

# ORLEY FARM SCHOOL



## Safeguarding and Child Protection Policy

(Whole School Including EYFS)

<b>First Issued:</b>	September 2001	<b>Next Review:</b>	Summer Term 2025
<b>Last Reviewed:</b>	Summer Term 2024	<b>Version:</b>	8.0
<b>Responsible:</b>	Designated Safeguarding Lead		

The Pastoral Safeguarding Group (PSG) is made up of the Head Teacher, the DSL, the Deputy DSL, Head of Middle School, Head of Pre-Prep, Nominated Governor, Head of SENCO, Governor with responsibility for Positive Mental Health and Nurse	
Head Teacher: Tim Calvey	Designated Safeguarding Lead: Matthew King (Deputy Head Pastoral, SLT)
Deputy DSL for all pupils: Samantha Loubon Designated lead for EYFS & PP: Henk Richards Designated staff for MS: Melanie Gentles	Nominated Safeguarding Governor: Mary Short Nominated Governor for Positive Mental Health: Carol Cliffe

**KEY CONTACT DETAILS:**

HARROW GOLDEN NUMBER: 0208 901 2690

The NSPCC whistle-blowing helpline number 0800 028 0285

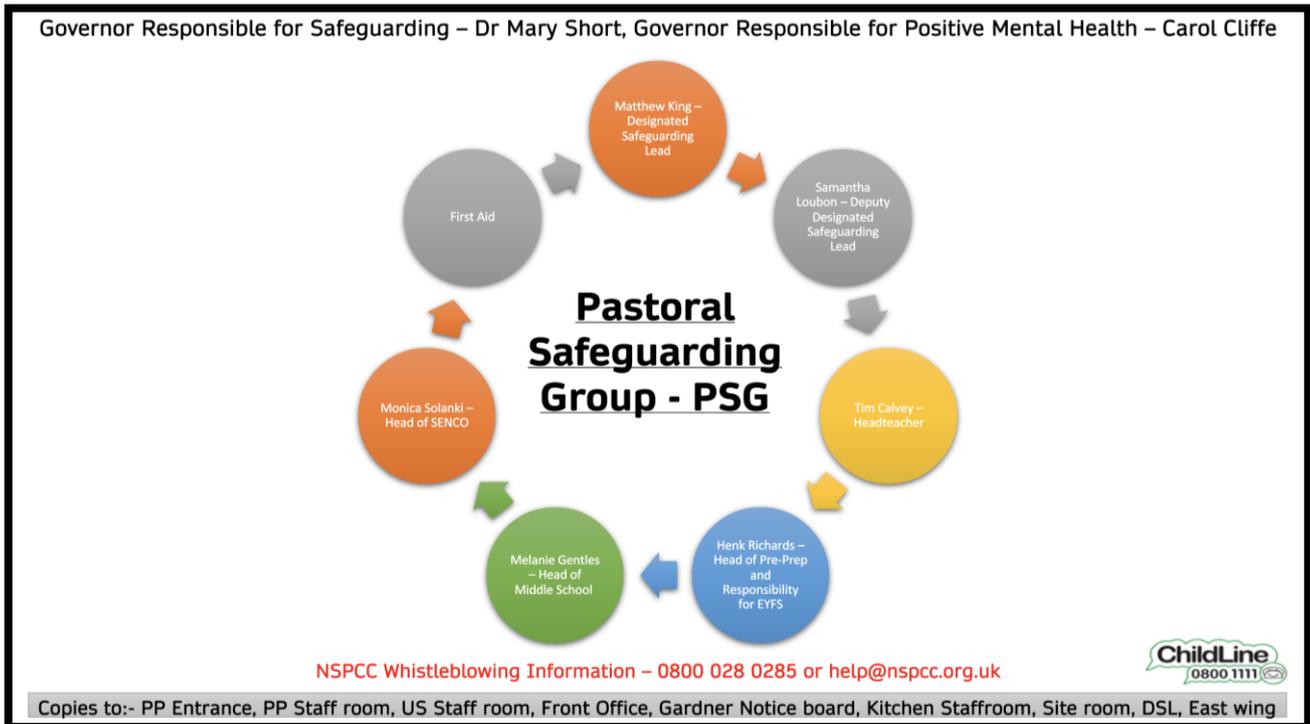
(DSL) Matthew King 0208 8697600 (Ex687) / 07527 912 321 / (out of school hours)

(Deputy DSL) Samantha Loubon - 0208 8697655 / 07803 623054

(Head of Pre-Prep) Henk Richards – 0208 869 7609

(Head of Middle School) Melanie Gentles – 0208 869 7608

To contact the Chair of Governors please speak with the Headmasters’ PA who will give you the Chairs contact details



Contact details and Agencies	Contact details and Agencies	Contact details and Agencies
Chair of Governors – Contact via Director of Operations 0208 869 7614	NSPCC - 0800 800 5000  Childline – 0800 1111  Ofsted’s Whistle Blowing Hotline – 0300 123 3155	Female Genital Mutilation (FGM) mandatory reporting via Police on 999. FGM helpline 0800 028 3550  PREVENT – 0207 3407264; email counter.extremism@education.gov.uk
The majority of pupils are under the guidance of the:		
<b>London Safeguarding Children’s Partnership Contacts – <a href="#">Link</a></b>		
Harrow Local Safeguarding Partners Local Authority Designated Officer (LADO) Rosalind South: 07871 987254  GOLDEN NUMBER: 0208 901 2690 Out of hours: Tel 0208 424 0999  Children missing from education. PRAGNA BHATT – 0208 736 6461	Brent and Harrow Police Child Abuse Investigation Team Edgware Police Station, Whitchurch Lane, Edgware, Middlesex, HA8 6LB Tel: 0208 733 3503/04/65	

## 1. The School’s Statement of Intent

- a. This policy has regard to the following documents: statutory guidance *Keeping Children Safe in Education 20233 (KCSIE)* and *Working Together to Safeguard Children July 2018 (but including February 2017 update)* and has been authorised by the Governing Body. It is published on the school website and available in hard copy to parents on request. This policy can be made available in large print or another accessible format if required. This policy and its procedures apply where staff or volunteers are working with pupils even where this is away from School, for example on an educational visit and will be used as part of the after-school provision ‘Orley X’. It also applies to the Early Years Foundation Stage (EYFS) provision. It also has regard to: *Prevent Duty Guidance: for England and Wales (2105)* and *The Prevent Duty: Departmental advice for schools and childminders (June 2015)* and *the use of social media for on-line radicalisation (July 2015)*.
- b. Orley Farm School’s highest priority is the safety and wellbeing of all its pupils and it works to create a whole school ethos in which pupils feel secure and listened to. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. Child protection concerns that arise will be dealt with sensitively and effectively. Records will be accurate and securely stored and ‘information will always be shared with the appropriate bodies when it is in the best interest of the child for this to take place. Any deficiencies or weaknesses in child protection arrangements will be remedied without delay.

