

Coombe Girls' and Boys' Secondary School's

Safeguarding and Child Protection Policy

Equality Analysis Impact

Title of Policy: **Child Protection Policy**

Considered at Governors' Committee meeting: **Pastoral Committee June 2016**

Date: **ADOPTED:** November 2012, Amended April 2013, March 2014, Updated June 2016, Updated February 2017, June 2017
REVIEWED: This policy will be reviewed annually. The next review will be: June 2018

Is there relevance to equality?

- | | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1 | Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? If yes, then please answer questions 2 and 3. | No |
| 2 | Does the policy have an adverse effect upon a group with protected characteristics? (Age, Disability, Gender reassignment, Marriage/Civil partnership, Pregnancy/ Maternity, Race, Religion or belief, Sex, Sexual orientation) | No |
| 3 | Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality Policy) | No |

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

Coombe Secondary Schools Academy Trust fully recognises its responsibilities for child protection. This policy outlines these responsibilities and in particular that of the Designated Safeguarding Lead (DSL) at Coombe Boys' School and Coombe Girls' School. It also outlines the procedures of the action to be taken where the abuse of a child is suspected.

The Designated Safeguarding Leads are:

	Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead (DDSL)
Coombe Girls' School	Claire Knight	Belen Blanchard
Coombe Boys' School	Gary Rogers	Julie Morris and Tracy Newman

The nominated Governor for child protection is Mary Henderson. The role of the Nominated Governor is to meet regularly with the DSL to monitor that appropriate policies and procedures are in place and that they are being implemented correctly. Compliance with the policy will be monitored by the DSL and through staff performance measures.

The procedures used within Coombe are outlined below:

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INTRODUCTION

This policy applies to all children, staff, governors, visitors and volunteers in the school. This policy is reviewed on an annual basis. There are five main elements to our policy:

- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan (or Child in Need Plan for lower level concerns);
- Establishing a safe environment in which children can learn and develop.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. Due to our day-to-day contact with children, school staff are well placed to observe changes in children's behaviour and the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Ensure all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns;
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the LSCB and take account of guidance issued by the DfE to safeguard children and promote their welfare:

Policy Review

This policy will be reviewed in full by the Governing Body annually.

STATUTORY FRAMEWORK

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The Teacher Standards 2012
- The London Child Protection Procedures (2014)
- Keeping Children Safe in Education (DfE 2016)
- Keeping Children Safe in Education: information for all school and college staff (DfE 2016)
- Working Together to Safeguard Children (DfE 2015)
- The Education (Pupil Information) (England) Regulations 2005

Working Together to Safeguard Children (DfE 2015) requires all schools to follow the procedures for protecting children from abuse which are established by Kingston and Richmond Safeguarding Children Boards.

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 are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse. Schools should ensure that those groups or individuals who hire and / or use their building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their duties, if children or vulnerable adults are using the building or grounds.

Furthermore, Keeping Children Safe in Education (DfE, September 2016) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Senior Person (referred to in 'Keeping Children Safe in Education (DfE, September 2016) as Designated Safeguarding Lead') should have responsibility for co-ordinating action within the school and liaising with other agencies

- Staff with the designated safeguarding lead should undergo updated child protection training every two years
- All staff must read Part One of Keeping Children Safe in Education (DfE 2016) guidance and staff can find a copy in the staff room and [here](#).

The document “Keeping Children Safe in Education” DfE, September 2016 must be read in conjunction with this policy and should be kept as an appendix to the school’s child protection policy. The school will publish its child protection policy on its website and signpost all stakeholders to information that will actively keep children safe online.

THE DESIGNATED SAFEGUARDING LEAD (referred to in ‘Keeping Children Safe in Education (DfE, September 2016)

Governing bodies and proprietors should appoint a member of staff of the school’s or college’s leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder’s job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The Designated Safeguarding Lead in this school is:

	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead
Coombe Girls’ School	Claire Knight	Belen Blanchard
Coombe Boys’ School	Gary Rogers	Julie Morris and Tracy Newman

The Deputy DSL is appropriately trained and will act in the absence/unavailability of the DSL.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer cases (in most instances) of suspected abuse to the local authority children’s social care;
- Work with the “case manager” (as per Part 4) and designated officer(s) for child protection concerns (all cases which concern a staff member);
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service;
- Refers cases where a crime may have been committed to the Police;
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; and
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The designated safeguarding lead should undergo training (at least annually) to provide them with the knowledge and skills required to carry out the role. In addition, their knowledge and skills should be refreshed at regular intervals, as appropriate to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the schools or college's safeguarding and child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- The designated safeguarding lead should ensure the school or college's safeguarding and child protection policies are known, understood and used appropriately. This is checked through a quiz, following the full training every three years. All staff are trained on updates at least annually. Staff sign their appraisal forms to show that they have read and understood the Safeguarding Policy.
- Ensure the school or college's safeguarding policy and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

THE GOVERNING BODY

Keeping Children Safe in Education (DfE September 2016) states:

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include an effective overarching safeguarding and child protection policy; a policy to manage children who go missing from education; and a staff code of conduct which amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media. These policies should be provided to all staff – including temporary staff and volunteers – on induction. This is not intended to be an exhaustive list.

In particular the Governing Body via the Nominated Governor for safeguarding must ensure the responsibilities placed on governing bodies and proprietors include:

- Ensuring that an effective safeguarding and child protection policy is in place, together with a staff code of conduct, and that it is reviewed and updated annually, and be available publicly either via the school or college website.
- Appointing a member of staff of the school's leadership team to the role of designated safeguarding lead who should liaise with the local authority and work with other agencies in line with [Working together to safeguard children](#).
- Ensuring that the DSL undergoes training and refresher training to provide them with the knowledge and skills required to carry out their role and update this at appropriate intervals.
- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensure that their 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.
- Ensure that all staff members undergo safeguarding and child protection training at induction. All staff should receive regular refresher training, at appropriate intervals, as and when required, (but at least annually), to keep up with any relevant safeguarding and child protection developments, in line with any requirements of the LSCB.
- Has procedures for dealing with allegations of abuse made against members of staff including allegations made against the headteacher and allegations against other children.

- Follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations.
- Ensure appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or colleges IT system. Governing bodies and proprietors should be confident that systems are in place that will identify children accessing or trying to access harmful and inappropriate content online.
- Ensure there is a clear policy on the use of mobile technology in the school.
- Making sure that children are taught about how to keep themselves safe, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher, DSL and Nominated Governor will provide an annual report to the Governing Body detailing any changes to policy and procedures, and key school safeguarding data, such as serious incidents, numbers of children looked after or subject to child protection plans, and details of any allegations made against staff or volunteers, and subsequent action, permanent or temporary exclusions, children missing education, or those with concerning attendance records. The report should include an understanding of the special needs of students and matters of diversity and ethnicity.

SAFER RECRUITMENT

The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children whether through volunteer or paid employment.

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2015) together with the LSCB.

Safer recruitment means that applicants will:

- Complete an application form which includes their employment history and explains any gaps in that history
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- If offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- If offered employment, provide evidence of their right to work in the UK
- Be interviewed, if shortlisted.

The school will also:

- Verify the preferred candidate's mental and physical fitness to carry out their work responsibilities

- Obtain references for all shortlisted candidates
- Carry out additional or alternative checks for applicants who have lived or worked outside the UK
- Ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State.

All recruitment panels will have at least one member who has completed Safer Recruitment training. The LSCB offers this level 4 training or alternatively, the NSPCC offers Safer Recruitment training: http://www.nspcc.org.uk/Inform/trainingandconsultancy/onlinetraining/safer-recruitment-in-education_wda103382.html.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff behaviour policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy and staff behaviour policy.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

The following statement is used on all adverts for new appointments:

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

The following guidance will be useful for recruitment panels as they consider references and employment.

Consider if the **reference** is:

- On Headed paper?
- From the person who you requested it from?
- From the last two employers?
- Signed by the author and is it an original signature?
- Has someone spoken to the referee?

DBS (Disclosure and Barring Service)

- Before starting at Coombe all new staff will have an enhanced DBS check carried out by the school.
- These checks are done online and renewed every three years.

Medical Clearance

- Before starting at Coombe all new employees complete a Health Questionnaire.
- If an existing employee takes up a different post they may be subject to another medical

clearance depending on the type of work carried out.

National Insurance Numbers

- All employees require a permanent National Insurance number before they can commence work as opposed to the temporary number.
- To obtain this they should call the: National Insurance help line on 01708 814 440, to make an appointment for an 'evidence of identity interview'. At the appointment they should request a form CA5404 which demonstrates that they have had their interview and are just awaiting their NI number. This will be acceptable to commence employment. The employee should be reminded to notify their Manager as soon as they have received their permanent number.

Right to work in the U.K.

- Does the employee have the necessary documentation to work in the UK?
- Have you taken a copy of all the documentation.

Please contact the Home Office Helpline on 0845 010 667 for further information.

Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2015) part three.

RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child, the status of such records and when copies of these records should be passed to other agencies.

Any member of staff receiving a disclosure of abuse or noticing indicators of neglect must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records will be signed and dated and will include the action and advice taken, including any differences of opinion. This should be presented to the DSL.

Any file notes should be kept in a confidential place in chronological order, separate to pupil records, in this school. All child protection records are stored securely and confidentially and will be retained for DoB plus 25 years. If a pupil transfers from the school, these files will be copied and forwarded to the pupil's new education setting, marked "confidential" and for the attention of the receiving school's DSL.

Any records concerning an allegation of a child protection nature against a member of staff, including where the allegation is unfounded, should be retained until the member of staff's retirement age or ten years from the date of the allegation, whichever is the longer.

SUPPORTING PUPILS

It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the school is represented at, and a report is submitted to, child protection conferences, child in need meetings, strategy meetings, core group meetings, and looked after children reviews. Whoever attends should be fully briefed on any issues or concerns. The school will commit to regular liaison with other professionals and agencies who support families and a commitment to honest and open communication with families. There is a recognition of the additional vulnerability of children with disabilities or special needs, and that children may become vulnerable due to matters of concern in the home environment: domestic abuse, mental health concerns or substance use.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- Well trained staff and volunteers, who are conversant with research, practice and procedures to promote children's welfare and keep them safe, both at home and in the community.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- An effective whole school policy against bullying and that there are measures in place to prevent all sorts of bullying amongst pupils.
- The school Pastoral Team.
- Liaison with other agencies that support the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology service.
- If a child leaves and the new school is not known, the relevant person in the LA Admissions Team should be alerted so that these children can be included on the database for missing pupils.
- That teachers are allowed to use reasonable force to control or restrain pupils under certain circumstances. Other people may do so, in the same way as teachers, provided that they have been authorised by the Headteacher to have control or charge of pupils. A member of the Leadership Team will be called to support and take the lead if a child's behaviour is showing any signs of escalating to a level where the child's safety or that of others may be compromised. Calming and defusing behaviour management strategies will always be used first to de-escalate a violent or aggressive incident. Physical restraint will only be used as a last resort in situations where calming and defusing strategies have failed to de-escalate the situation and there is a risk of likely injury to the child concerned or others and/or likely significant damage to property. If there is information to suggest that a child is likely to behave in a way that may require physical control or restraint, a risk assessment is undertaken. (Refer to the behaviour policy).

WHISTLE BLOWING

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school's code of conduct and whistle-blowing policy. Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy (which can be accessed via the school website), enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors, chair of the management committee or proprietor.

Any staff member can press for re-consideration of a case if they feel a child's situation does not appear to be improving. They must refer their concerns to the SPA directly, if they have concerns for the safety of a child.

WHAT TO DO IF YOU ARE WORRIED ABOUT A CHILD

When there are serious concerns about a child's welfare but no specific evidence of abuse:

A member of staff may become concerned about a child whose appearance, behaviour, health, academic progress, relationships or demeanour give rise to general worries about his or her care and well-being, but no specific evidence of abuse has occurred. In such cases, the following steps should be taken: **See Flowchart One**

The member of staff should refer to the Designated Safeguarding Lead for child protection.

The DSL/ Headteacher should consult with the child's parents/carers, or those with parental responsibility for the child and arrange to meet them as soon as possible in order to discuss the concerns. The DSL should make a written record of what the parents/carers said and how they reacted. If the parents/carers fail to respond to the request to discuss the concerns, that also should be noted.

