
the school child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children		