- c. Governors undertake a review of all safeguarding, child protection and related policies at least annually. They evaluate termly the efficiency with which these policies and procedures operate and record the matters in the Governors' Minutes. All staff are aware that safeguarding and promoting the welfare of children is everyone's responsibility.
- d. This policy is supported by Appendices 1 - 4 as follows:
  - Appendix 1 - 'Who to turn to on a Rainy Day'
  - Appendix 2 – Types of signs and abuse and other Safeguarding issues (taken from Keeping Children Safe in Education – September 2023)
  - Appendix 3 - Dealing with a Disclosure
  - Appendix 4 - Synopsis

## **2. Policy Aims**

- a. The aims of this policy are:
  - i. to promote the safeguarding of children and the well-being of pupils in our care.
  - ii. to provide clear direction to staff, temporary staff and volunteers about expected codes of behaviour in dealing with child protection issues.
  - iii. to ensure all school staff are prepared to identify children who may benefit from early help.
  - iv. to make explicit the school's commitment to the development of good practice and sound procedures so that child protection concerns and referrals are handled sensitively, professionally and in ways that support the best interests of the child in accordance with legislative guidelines.
  - v. to ensure all staff are aware that concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.
  - vi. to promote effective liaison with other agencies and work in accordance with Harrow inter-agency procedures.
  - vii. to integrate child protection issues into the curriculum and to ensure pupils are aware of the impact of child-on-child abuse.
  - viii. to take account of policies in related areas such as Behaviour & Discipline, Anti-Bullying, Child on child Abuse, Attendance and the acceptable use of telephones, cameras, e-mail systems and internet.

This policy applies to staff, volunteers, and contractors working with pupils on school premises or away from school on an activity, visit or other educational pursuit.

## **3. Statutory Framework**

- a. 'Keeping Children Safe in Education' (September 2023) requires all schools to follow procedures for protecting children from abuse. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse. These procedures will cover circumstances in which a member of Staff or volunteer is accused, or suspected, of abuse. Staff are expected to play a role in 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 acting to enable all children to have the best outcomes.

- b. Staff, temporary staff and volunteers are made aware of signs of abuse and know to whom they should report any concerns or suspicions.
- c. Every new member of staff or volunteer receives training on their responsibilities in being alert to the signs of abuse and bullying as well as procedures for recording and referral.
- d. Designated Teachers have responsibility for co-ordinating action within the school and for liaising with other agencies.
- e. ALL staff must read and understand Part 1 and Annex A of KCSIE - Keeping Children Safe in Education' September 2023. Staff should also be alert to other safeguarding issues which might lead to concerns, as listed in KCSIE part 1 and Annex A.
- f. Governors are required to read the whole of KCSIE.

#### **4. Promoting the Welfare of Children**

- a. The school curriculum is important in the protection of children. We aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and JIGSAW curriculum):
  - i. Developing pupil self-esteem;
  - ii. Developing communication skills;
  - iii. Informing about all aspects of risk;
  - iv. Developing strategies for self-protection;
  - v. Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
  - vi. Developing non-abusive behaviour between pupils.
- b. Children are also made aware, through PSHE and tutors, of how the system works and who they should talk to if they have any concerns. See Appendix 1 - 'Who to turn to on a Rainy Day.'
- c. All pupils have E-Safety training at an appropriate level, annually, in their computer science lessons. This is reinforced with our Digital Ambassadors throughout the school.
- d. The Pupil Planner (Years 3-8) contains information regarding E-Safety for daily reference and reminders (see E-Safety Policy).

#### **5. Roles and Responsibilities**

##### ***a. Role of Designated Safeguarding Lead (DSL)***

- i. To be a senior member of the school leadership team who is directly employed by the school.
- ii. To ensure all staff, temporary staff and volunteers are familiar with the school's and relevant Local Authorities' guidelines for identifying and reporting abuse. This includes allegations of abuse against staff, temporary staff, volunteers and the Head Teacher. The DSL should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities.

- iii. To ensure the school operates an effective Child Protection and Safeguarding policy.
- iv. To ensure that all new members of staff have access to, and understand, the importance of our Safeguarding Policy and Procedures, through the induction process.
- v. To ensure all staff, including the Head Teacher, temporary staff and volunteers receive accredited training in child protection at least every two years.
- vi. To ensure Governors receive the Safeguarding for Governors and Trustees Training 'Online Safeguarding & Duty of Care training for educational settings' from the SSSCPD platform.
- vii. To support and advise staff, temporary staff and volunteers on Child Protection issues.
- viii. To ensure the Deputy DSL is trained to the same standard as the DSL.
- ix. To ensure appropriate provision is in place for the DSL role in 'supervision' for staff dealing with safeguarding, and the corollary of care for the DSL.
- x. To be available throughout the school day and, whilst residential trips are occurring, either in person or via telephone or email. Contact details are given to all staff.
- xi. To be responsible for co-ordinating action and liaising with other agencies and support services.
- xii. In consultation with the Head Teacher, to assist the Children's Services Department in enquiring into allegations of child abuse. The school will provide information and be represented at case conferences as required.
- xiii. To follow, as appropriate, recommendations made by the relevant Local Authority.
- xiv. To be aware of 'Working Together to Safeguard Children 2020' and the 'What to do if you're worried a child is being abused – update Sept 16' documents (See further reading at end of policy.)
- xv. To monitor children on the Child Protection register.
- xvi. To ensure that relevant staff are aware of any agency intervention.
- xvii. To complete Child Protection records and forward to new schools. (Where relevant)
- xviii. To maintain accurate and secure Child Protection records.
- xix. Following a disclosure or suspicion of abuse the DSL will ensure that contact with the relevant agency is made within 24 hours.
- xx. To ensure that designated persons receive relevant up-to-date training every 2 years.
- xxi. To ensure all staff, temporary staff, volunteers and pupils are aware of, and follow the E Safety policy and to understand the unique risks associated with online safety. To be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school. Staff will be reminded of the filtering and monitoring systems at the school with relevant information reported to the Board via the Education Committee.

**b. Designated Teachers**

Each school must have a Designated Teacher who is responsible for promoting the educational achievement of looked after children (LAC). The DT must be a qualified teacher or Head Teacher.

**c. The Director of Operations**

The Director of Operations is responsible for working in conjunction with the Pastoral Safeguarding Group to provide Child Protection Training for non-teaching school employees. The Director of Operations is also responsible for ensuring safe recruitment and employment of staff, temporary staff and volunteers who work with children. A copy of the recruitment procedure is available on the website.