The Headteacher should then decide whether the situation warrants a referral to the Single Point of Access (SPA).

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help/CAF process.

A formal child protection referral is made:

- I. It may be the case that evidence comes to light that abuse has occurred, or is at risk of occurring, by a person unrelated to the child and not someone involved in the child's family life. In such cases the referral should make this clear. The Single Point of Access

(SPA) will then liaise with the Police Child Abuse Investigation Team on the best way to proceed.

- II. A request is made for a 'Child in Need' assessment, with the possibility of social work support being offered to the family. The Headteacher should outline the concerns in writing to the Single Point of Access (SPA).
- III. No referral is necessary. This decision should be recorded, with reasons and dated. The DSL /Headteacher may decide that the matter should continue to be dealt with internally within the school. This may include, in appropriate cases, advising the parents/carer.
- IV. If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

As a person who works with children, staff have a duty to refer safeguarding concerns to the designated senior person for child protection. However, if:

- concerns are not taken seriously by an organisation or
- action to safeguard the child is not taken by professionals and
- the child is considered to be at continuing risk of harm

Then staff should speak to a DSL in their school or contact the local SPA 0208 547 5008 or 0208 770 5000.

If, at any point, 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 a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

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

If a child makes a disclosure to a member of staff (or other adult) that they are suffering or at risk of suffering significant harm, or if a member of staff becomes aware of any information suggesting that child abuse may have occurred or is likely to occur, then the following steps must be taken: **(see Flowchart Two)**

The member of staff to whom the disclosure is made, or who becomes aware of actual or potential abuse, must refer the matter immediately to the DSL.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- Allow them to speak freely
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Not be afraid of silences – staff must remember how hard this must be for the pupil
- **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- Tell the pupil what will happen next. The pupil may agree to go to see the designated safeguarding lead. Otherwise let them know that someone will come to see them before the end of the day.
- **Report verbally** to the DSL even if the child has promised to do it by themselves
- Write up their conversation as soon as possible, hand it to the designated person and record the conversation and details of the concern on **CURA**.
- Seek support if they feel distressed.

When a disclosure is reported to the DSL, the DSL will see the child and should listen to what the child or young person wishes to say in response to the concerns and clarify any matters which are not clear in the child’s account but **must not** conduct an in-depth interview or investigation of the allegation. The DSL must explain to the pupil at the outset of such a discussion that no promise of personal confidentiality can be made, even if the child should request this, as this would not be possible if there were a subsequent child protection enquiry. The DSL should explain to the child what could happen next.

The DSL should keep an accurate written and dated record of anything the child has said about the matter and this must be reported immediately to the Headteacher, where the head is not him or herself the DSL. The Headteacher/DSL, will make a referral and / or gain advice from the Single Point of Access (SPA).

If the decision is not to refer, the Headteacher/DSL must officially log the decision, the reasons for it and any subsequent action taken in respect of the child/young person who raised the

matter initially.

Where it is decided that the matter should be referred, the school should immediately contact the Single Point of Access (SPA) or known case-holding social worker in the relevant team, depending on the pupil's place of residence. The school should state the cause for concern and any action so far taken.

Where, based on the information available, the Single Point of Access (SPA) decides that it is not appropriate to proceed further with a child protection enquiry, the social worker concerned will provide advice to the school on any other action that may be taken to promote the child's welfare within 24 hours. This could include intervention by other Social Services teams or workers, the Education Welfare Service, The Health Service or Voluntary agencies.

Where, based on the information available, Children and Families Services decide that a 'Section 47' investigation is needed, the school will be asked to complete a formal *Child Protection Referral Form*. It should be completed via the secure online form, as soon as possible to the Duty Officer of the relevant SPA, or to the allocated Social Worker if the child already has one.

The enquiry will start within 24 hours of the decision to do so being made. A Child Protection Strategy Discussion will be called, which in appropriate circumstances would involve the Police Child Abuse Investigation Team, to discuss the future handling of the case. School staff will normally be asked to attend this meeting to provide background information.

One outcome of the Strategy Discussion will be a decision on what information should be shared with the family, and by whom. Consideration will be given to the fact that such information sharing could in some circumstances, place the child in a position of risk of significant harm, or else could jeopardise a subsequent police investigation into an alleged offence.

The SPA will then have full responsibility for pursuing and concluding the enquiry, and for co-ordinating with the Police Child Abuse Investigation Team, medical personnel and other key workers. They will inform the school and all other key workers involved of subsequent developments.

ALLEGATIONS INVOLVING SCHOOL STAFF / VOLUNTEERS

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child;
- Possibly committed a criminal offence against/related to a child;
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life, such as if they had a child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or

Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)* and in the school's Managing Allegations policy and procedures

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

If a child or young person makes an allegation of physical or sexual abuse against a teacher (other than the Headteacher) or a non-teaching member of staff, the following steps must be followed – **see Flowchart Three**

Where the allegation is not made directly to the Headteacher, the person to whom the disclosure is made must immediately inform the Headteacher. If it is the Headteacher against whom the allegation is made, alternative action should be taken – **see Flowchart Four**

The Headteacher should report the matter to the relevant local SPA for the LADO (Local Authority Designated Officer), within 24 hours, who will offer any appropriate advice to the Headteacher and oversee the investigation, including strategy meetings.

Where the Strategy Discussion subsequently decides that a child protection enquiry should not be undertaken, this decision and any subsequent recommendations for other action will be recorded and reported back to the other parties concerned. The Strategy Discussion may decide to recommend that an internal investigation be carried out by the school or Education Service. If this internal investigation discovered other facts of a serious nature, it would always be possible to reconvene another Strategy Discussion. In appropriate circumstances, such cases might be referred to the Quality Assurance sub-group of the LSCB.

Where the Strategy Discussion decides that a child protection or criminal investigation should be pursued, this decision will be recorded and an action plan drawn up. The relevant Social Services locality team will then have full responsibility for pursuing and concluding the enquiry, co-ordinating with the Police Child Protection Team, medical personnel and other key workers. They will inform the school and all key workers involved of subsequent developments.

It is possible that the facts of a case may warrant an investigation of the member of staff concerned under the LA's disciplinary procedures. Such an investigation **must not** be conducted while any formal child protection enquiry or criminal investigation is being pursued.