**d. The School Nurse/Welfare Officer**

As well as participating fully in the proceedings of the Pastoral Safeguarding Group (PSG) their role is to ensure that relevant information that they collate, as well as information that they obtain in the course of their duties, is communicated to the Designated Teachers concerned. Types of injuries, attendance and frequency are recorded to observe patterns.

**e. The SENCO**

The SENCO plays a full and active role in the Safeguarding of children at Orley Farm.

Both SENCO and DSL can be lonely jobs in school and carry a huge weight of responsibility. Joint working gives another point of view for the difficulties and challenges that are part of both the SENCO and DSL roles and enables the school to build a wider picture of children's holistic needs.

The SENCO should be informed of all safeguarding concerns about children with SEND, including ensuring the SENCO receives alerts for all children on the SEND register

The SENCO forms part of the Pastoral Safeguarding Group which meets once each half term.

**f. The Responsibilities of the Whole School Staff, Temporary Staff and Volunteers**

- i. Governors recognise that all school staff, temporary staff and volunteers have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the Designated Teacher / DSL / Head.
- ii. Staff, temporary staff and volunteers are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- iii. All school staff, temporary staff and volunteers are expected to:
  - Be aware of signs and symptoms of abuse
  - Report concerns to the Designated Teacher or DSL

- Monitor and report as required on the welfare, attendance and progress of pupils on the Borough's Child Protection Register.
- Keep clear, dated, factual and confidential records of child protection concerns.
- Be aware of their responsibilities regarding filtering and monitoring.

**g. Designated Mental Health Lead**

The Designated Mental Health Lead (DMHL) oversees the whole-school approach to wellbeing, developing a positive mental health culture that values mental health in the same way as physical health, encouraging everyone to care for their mental health and that of others. Mental health problems can indicate abuse, neglect, or exploitation; the DMHL equips staff with the knowledge and confidence to understand and recognise signs of poor mental health in pupils and know where to go with any concerns. The DMHL will review and implement, where appropriate, the latest positive mental health and wellbeing knowledge, training, and approaches. They are the vital link between the school, families, and the broader education and healthcare system.

**h. The Governing Body**

The Governing Body have responsibility for the strategic leadership of the school's safeguarding arrangements and ensure that they comply with their duties under legislation. They ensure that policies, procedures and training in the school are effective and always comply with the law. The Safeguarding governor takes leadership responsibility for the school's safeguarding arrangements and ensures that all governors receive appropriate safeguarding and child protection training at induction and that this training is regularly up-dated, at least once a year, in order that they are able effectively to test and challenge policies and procedures in the school. Governors are mindful of their obligations under the Human Rights Act, 1998; the Equality Act, 2010; and the local multi-agency safeguarding arrangements. By annual review of the policies for safeguarding and child protection, behaviour, child-on-child abuse, on-line safety, SEND, staff behaviour, whistle-blowing, children missing education, etc, governors ensure that policies are transparent and clear and easy to understand for all members of the school community and that they operate with the best interest of the child at their heart.

Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

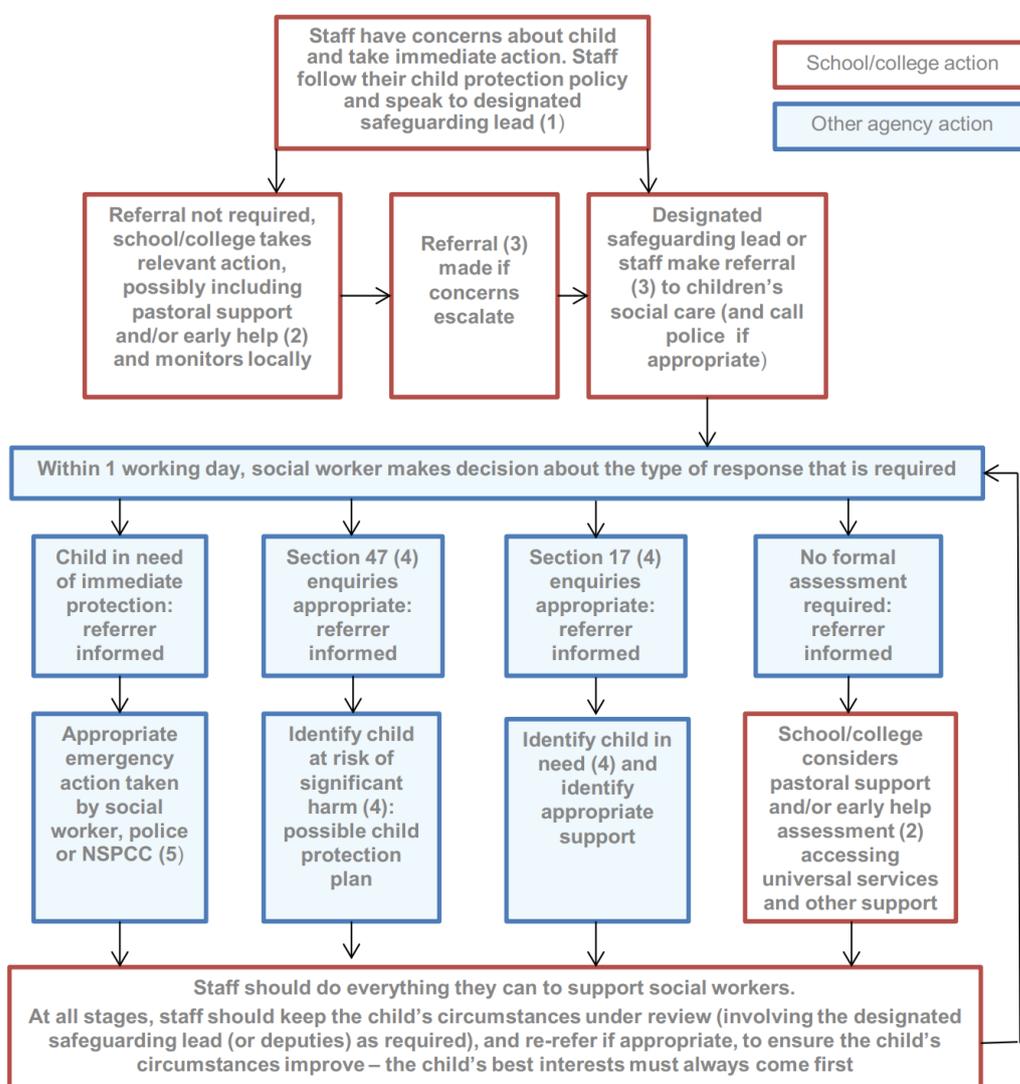
Governors review the filtering and monitoring standards and discuss them with IT staff and service providers through the Education Committee. The Safeguarding governor meets regularly with the DSL and, with the nominated governor for mental health, attends the half-termly meetings of the PSG. The DSL reports to the Full Governing Body each term and the Safeguarding governor carries out regular checks of the SCR.

**6. School Procedures**

- a. All matters concerning the safeguarding of a child should be referred to the Designated Safeguarding Lead or the Deputy Safeguarding Lead in his absence.
- b. All safeguarding concerns related to a member of staff should be referred directly to the Head Teacher.

- c. All safeguarding concerns related to the Head Teacher should be reported directly to the Chair of Governors.
- d. If staff are unsure about a concern, they should speak to the DSL.
- e. If there is a risk of immediate serious harm to a child a referral should be made to Children’s Social Care immediately. Anybody can make this referral. Staff should refer children directly to Children’s Social Care if it is an emergency, or they feel that appropriate action is not being taken.
- f. Under no circumstances will any information or speculation be intimated to anyone else, within or outside the School.
- g. The Designated Safeguarding Lead will make all decisions on further action, in consultation with the Head and professional bodies (Social Care, Police) as necessary. Decisions over borderline cases will be made after discussion with the Local Authority Designated Officer from the borough in which the child resides. The Safeguarding Governor will be kept informed of all referrals.

### Actions where there are concerns about a child



**h. Initial Concern – Child in Need**

- i. All staff should be prepared to identify pupils who may benefit from early help immediately a problem emerges. Where staff see in children signs which cause them concern, they should seek information from the child with tact and sympathy. It is not their role to carry out an investigation.
- ii. The member of staff should make a written note of the concern, using the [ROC](#) recording the date, concern and action taken and pass it to the DSL.
- iii. Advice will be sought from our safeguarding partner as to how to proceed and whether to inform the parents. If the concern meets the threshold requirements, a referral will be made to children's social care by the DSL.
- iv. All safeguarding and child protection records will be filed securely and separately from the main pupil files.

## **7. Abuse, Neglect and other Safeguarding Issues**

Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Abuse can take place wholly online or technology may be used to facilitate offline abuse.

Forms of abuse can include domestic abuse, drugs, fabricated or induced illness, private fostering, radicalisation, Prevent Duty, sexting and up skirting.

Other areas to which staff should be alert are: Children's mental health, child missing from home or care, child sexual exploitation (CSE), so-called honour-based abuse (HBA), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), Child Criminal Exploitation, county lines, child-on-child abuse and trafficking.

### **a. *Prevent Duty***

All staff have undertaken training to equip them with the necessary skills, knowledge and confidence to enable them to prevent and support children 'who may be susceptible to extremist ideology and radicalisation.'

At Orley Farm School our priority is early intervention and diverting people away from risk through robust and thorough recording and reporting procedures and strong partnerships with partner agencies.

Staff are advised to use [EducateAgainstHate](#) a Department for Education-run website that provides "advice and trusted resources for schools to safeguard students from radicalisation".

The link takes you to a specific web page where there is a list of behaviours to use as a guide to identify possible radicalisation, including:

- becoming increasingly argumentative;
- unwilling to engage with students who are different;

- becoming abusive to students who are different;
- embracing conspiracy theories.

Where staff have a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's DSL, and where deemed necessary, with children's social care.

It is important that early signs of abuse and neglect are acted upon and that clear records are kept.

Staff can also contact their local police force or dial 101. The police can talk in confidence about concerns and help staff gain access to support and advice.

Please refer to the Government [PREVENT](#) duty document for further advice and guidance in this area.

**b. E – Safety; Filtering and monitoring**

Online safety is the direct responsibility of the DSL and the school will ensure we:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.
- Comprehensively educate children in e-safety.

Additional guidance on filtering and monitoring from the [UK Safer Internet Centre](#) and their related [toolkit](#) can be found here.

**c. Children Missing Education**

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues.

- Attendance is reviewed weekly within Year Group meetings by Year Group Leads.
- Concerns are noted two times a term at our Pastoral Care Team meetings where actions are sanctioned.
- Termly figures are noted at the Full Board meeting by the DSL

In the instance where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

- At this point the school would notify the local authorities.

If necessary, parents should be informed in writing of this in advance and every step should be taken to ensure the pupil is returned to education within the 2-week period.

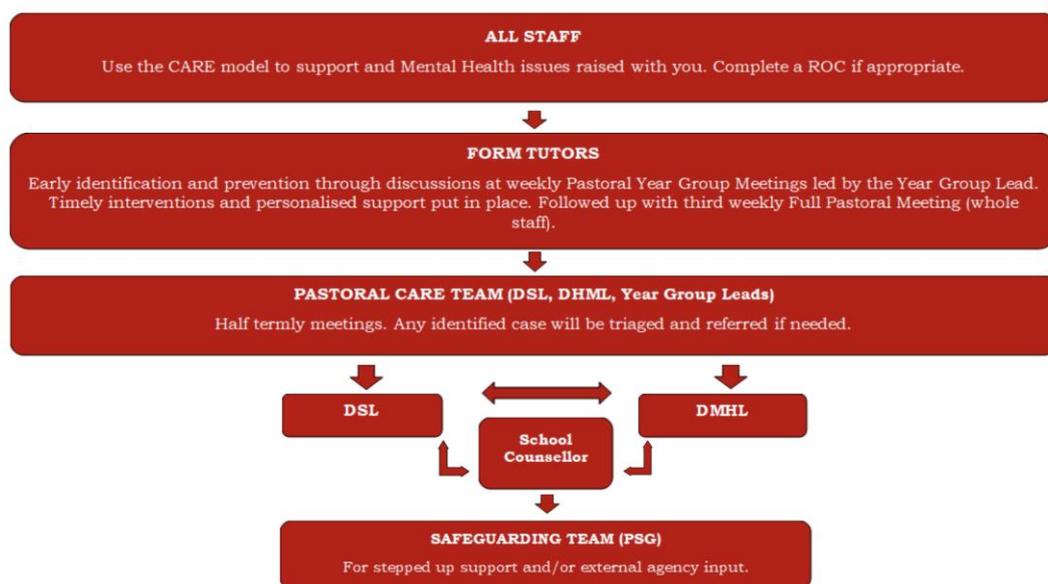
OFS Attendance Policy - [LINK](#)

Statutory Guidance - [LINK](#)

#### d. *Mental Health and Wellbeing*

All staff will undertake training in the Mental Health and Wellbeing of Children and Young People to equip them with the knowledge that mental health problems can sometimes indicate that a child has suffered or is at risk of abuse, neglect, or exploitation. Some staff are trained as Youth Mental Health First Aiders. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's normal safeguarding procedures, including speaking to the DSL, and where deemed necessary the DMHL.