If the Headteacher is the person against whom the allegation is made, then the procedures must be adapted accordingly. The following alternative steps should be taken – **see Flowchart Four**

The initial report should be made to the Designated Safeguarding Lead, not to the

Headteacher. The member of the school's Governing Body nominated to take responsibility for child protection issues should also be informed, or the Chair of Governors where no Governor has been given this responsibility. As before, a written and dated record should be made within 24 hours. The Designated Safeguarding Lead or Nominated Governor should take responsibility for contacting the LADO at the SPA.

Where the Headteacher is also the school's Designated Teacher for child protection, the member of staff to whom the disclosure is made should initially inform only the Nominated Governor (or Chair of Governors), who should then make direct contact with the LADO, who will then advise as to how to take things forward.

Where the Strategy Discussion subsequently decides that a child protection enquiry should not be undertaken, this decision and any subsequent recommendations for other action will be recorded and reported back to the other parties concerned. The Strategy Discussion may decide to recommend that an internal investigation be carried out by the school or Education Service. If this internal investigation discovered other facts of a serious nature, it would always be possible to reconvene another Strategy Discussion. In appropriate circumstances, such cases might be referred to the Quality Assurance sub-group of the Area Child Protection Committee.

Where the Strategy Discussion decides that a child protection or criminal investigation should be pursued, this decision will be recorded and an action plan drawn up. The relevant Social Services locality team will then have full responsibility for pursuing and concluding the enquiry, co-ordinating with the Police Child Protection Team, medical personnel and other key workers. They will inform the school and all key workers involved of subsequent developments.

It is possible that the facts of a case may warrant an investigation of the member of staff concerned under the LA's disciplinary procedures. Such an investigation **must not** be conducted while any formal child protection enquiry or criminal investigation is being pursued, and only following LADO advice.

If the concerns are about the Head Teacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is Marion Webb

In the absence of the Chair of Governors, the Vice Chair should be contacted.

The Vice Chair in this school is Mary Henderson

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but refer the concern to the LADO (Local Authority Designated Officer) at the relevant SPA.

Appendix 1 Specific Safeguarding Issues

– This appendix should be read in conjunction with ‘Keeping Children Safe in Education: information for all school and college staff (DfE 2016)’

Action where a child has serious injuries which require immediate treatment

If, within the context of these guidelines, a child has injuries which require immediate treatment, the DSL / Headteacher should arrange for the child to be taken to the casualty department of the nearest hospital. They should inform the hospital that child abuse is suspected. The DSL / Headteacher must also arrange for the parents, or those with parental responsibility, to be informed as soon as possible that the child has been taken to hospital. The subsequent reporting of suspected abuse should follow steps c. to f. in Section 2 above.

Action when children are not collected from school at the end of the day

The child will remain at School if they are not collected;

The Headteacher (or the most senior person to whom they have delegated responsibility) will try to contact the parent/carer using the available telephone numbers;

If the parent/carer is not on the telephone, the School will ring the Duty Education Welfare Officer (DEWO) by 4:15 pm at the latest and ask them to make contact with them. At this stage, the DEWO will confirm with the School whether the SPA be contacted;

In exceptional circumstances, it may be necessary for a child to be taken from school to another appropriate venue (relative/friend etc.) while the parent/carer is being located. The DEWO will make further enquiries to identify any possible alternative venue for interim care of the child until the parent/carer is contacted;

If such a venue cannot be found, the DEWO will visit the home address and if the parent/carer is not at home a standard letter will be left asking them to contact the school before 4:45 pm or the appropriate Children & Families Social Work Team after 4:45 p.m. The DEWO will then immediately contact the appropriate SPA to tell them that there may be a child in need of an emergency placement and that the DEWO is bringing the child to them. The DEWO will then transport the child to the appropriate SPA.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;
- Placing a member of staff from any agency at risk.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and the NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Child missing from education – and see below
- Child missing from home or care
- Child sexual exploitation (CSE) – and see below
- bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – and see below
- forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering – and see below
- preventing radicalisation – and see below
- Sexting
- Teenage relationship abuse
- trafficking

Child Sexual Exploitation

Definition of Child Sexual Exploitation (16/02/17):

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

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 don't take part in education.

Female Genital Mutilation

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 in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There are a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pg42-44) focuses on the role of schools and colleges.

Actions

If staff have a concern regarding a girl that might be at risk of FGM they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach where FGM has taken place (see following section).

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**. Mandatory reporting of female genital mutilation procedural information **11**, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. (See Appendix 4)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out¹². Unless the teacher has a good reason not to, they should still consider and discuss any such case with the

Preventing Radicalisation

The Counter Terrorism & Security Act (2015):

This Act places a duty on specified authorities including schools, Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).

The Prevent Strategy

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Channel

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 provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges, which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

At Coombe, we are committed to supporting vulnerable students through our safeguarding policies and procedures and recognise that this will support the school's contribution to the Prevent duty.

At Coombe, we build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views.

Radicalisation - risk assessment

We use our rich knowledge about each individual student to initiate our ongoing risk assessments. Staff are all trained and have undertaken the on-line Channel Prevent training. All staff are clear that, were there to be a concern about any individual student, they would pass that through the normal channels for any safeguarding concern.

The DSL, in liaison with appropriate staff would look at all the information and make a judgement about further action.

We work closely with our partner schools, AfC, all neighbouring education authorities, police and all statutory and appropriate voluntary agencies in order to understand the situation beyond Coombe.

Any concerns about a student or students would always be managed through our safeguarding systems.

Further information on a Child Going Missing in Education

A child going missing from education is a potential indicator of abuse or neglect.

School and college staff members should follow the school's or college's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in this [guidance about children who run away or go missing from home or care](#).