### **Positive Mental Health Support and Referral Flow Chart**



## 8. Allegations

### a. *Disclosure / Allegation from a child/young person – Child at risk*

If a child volunteers' information about significant harm to a member of staff, it may sometimes be done obliquely rather than directly. An abused child is likely to be under severe emotional stress and the staff member may be the only adult whom the child is prepared to trust. Staff should reassure victims of abuse that they are being taken seriously and will be supported. Children should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

### b. *Allegations of abuse made against other children (Child-on-child abuse)*

Any uninvited behaviour which insults, hurts or intimidates someone is child-on-child abuse.

This can also include cyberbullying, upskirting, sexual violence, sexual harassment, physical abuse, sexting and initiation/hazing type violence, child-on-child abuse and rituals. See [Anti-Bullying Policy](#).

- i. At Orley Farm we take a zero-tolerance approach to child-on-child abuse.
- ii. Victims of child-on-child abuse will be appropriately supported by staff who must also be aware of issues associated with this type of abuse, the consequential harm and the need to ensure that such matters are appropriately handled in the best interests of both the victim(s) and alleged abuser(s).
- iii. 'Banter/just having a laugh' is included in the definition of child-on-child abuse and is not tolerated in any form by the school.
- iv. The school has procedures in place for monitoring the use of the computer systems this includes 'sexting.' The sharing of youth produced sexual imagery by under 18s is strictly forbidden.
- v. In-school support will be offered to the 'victim' and 'perpetrator' in the form of Class teacher or tutor and referral to the school Counsellor offered.
- vi. Allegations will be investigated in line with the schools Anti Bullying Policy.
- vii. If there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' in accordance with the legal threshold, due to one or more pupils behaving or acting against another pupil, the victim will be treated as being 'at risk' and will be referred to local agencies.

The recording of such allegations will be made on the school's Record of Concern form and noted on the school's MIS.

***c. Allegations Against Staff, Temporary Staff, Volunteers and the Head Teacher***

**i. Staff:**

If a child, or parent, makes a complaint of abuse against a member of staff, temporary staff or volunteer or one of the designated persons, the complaint should be made directly to the **Head Teacher**.

If the Head Teacher is absent, the allegation should be passed to the **Chair of Governors or their representative**. If for any reason any other member of staff receives a complaint of this nature 'it should be reported immediately to the Head Teacher and without consultation to other members of staff.

Any member of staff or volunteer who has reason to suspect that a pupil may have been abused by another member of staff or volunteer, either at school or elsewhere, must immediately inform the Head Teacher. A record of the concerns must be made, including a note of anyone else who witnessed the incident or allegation.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but he will immediately refer it to the local Children's Services team in accordance with the child protection procedures. In doing this, the Head Teacher may consult with the Child Protection Education Welfare Officer, Head of Education Welfare Service, or a Senior Officer from Children's Services. Allegations should be passed on to the LADO within one working day.

**ii. Head Teacher:**

If the allegation concerns the Head Teacher, then the person receiving the allegation will immediately inform the **Chair of Governors or their representative without first notifying the Head Teacher.**

If the allegations concern the Head Teacher the initial report must be made to the Chair of Governors who will then be responsible for notifying the LADO (Harrow LADO Golden Number 020 8901 2690). If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with Harrow Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

**d. Allegations which do not meet the threshold for low-level safeguarding concerns**

- i. If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the school for consideration via the school's internal procedures. However, procedures will be applied with common sense and judgement. In case of serious harm, the police should be informed from the outset.
  - Allegations found to be malicious following an investigation will be clearly labelled with this finding and outcome.
  - Records will be kept of all other allegations but any that are not substantiated, are unfounded or malicious will not be referred to in employer references.

If at any time a parent is dissatisfied with the way the school has dealt with any allegation, they are entitled to contact the Independent Schools Inspectorate at the following address:

ISI 1st Floor CAP House 9-12 Long Lane London EC1A 9HA Tel: 0207 6000100	Independent and Boarding Team Department for Children Schools and Families Mowden Hall Staindrop Road Darlington DL3 9BG
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- ii. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. There should be no 1:1 contact between staff and students which is not "open to the casual observer"
- iii. Staff should read and be aware of the school's Behaviour and Discipline policies and Code of Conduct for staff.
- iv. We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Head Teacher, or the most senior teacher if the Head Teacher is not present.
- v. The Head Teacher/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

- vi. The Head Teacher / Senior Teacher will:
- vii. Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.
- viii. Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation.
- ix. Ensure feedback is provided to the LADO about the outcome of any internal investigations within the school.
- x. If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO (as in 9.4 above) without notifying the Head Teacher first.
- xi. Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO in making this decision, as well as being guided by HR.
- xii. If a suspension is made, restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.
- xiii. The school's lettings agreement for other users requires that the organiser will follow the Harrow Council procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

## **9. Use of the School Site by Outside Organisations**

Where the school hires or loans its facilities to an outside organisation it will ensure that, as far as is reasonably practicable all appropriate safeguarding and child protection policies and procedures are in place and will ask to see such documentation from potential hirers.

Outside organisations should follow their own safeguarding policy and procedure but are also made aware of the Orley Farm Safeguarding Policy hire agreement. Failure to provide the correct documentation may result in the termination of any such agreements.

## **10. Staff, Supply Staff, Temporary Staff and Volunteers' Contact with Pupils**

Staff, supply staff, temporary staff and volunteers are responsible for their own actions and behaviour and should avoid any conduct that would lead any reasonable person to question their motivation and intentions. These might include:

- Being overly friendly with children;
- having favourites;
- taking photographs of children on their mobile phones;
- engaging with a child one-to-one in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

See the [Academic and Administrative Staff Handbook](#).

- Low-level concerns should be reported to the DSL, or a deputy. If there are concerns about the DSL, these should be reported to the Head Teacher.
- Individual risk assessments will be carried out for volunteers to determine if an enhanced DBS check is required.
- At Orley Farm we encourage staff to feel confident to self-refer if they have found themselves in a situation which might be misinterpreted, or they have behaved in a way that falls below professional standards. Support and guidance will be offered, if appropriate.
- Staff, supply staff, temporary staff and volunteers should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Governors will also ensure, through the Head Teacher, that staff, supply staff, temporary staff and volunteers follow the Education Department Guidance and Procedures for School Visits.
- All staff are bound by the Academic and Administrative Staff Employment Handbook which outlines further expectations of conduct.

## **11. Transparency**

- a. Orley Farm School prides itself on the respect and mutual tolerance it shows to all members of the school community. Parents/guardians have an important role to play in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection, are on our web site and are updated annually; parents may also request a copy of this policy from the school office. It is hoped that parents and guardians will always feel able to raise any issues or concern that they may have with the school. The school will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.
- b. When appointing staff, temporary staff and volunteers the School will take account of the guidance issued by the Education Department's Contracts and Personnel Section and observe the following safeguards (as overseen by Governors):
  - i. That documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed. Short-listed candidates may be subject to an online search.
  - ii. That a reference as to the suitability of a candidate to work with children will always be obtained from the last employer.
  - iii. That at interview candidates will be asked to account for any gaps in their career/employment history.
  - iv. That Disclosure and Barring Service checks will be followed through for any staff or volunteer appointed and regular helpers. Staff, temporary staff and volunteers and helpers who have recently moved to the UK will be asked to produce a certificate of good conduct (or national equivalent) from the authorities representing the countries from which they have recently moved. That assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.

- v. Orley Farm School will be compliant with the incoming regulations from the Disclosure and Barring Service and with the expectations of the Independent School Standards Regulation.
- vi. The Central Register will be run and maintained in accordance with current legislation.
- vii. Orley Farm School will report to the DBS and within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children, and will also refer the case to the Teaching Regulation Agency.
- viii. DBS checks will be sought for overseas people taking OFS children as part of any exchange programme the school runs or is part of.

Disclosure and Barring Service, PO Box 181, Darlington, DL1 9FA  
Tel: 0300 123 1111

Please see the [Recruitment Policy](#), which is available on our website for further details.

## 12. Staff Training

- a. All staff, governors, temporary staff and volunteers must do the following:
  - Read the Safeguarding Policy, **KCSIE** (Part 1 & Annex A) at the start of each year. *This is held on the SSS platform and the check box serves as a signature. These records are kept by HR to note that these policies have been read and understood.*
  - Receive safeguarding & child protection training as part of their regular annual INSET plan - <https://ssscpd.co.uk/>. This includes Child Protection training, E-Safety, PREVENT, FGM, CSE, Mental Health awareness, Domestic Abuse and County Lines training. See [link](#) for the on-going staff training programme.
  - The Governing body will receive appropriate safeguarding and child protection training at induction. All governors then receive annual training via our SSSCPD training platform. The governors with responsibility for safeguarding will receive further training via the SSSCPD platform and will complete the 'Named Governor' course.
  - In addition, ALL staff must:
    - i. Attend a Safeguarding briefing at the start of every term and a focus is highlighted from the policy at least once a half-term in the staff briefing.
    - ii. Be aware of Safeguarding updates, as notified by the DSL through the staff briefing sheet
    - iii. Note changes that are subsequently made to these documents.
    - iv. The school adopts an attitude that 'it could happen here', where safeguarding is concerned. As such, staff are aware that if there is a report of sexual violence or harassment, they should follow the usual referral procedure. See KCSIE, p. 87 for further guidance.
- b. The DSL and Designated Teachers receive appropriate Advanced Child Protection training (formerly Level 3) updated inter-agency training every two years. This is delivered by [www.ssscpd.co.uk](http://www.ssscpd.co.uk)

### ***Staff Induction:***

A meeting with the DSL or Deputy DSL will take place to explain the procedures and protocols at Orley Farm School, these include:

- i. Focus on the importance of 'Recognise, Record, Report' in relation to Safeguarding and to pass on all concerns, however minor they may seem to build up a picture.
- ii. The Safeguarding and Child Protection Policy is discussed to alert all staff to the signs of abuse and bullying.
- iii. Attention drawn to information contained on swipe cards with easy access to important numbers and names.
- iv. Access to the school Safeguarding and Child Protection Policy.
- v. Access to KCSIE (all staff) - Part 1 and Annex A.
- vi. New staff MUST complete the Child Protection training as supplied by <https://ssscpd.co.uk/>
- vii. Access to the [Staff Handbook](#), which includes the Whistle Blowing Policy, and discussions around staff / pupil relationships. Staff are directed to access all relevant policies, hosted on Firefly, including the [Behaviour Policy](#), [Child on child Abuse Policy and Procedural Guidance](#) and the [Acceptable Use of Mobile Devices, Email Systems, Internet and E-safety](#).

### **13. Confidentiality**

Members of staff, temporary staff and volunteers have access to confidential information about pupils to undertake their everyday responsibilities. Staff, temporary staff and volunteers:

- are expected to treat information they receive about children and young people in a discreet and confidential manner.
- If in any doubt about sharing information they hold, or which has been requested of them, they should seek advice from the Designated person for their section.
- need to be cautious when passing information to others about a child/young person.

### **14. Whistleblowing Procedures**

All staff should be able to raise concerns and feel those concerns are taken seriously through the school's Whistle Blowing procedures which are included in the [Staff Handbook](#).

You may also wish to contact the NSPCC Whistleblowing Advice Line. Call 0800 028 0285 or Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **15. Transfer of Risk**

Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children or young people.

### **16. Early Years Foundation Stage**

**a. EYFS: Use of Mobile Devices**

Mobile devices have a place in EYFS and on outings. They are often the only means of contact available in some circumstances and can be helpful in ensuring children are kept safe.

To protect children, we will:

- ensure staff keep mobile phones stored out of the reach of children when not in use.
- only use mobile devices appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- ensure the use of a mobile device does not detract from the quality of supervision and care of children.
- ensure all mobile device use is open to scrutiny.
- ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile devices.
- ensure staff are responsible for their own behaviour regarding the use of mobile devices and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.

**b. EYFS: Photography and Images ([Link to Policy](#))**

Most people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children, we will ensure the following:

- use only the child's first name with an image
- EYFS designated iPads and SD cards are only used in Reception;
- children are appropriately dressed;
- images taken on the EYFS mobile device will not be emailed externally, and will be emailed internally only when other means of download to the School server are not readily available;
- personal cameras or mobile phones are not used to take photographs, video or audio recordings in our EYFS;
- 'Acceptable use' rules regarding the use of cameras by children are embedded in practice ensure the use of cameras, webcams and CCTV is closely monitored and open to scrutiny.

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form of recording their progression in the Early Years Foundation Stage. They may also be used on our website and/or by the local press with permission from the parents. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

**c. EYFS: Developmental Profiles**

- Upon registration at the setting, parents/carers sign consent for photographs to be taken for such purpose.
- Under no circumstances must cameras of any kind be taken into the toilets.
- Only designated EYFS cameras / iPads are to be used to take such photographs as referred to above.
- Images taken on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All practitioners are responsible for the location and storage of the devices; this should be placed within a locked cupboard when not in use and devices must be locked away in the cupboard at the end of every day.
- Images taken and stored on devices must be downloaded to the school system as soon as possible; ideally, once a week.
- The computer must be password protected.
- Photographs are sometimes distributed to members of staff (key workers) to record in children's profiles but Key workers are not permitted to make extra copies of the photographs in any format.
- It is recognised that photographs may be taken of children by parents at School functions such as concerts, sports days, trips, etc. However, they will be advised that these photos may not be shared on social media sites.