Private Fostering Arrangements

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

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

Forced Marriage

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

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

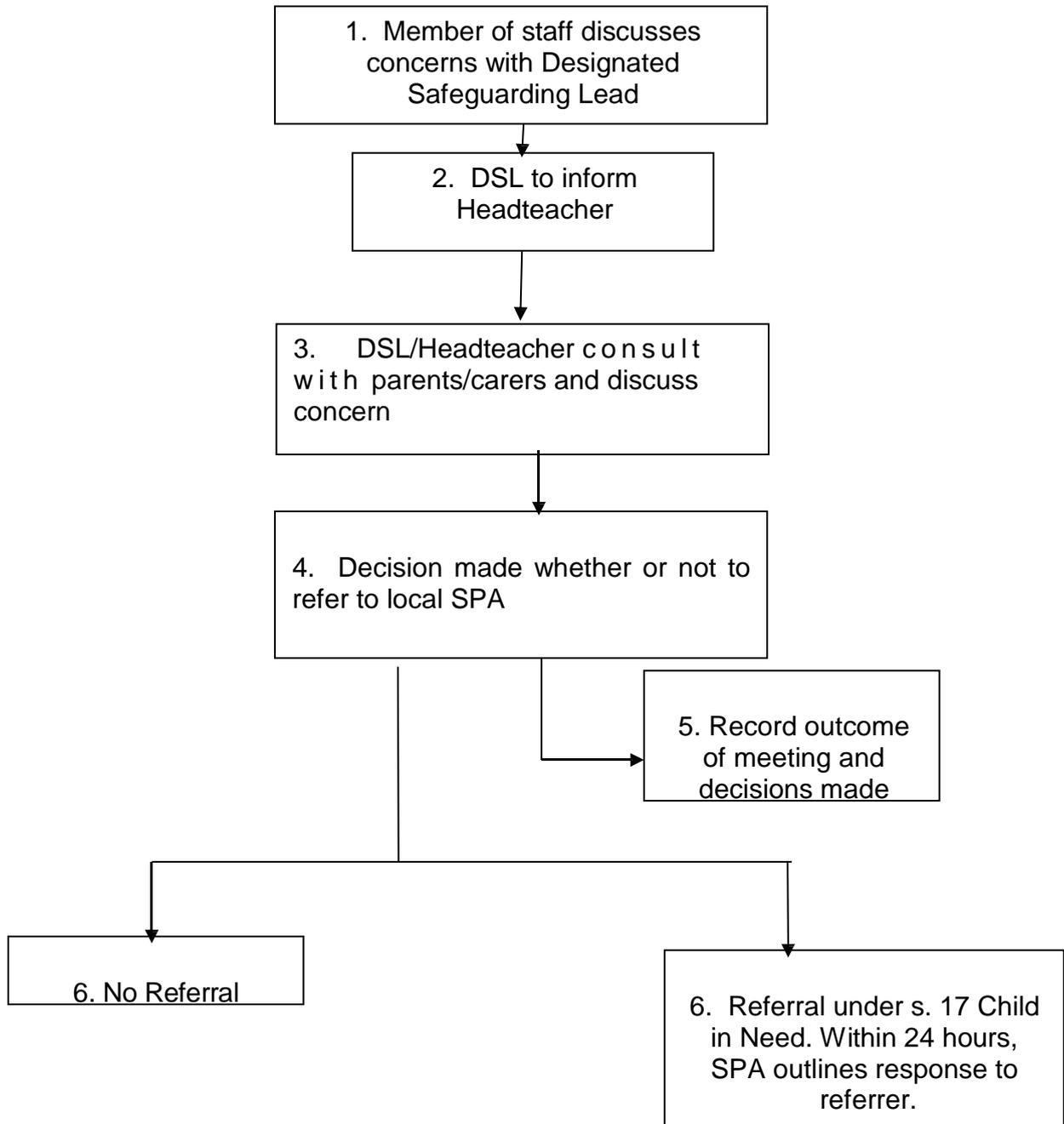
Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

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

Appendix 2 Flowcharts

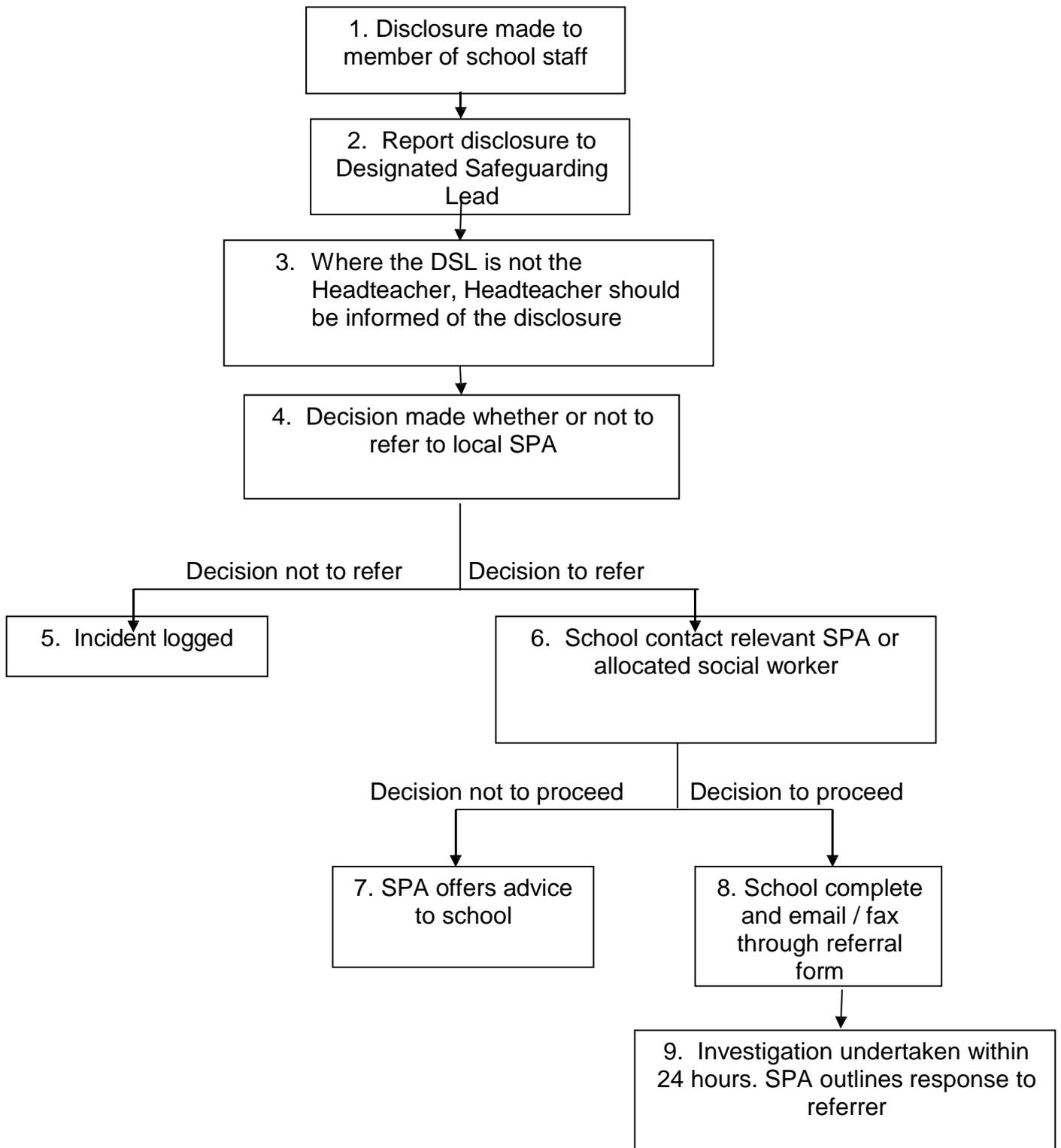
Flowchart One:

When there are serious concerns about a child's welfare but no specific evidence of abuse:

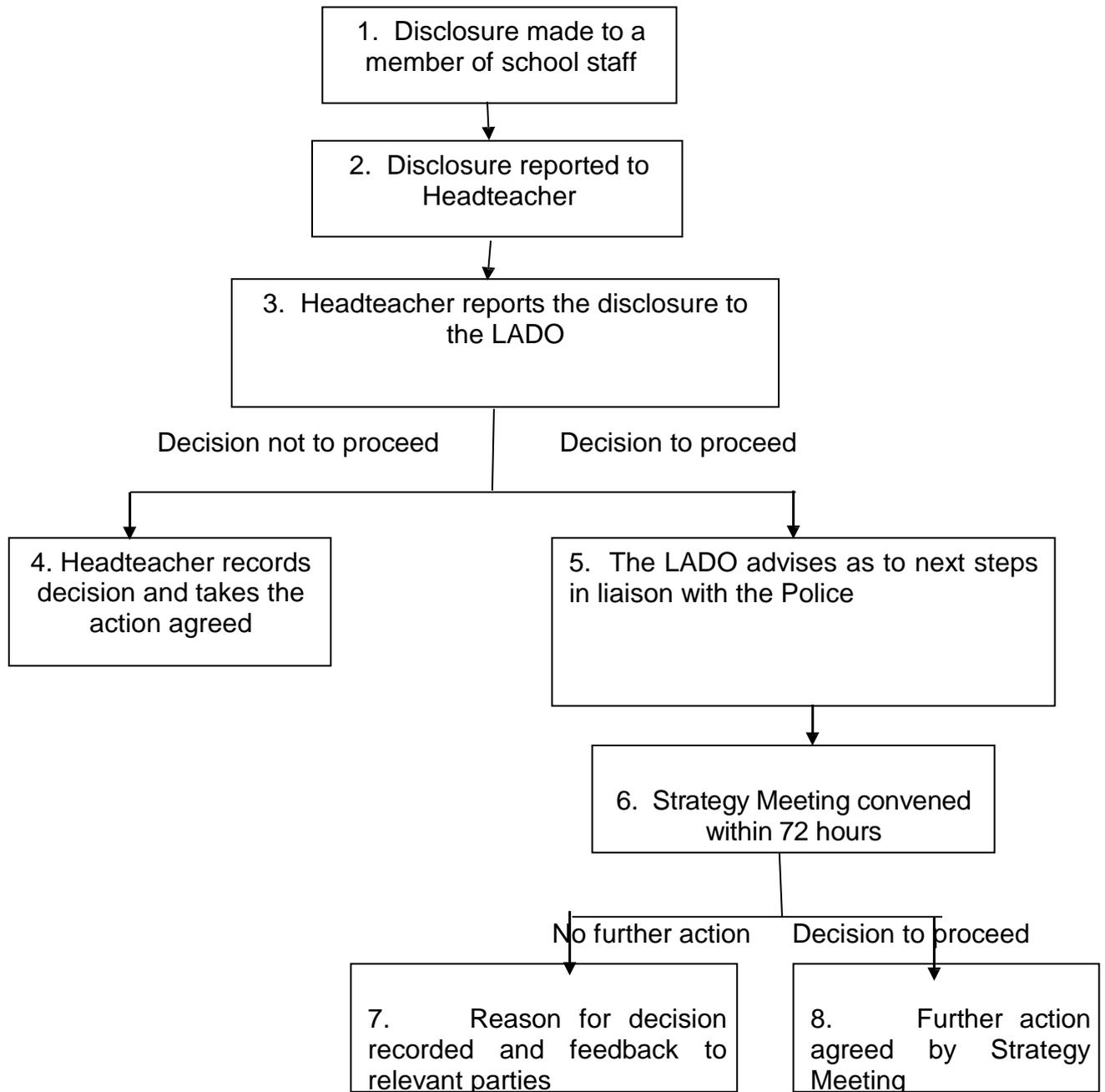


Flowchart Two:

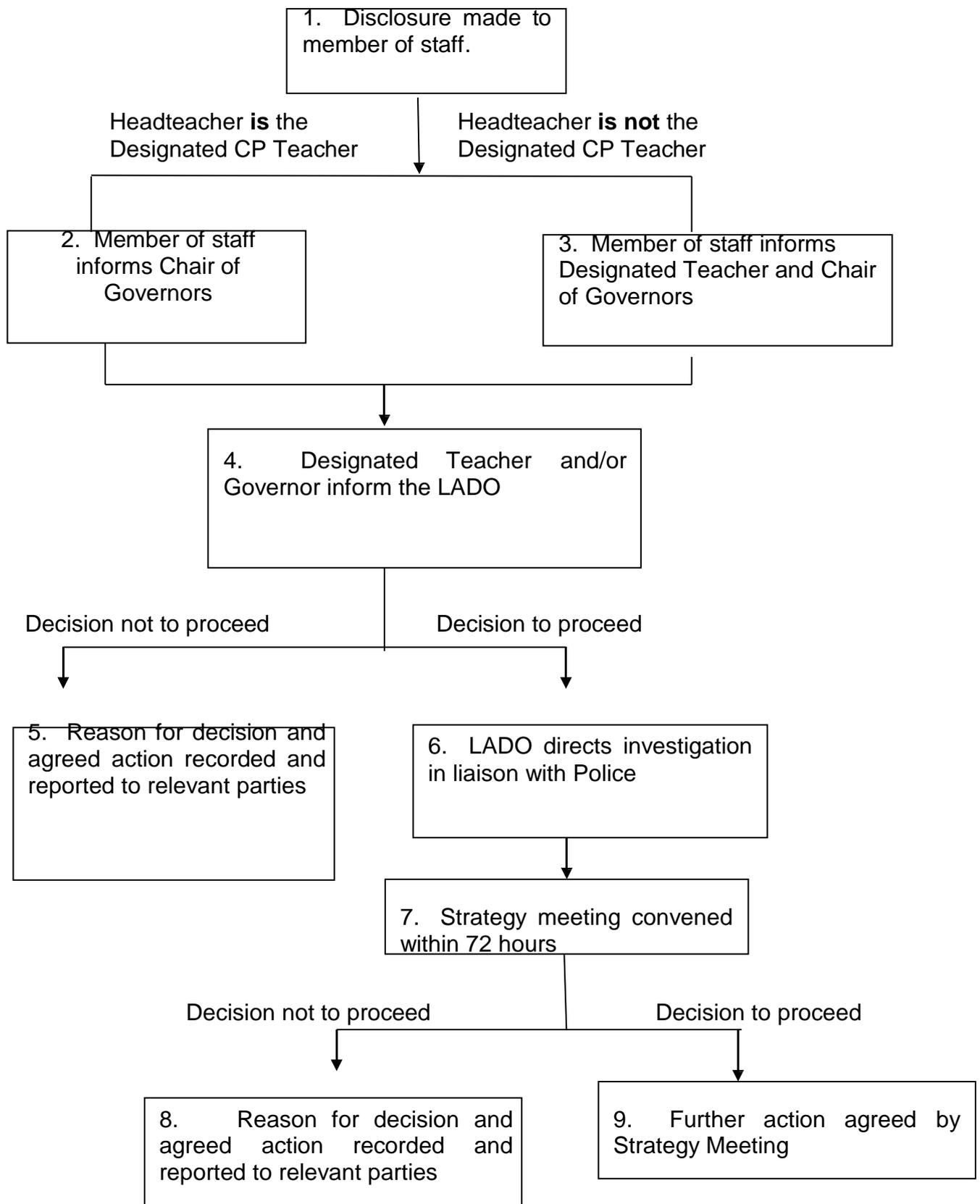
Action to be taken when child/young person discloses, or a member of school staff suspects, that abuse has occurred outside of school:



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



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



Appendix 3 Important safeguarding practices at Coombe

Agreed absence from school.

- The school will not authorize any absence from school for family trips or other non-educational reasons. The only absences which will be authorised will be for clear educational purposes or, in certain circumstances; compassionate leave will be extended for the shortest possible time and never for more than 5 school days.
- Students who are removed from school without permission and whose absence extends beyond the permitted number of days will be removed from the school roll.
- Parents will be expected to inform the school of any factors which may affect their child's ability to function appropriately at school. Depending on the circumstances, it may be decided that the student remains at home until advice can be gathered from the appropriate professionals and an agreement reached about the best way forward.

Use of any Media.

- For 'media' please understand that this refers to any media/web based/print/radio or TV.
- No adult working at Coombe may communicate with or 'friend' any student or parent on roll through the media. If a student has left and requests contact with you, you must make a professional judgement regarding the appropriacy of this connection. You must remember you are accountable for your actions and your current duty of care would be important.
- If staff communicate with other staff through any media, they cannot make rude, derogatory or abusive statements regarding any other member of the community, regardless of age or about the school as an institution.
- If staff use or feature in any media, they must, as far as is possible, manage this to ensure that any photograph or writing connected to them is acceptable and professional and that privacy settings, where possible are managed to maintain staff privacy.

Professional behaviour – protocol

Working with young people: Expectations, language, conduct, dress

- It is very important that you find the way to tread that fine line with young people between helping and being supportive and becoming too familiar.
- The pupils do not want you to be their friend, they want you to be a safe, reliable, predictable adult in their sometimes chaotic lives.
- Be aware of any mounting tension. As a rule of thumb, the more erratic or confrontational a young person is, the further away you should get from them. Shouting is rarely effective in terms of changing behaviour and usually escalates any existing problem. Save shouting for moments of danger.
- Personal space works both ways.
- In any circumstances, however badly you feel the pupil is behaving, you must remember that you are the adult and the expectations of the school are that you will speak and behave in a professional and adult way.
- Make sure that your treatment of students is completely even handed. Student spot inconsistencies and unfairness and do resent this.
- It is easy to find yourself believing that you are special to a young person. You are – but as a teacher.

- On coming across a group it should be obvious who is in charge – your demeanour, dress, language should proclaim this. Coombe has clear expectations in these areas for both pupils and staff.
- You should never criticise a young person on a personal level- keep your comments focused on their work, behaviour, infringement of rules. It is never appropriate to make judgements about their family, home life, beliefs or values. It is appropriate to discuss how a behaviour pattern is affecting their progress, development or impacting on the education of others.

Adult: pupil relationships

This is important whether your contact with the student is part of the existing planning or becomes part of the plan as a result of your work.

DO	DO NOT
<ul style="list-style-type: none">• Liaise with the HoY at all times – inform the HoY when a pupil makes the initiative to talk to you• Keep written dated records of all you discuss and what your advice or comments are• Keep the relationship professional, Make certain that you review your work regularly both with the HoY and with the pupil• Always bear in mind the duty of care you have and the special position you are in by being employed in a school• Discuss issues which are coming up with the HoY/SENCo – if the issues are difficult, (child abuse/ bereavement) you may need debriefing and this will come from the SENCo• Bear in mind existing IEPs/PSPs and the targets already set by other staff who work with this pupil- if a plan to care for the pupil is in place, you should make sure you are working to the same ends. If it doesn't exist, you and the HoY should create one.• Be careful what you say to the pupil• Constantly monitor your own feelings about the relationship – are you able to keep a professional distance?	<ul style="list-style-type: none">• Promise confidentiality• Keep a secret• Exert pressure on a pupil• Ask leading questions• Make a judgement about what you are being told or about the people involved Spend unnecessary time alone with the pupil• Close doors (this is for your protection as well as the pupil's)• Arrange to meet pupils outside of school time• Give your personal details – private life, telephone numbers, address• Make arrangements which keep the pupil away from lessons• Discuss any students with anyone apart from the appropriate staff members within school• Allow a relationship with a pupil/student to develop inappropriately. If you are unsure about this, please do discuss this with a senior member of staff.