## **17. Records and Monitoring**

Well-kept records are essential to good Child Protection practice. Concerns and disclosures should be recorded in writing by the member of staff or volunteer who receives them and passed to the Designated Teacher or DSL without delay.

The Designated Teachers in consultation with the DSL and the Head Teacher will then decide on further action and any appropriate monitoring programme for the pupil.

Records are stored in a dedicated filing system maintained by the Designated Teachers and DSL on the school network.

Records should include:

- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome.

When pupils with records in this filing system pass on to their next school the Head Teacher is responsible for transferring information, they judge to be relevant to the child's next school.

## **18. Retention of Records**

- a. When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, the school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with [Record Keeping Policy and Data Protection Legislation](#).
- b. There is a statutory requirement for the school to pass any child protection records to the student's next school. The school is required to have an auditable system in place to evidence it has done so. Any transfer of records will be carried out within the bounds of confidentiality. The school is also required to retain a copy of any child protection records generated until the student reaches the age of 25 years. These records will be stored securely.
- c. If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age of the staff member involved, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.
- d. For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.
- e. In the instance of repeated allegations, however, the school retains the right in the interest of safeguarding students to retain a record of concern.
- f. The school has a system for reviewing its archiving of information held and will only retain information for the agreed time span. All safeguarding files at Orley Farm will be retained where we have contact and correspondence with External Agencies i.e., CAMHS, Social Services, Police. These will be stored securely in line with current policy.
- g. All information will thereafter be disposed of via confidential waste management.

## **19. Evaluation and Review of this Policy**

- The Orley Farm Safeguarding Policy will be reviewed as soon as is reasonable after the government realise the new KCSIE document for the forth coming year.
- The new Safeguarding Policy will be sent to the Named Governor for Safeguarding for comment.
- Once further amendments and comments have been made, the policy will be sent to the full board via email attachment for further comment and sign off by the last week in August.
- The new ratified policy will be released to the staff room for 1<sup>st</sup> September on the SSSCPD platform.

## **20. Further Reading**

<b>Date</b>	<b>Document</b>
1989	UN Convention on the Rights of the child
1989	The Children Act
1999	Working together to safeguard children
2000	Framework for the Assessment of Children in Need and their Families
2000	National Care Standards
2002	Education Act

2003	Every Child Matters
2003	Sexual Offences Act
2003	Female Genital Mutilation Act
2004	Safeguarding Children in Education
2011	Safeguarding children and safer recruitment in education
2013	Harrow Local Safeguarding Children Board v.04 A guide to safeguarding children - what to do if you are worried about a child in Harrow
2015	What to do if you're worried a child is being abused
2015	The Counter-Terrorism and Security Act, Section 26
2015	Serious Crime Act, Section 74
2018	Working Together to Safeguard Children
2016	Keeping Children Safe in Education – Statutory guidance for schools and colleges.
	<a href="#">Think you know</a>
	<a href="#">UK Safer Internet Centre</a>
2023	Revised - Keeping Children Safe in Education – Statutory guidance for schools and colleges

Appendix 1 'Who to turn to a Rainy Day'



## **Appendix 2 – Types of Signs and Abuse and Other Safeguarding Issues (taken from Keeping Children Safe in Education – September 2023)**

Child - is defined as any person under the age of 18 years of age.

### ***Early Help***

Early help and intervention, through locally agreed common and shared assessment processes such as Early Help Assessments (EHA), will be completed for children who are at risk of significant harm to help prevent significant harm occurring.

### ***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.

Signs to look out for include:

A child may flinch when approached, be reluctant to change, cry or show instability, fear home, have behavioural extremes, show apathy or depression. A child may have unexplained injuries; insect bites and acne can look remarkably like cigarette burns, and bruises from school games look like all sorts of suspicious things, but it is important to err on the side of caution and discuss any concerns, however minor, with the DSL.

Further injuries may include:

Fingertip bruising; thumb marks under clavicles; bruising on face or head; bruising on limbs, often fingertips; linear bruising, belt or strap; linear burns; scalds and burns, dunking/splashing; adult bite marks; cigarette burns of different ages; mouth injuries, torn lips, gums, frenulum - the web of skin between top gum and top lip ; ear injuries; bilateral black eyes - fist punch; intraocular haemorrhage; head injuries - blows or shaking; baby with non-moving limb - fracture; abdominal injuries - ruptured liver; other injuries diagnosed by x-ray

### ***Emotional***

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs to look out for include:

A lack of parent bonding; lack of parent time for relationship; and a punishment-based regime at home (and in other environments). The child may be clingy; attention seeking; over ready to relate to others; have low

self-esteem, be apathetic; fearful or withdrawn; have sleeping disorders; have depression; may self-harm, or abuse drugs, drink or solvent.

### ***Sexual abuse***

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

Signs to look out for:

Possibly any of the following (do bear in mind that many of these overlap with being a teenager, but once again err on the side of caution and consult the DSL): mood changes, tantrums, aggression; insecurity; fear of men (another place or person or activity); sleeping and eating disorders; anxiety, depression, despair; withdrawal, secretiveness; poor peer relationships; lies, stealing, arson; school failure, truancy; running away from home; suicide attempts, self-poisoning or mutilation; unexplained money; sexualised behaviour (drawings with sexual content, knowledge of adult sexual behaviour in young child or young person with learning difficulties); abuse of drugs, solvents, alcohol; promiscuity at an early age.

### ***Neglect***

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs to look out for include:

Being unkempt or smelly; being chaotic with PE kit, and other school things; repeated illness; low self-esteem; slow physical development; listlessness; hunger; having untreated medical conditions.

In addition to these definitions, we need to be aware and react to prevent:

### ***Domestic Abuse***

Can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

### ***Child Sexual Exploitation (CSE)***

Is a form of sexual abuse and can be a one-off occurrence or might happen over time. All children and young people, including 16- and 17-year-olds, can experience child sexual exploitation. 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. (See 4.3 for signs related to sexual abuse).

### ***Female Genital Mutilation (FGM)***

Comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Mandatory reporting of this offence to the police came into effect in Oct 15. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Signs to look out for include:

A recent extended stay abroad, especially to an area of concern, a reluctance to change, discomfort in the genital area, frequent urinary infections.