Issues for staff – Professionalism, Accountability, Child protection, Personal safety, Legal position, Privacy

Offensive Weapons

Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person or intended by the person having it with him/ her for such use.' This includes 'any article which has a blade or point or is sharply pointed.' We define this further by making it clear that all pocket knives are included in this definition for the purposes of maintaining school discipline and the safety of the whole community.

- Students who have an offensive weapon will have the offending article removed from them. This will not be returned to the pupil. The parent will be informed and

may request permission to pick the article up from the school. A decision about whether this will be granted will be made in liaison with the Police.

- The student will be removed from lessons while the investigation takes place.
- The student may be excluded either for a fixed term or permanently as a result of this act. We may feel that working with the PRU is the most suitable step in these circumstances. This decision will be taken when full information is known.
- Under the schools' behaviour management policy, a search of a student may be conducted.

Physical Intervention

- Our policy on physical intervention by staff is set out separately and states that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to another person or the young person him or herself or to prevent a criminal act being carried out.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Prevention

- We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- Where we have any concerns about coercion for example regarding an arranged marriage, FGM (female genital mutilation) or radicalisation, we would contact the LA Safeguarding team immediately. We would not discuss this with the child or the family until we had received clear advice that this was the appropriate form of action.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE/Active Tutorial work which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Encourage the student voice to be heard through Active Tutorial work, Year and School councils, focus groups working on particular issues, Peer Mentoring, using School Prefects and Officials to work with younger children in order to build up trust. In this way, all pupils will know that they can speak up and be heard if things go wrong with in school or beyond.
- Make certain that the 'student voice' is an integral part of our School Development planning and reflected in all areas of the school's work.
- Include appropriate themes in assemblies.
- Implement the e-Safety Policy regarding ICT usage policy by advice on safe ICT usage.
- Ensure pupils know what to do if there is someone in the school who is unaccompanied or is not wearing the appropriate ID.
- Display information around the school, e.g. posters advertising support agencies.

Using images of children

- When considering the use of photographs of children, avoid close up pictures of individuals, use, where possible, general classroom or group shots.
- Use only images of children in suitable dress and consider airbrushing out anything which may help someone to identify the child.
- It may be inappropriate, in certain circumstances to use pictures of children doing PE.
- If a child's picture is used in promotional material, permission of the parent will be sought and obtained.
- A broad rule of thumb is: If the pupil is named, don't use their photograph; if a photograph is used, don't name the pupil.

Working with staff from other agencies

- All agencies which look to work with young people must, in law, have sound policies regarding child protection. Before starting work with another agency, such as Malden Oaks, Anstee Bridge, Individual Tuition Services and other educational providers, the Coombe schools will provide them with a copy of our Child Protection policy and request a copy of their policy in return. For agencies already vetted by the LA, Coombe will deem that process to fill our expectations.
- Agreement will only be given if CGS/CBS are satisfied that the policies are sound.
- If a disclosure is made to a worker from another agency, we would expect that that worker would take the full responsibility of engaging with Social Services on behalf of the young person. Further to this, we would expect that they inform the school of the situation through the named person for Child Protection issues – Claire Knight / Gary Rogers. We would expect to work alongside other agencies to protect our pupils from any further harm.

Other Safeguarding Related Policy and Procedures

The school recognises that safeguarding is not just about protecting children from deliberate harm. It includes various related issues for school. The school therefore has follow separate policy and procedure in place:

- Health and safety
- Anti-bullying
- Equality policy
- Behaviour policy
- Part time education protocol
- Managing pupils with medical needs policy
- SEX AND RELATIONSHIP EDUCATION policy
- Trips and visits policy
- E safety / Internet use policy
-

Appendix 4 Government Advice for Schools on Female Genital Mutilation (FGM) April 2015

- We have a mandatory reporting duty. FGM is a criminal offence. There is no emotional, medical or physical benefit to FGM.
- FGM is harmful; it is violent and traumatising, and can lead to physical and mental difficulties, and can lead to difficulties or even death during childbirth.
- The prevalent countries are those where there is a rate of over 20% of people who have undergone FGM; mainly countries around the Atlantic Coast to the horn of Africa, the Middle East and some of Asia.
- Advice is to
 - Contact SPA if you think a child will or might undergo FGM, though the normal Safeguarding Procedures of the school.
 - Contact 999 if you think someone has been through the procedure or is in immediate danger thereof, followed by a call to SPA, following the normal Safeguarding Procedures.
- Or Local Safeguarding Children Board (LSCB) chair is Deborah Lightfoot (www.kingstonandrighmondscb.org.uk)
- Help and advice is available from fgmhelp@nspcc.org.uk or 0800 028 3550
- PSHE links; www.pshe-association.org.uk/curriculum-and-resources/search-for-resources?combine=FGM

Key indicators:

- Difficulty sitting down / walking / standing
- Longer than expected toilet visits
- Absence followed by unusual behaviour
- Asking for help but being able to say for what or saying that they are having a special procedure
- Long holiday to prevalent country
- Families where the elders are particularly influential, or raise the children
- Low cultural integration
- Lack of engagement with professionals
- Withdrawal from PSHE

Facts:

- 600, 000 girls and young women at risk of FGM in the UK and 137,000 have already experienced FGM
- Taking the countries with a prevalence of FGM at over 20%, those numbers translate to the following locally:

RICHMOND

- 22 babies were born in this category in Richmond in 2013
- 224 girls and young women may be at risk in Richmond
- Estimates that 461 girls and young women have undergone FGM in Richmond

KINGSTON

- 13 babies were born in this category in Kingston in 2013
- 227 girls and young women may be at risk in Kingston
- The estimate is that 559 girls and young women have undergone FGM in Kingston