### ***PREVENT Duty***

It is possible to intervene to prevent children who may be susceptible to radicalisation. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The Prevent duty (CTSA 2015) states that there needs to be “due regard to the need to prevent people from being drawn into terrorism”. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Our curriculum has British Values embedded within and it is a core part of PSHE and assemblies. The Channel programme is in place to provide support at an early stage to people identified as being vulnerable to being drawn into terrorism.

We see protecting our children from the risk of radicalisation as part of our wider safeguarding duties, and that it is similar in nature to protecting students from other harms, whether these come from within their family or are the product of outside influences. We acknowledge the Prevent Duty and we have due regard to the need to prevent children and their families from being drawn into any illegal activity, including terrorism.

At Orley Farm School all staff are expected to uphold the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. These values are promoted through our values and ethos, the curriculum, citizenship, assembly themes and PSHE work.

### ***Child-on-Child Abuse***

Child-on-child sexual abuse is **sexual abuse that happens between children of a similar age or stage of development**. It can be harmful to the children who display it as well as those who experience it. Children can experience child-on-child sexual abuse in a wide range of settings, including at school. Please note the Sexual violence and sexual harassment between children in schools and colleges government document is now part of the KCSIE (Part 5).

## ***Children's Mental Health (Chapter 4) - [LINK](#)***

Short term stress and worry is a normal part of life and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life.

When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as experiencing mental health problems.

Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the needs of their pupils.

Early intervention to identify issues and provide effective support is crucial. The school role in supporting and promoting mental health and wellbeing can be summarised as:

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- Identification: recognising emerging issues as early and accurately as possible;
- Early support: helping pupils to access evidence based early support and interventions; and
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

## ***SEND & EYFS***

Vulnerable children (SEND & EYFS) are subject to additional barriers that can exist when recognising all types of abuse and neglect and awareness of the indicators of possible abuse should be carefully considered alongside the potential disproportional impact it may have.

## ***Serious Violence, Child Criminal Exploitation and County Lines***

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

## ***Signs of possible abuse***

(These are not exhaustive or necessarily indicative of abuse however staff should be aware that safeguarding issues are rarely standalone events, and, in most cases, multiple issues will overlap). Not all children who have been neglected or abused will show all these indicators, and one indicator alone may not denote that a child is being abused. A number of children may exhibit "failure to thrive" and doctors may not be able to find any reasonable explanation for this, but this does not necessarily indicate that they have been a victim

of abuse. A child with a combination of indicators who has a parent who is also exhibiting one of more of the adult indicators could lead a carer to suspect that they may be dealing with a case of abuse or neglect.

Staff, temporary staff and volunteers should also be concerned if a pupil:

- has any injury which is not typical of the bumps and scrapes normally associated with children's activities.
- regularly has unexplained injuries.
- frequently has injuries, even when apparently reasonable explanations are given.
- offers confused or conflicting explanations about how injuries were sustained.
- exhibits significant changes in behaviour, performance or attitude.
- indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age.
- discloses an experience in which he or she may have been significantly harmed.

See below for further details.

### **Appendix 3 - Dealing with a Disclosure**

If a pupil discloses that he or she has been abused in some way, the member of Staff or volunteer should:

- listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the child to talk freely;
- reassure the child, but not make promises which it might not be possible to keep;
- not promise confidentiality, as it might be necessary to refer the case to Children's Services
- reassure the pupil that what has happened is not their fault; children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
- stress that it was the right thing to tell;
- listen and avoid asking leading questions;
- ask open questions rather than leading questions;
- not criticise the perpetrator;
- explain what must be done next and who must be told.

### ***Recording a Disclosure***

When a pupil has made a disclosure, the member of staff, temporary staff or volunteer should:

- make some brief notes at the time on any available paper and write them up as soon as possible after the conversation; using the ROC template which is available on Firefly. [LINK](#)
- not destroy the original notes in case they are needed by a court.
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- draw a diagram to indicate the position of any bruising or other injury.
- record statements and observations, rather than interpretations or assumptions.

The child should tell the full story of what has happened only once.

- The member of staff should as soon as possible (certainly within 24 hours) make a written note of the discussion, using the ROC TEMPLATE ([LINK](#)) recording date, place and names of anyone else present, and using the words of the child where they are remembered and pass it to the **DSL immediately.**

A referral will be made as soon as practicable (within 24hrs of the initial disclosure) to children's social care / and the police if a crime has been committed. Advice will be taken from the LADO as to whether to inform parents.

In any criminal proceedings these notes would be potentially disclosable to both the prosecution and defence lawyers.

It is important to remember that any member of staff may make a referral directly to Children's Services.

Particular attention will be paid to the attendance and development of any child who has been identified as at risk, or who has been placed on the Child Protection Register.

If a pupil who is on the Child Protection Register changes school, the Designated Teacher or DSL will inform the Key Worker responsible for the case and transfer the appropriate records to the receiving school.

Internal procedures are detailed in the Orley Farm School Child Protection Procedure.

***Support for pupils, staff, temporary staff and volunteers***

The Head Teacher, Designated Teacher and DSL will make all reasonable attempts to protect and otherwise support pupils who have disclosed information about possible child abuse incidents.

Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff or volunteer concerned should consider seeking support for him/herself and discuss this with the Designated person for their section.

The school also fulfils its structural and procedural welfare responsibilities through its Health and Safety Procedures.

**Appendix 4 - Synopsis**

<b>What to do if you are told of abuse:</b>	
Stop and listen	Date and time notes and keep (verbatim) Wherever possible, recording the words used by the child?
Do not be judgemental	Do not promise confidentiality - Staff, temporary staff and volunteers must not work in isolation, but offer discretion.
Avoid leading questions/coaxing, pressurising	Note concerns about going home, now he/she has spoken up
Inform the DSL or Designated Teacher promptly who will ask for a verbatim written record with time and persons present	Discretion should be maintained in the Staff room
Complete ROC form	
MAXIM: Never think it cannot happen	Do not work in isolation
<b>What happens next:</b>	
Member of staff or volunteer with suspicion/concern/ disclosure informs Designated Teacher or DSL	The DSL or Designated Teacher will immediately refer to the Local Authority designated Officer (LADO) for their advice especially where there is a likelihood of significant harm
The DSL determines that there is a need for services or family support	
All subsequent concerns are reported and recorded by the Designated Teacher or DSL	
When in need of serious health or immediate welfare attention the child should be taken to the nearest A&E department or the police called	
When allegations are made against a member of staff or volunteer	The Head Teacher should be informed immediately. A written record will be asked for. It should be signed and dated. The Chairman of Governors is informed by the Head Teacher and a referral to the Children's Services is immediately made. The police are informed if a potential criminal act has been alleged, or if the child indicates he has suffered, is suffering, or is likely to suffer significant harm

	The member of staff or volunteer may be suspended pending further investigations and will have access to support (DfE) and union representation
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