



Barham Primary School
Safeguarding Children
***including* Child Protection Guidelines**
Policy

Safe, Happy, Learning

At Barham Primary School we have the right to:

Article 19: Be Safe

Articles 28 and 29: Education

Policy summarised by	Jean Joyce
Link Governor	Daksha Thanki
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.....striving for excellence

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Safeguarding Child Protection Policy

Introduction

This policy is one of a series in the school's integrated safeguarding portfolio.

Schools and other education establishments have a special role to play in child protection. The adults in school see children more regularly than anyone else in the caring services and have the opportunity to observe and communicate with children more than any other professional.

The governors and staff recognise the moral and statutory responsibility to safeguard and promote the welfare of children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Statement of intent

Our School wants to work with children, parents and the community to ensure the safety and protection of children. We aim always to act in the best interests of children to ensure that they are **Safe, Happy & Learning** and to give them the very best start in life. To this end we foster a Culture of Vigilance.

Aims

Our aims are to:

- create an environment in our school which is safe and secure for all children; in line with Government Guidance 'Keeping Children Safe in Education' September 2018
https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf
- support the child's development in ways that will foster security, confidence and independence;
- ensure assemblies, PSHE lessons etc. are opportunities to inform children of support strategies available to them if they are concerned about being abused or their safety at school, home or out of school,
- enable children to have the self confidence and the vocabulary to resist inappropriate approaches and encourage children to develop a sense of autonomy and independence;
- encourage children to establish and sustain satisfying relationships within their families, with peers, and with other adults;
- inform parents on children joining the school about our policy on safeguarding, where it can be accessed and that the child's well-being and safety is our priority
- work with parents to build their understanding of and commitment to the welfare of all our children.
- equip staff with the knowledge, skills and awareness to fulfil their responsibilities including the need for good levels of communication
- ensure all adults who work within the school environment have satisfied our safe recruitment checks
- provide systematic and effective procedures for monitoring the welfare of children at risk from harm and for seeking support in cases of suspected abuse **Recognise, Respond, Refer, Reflect**
- develop and promote effective working relationships with other agencies

Monitoring, Evaluation and Review

The effectiveness of the policy and our practice will be monitored through:

- regular agenda item on SLT weekly meetings
- termly link visits with the governor responsible for child protection
- safeguarding update report to governors in head teacher's report and committee meetings
- evaluation against new and updated information received from LSCB, LA, DfE, Ofsted
- annual pupil and parent questionnaire responses
- and/or in response to feedback from safeguarding issues or complaints
- involving staff/governors and making them aware of any changes following review
- participating in LA and self-audit

An **action plan** is produced based on the school's strategic priorities and outcomes of audit and self-evaluation. It is designed to be both pro-active and re-active and new actions arising from the outcomes of the above monitoring are scheduled in to the plan.

Complaints Governors and staff at Barham aim to work together with parents and outside agencies to ensure best practice on behalf of children. Please discuss any concerns or complaints with the Head Teacher in the first instance – she has an 'open door' policy. If needed the Chair of Governors and Local Authority Designated Officer (LADO) can be approached with complaints.

How we ensure that Children are safe and protected

Roles and Responsibilities *see list of key staff and roles*

- The Governing Body is ultimately responsible for child protection in the school and have delegated management of this to the Headteacher.
- The Chair of Governors: **Daksha Thanki** is the link governor responsible for Child protection, she visits termly to discuss and monitor child protection matters.
- We have a Designated teacher for Child Protection (DSL) who leads and coordinates child protection issues: **Jean Joyce** (Deputy Head).
- The DSL is the first person to be approached in the light of any concerns, allegations or disclosures.
- In her absence the senior staff who will act are the Headteacher or Trainee Headteachers who have also received appropriate training.
- The School's child and family support worker **Margaret Narcisse** works closely with the DSL in liaising between the child, family and outside agencies and in putting into action support for the child and their family.
- All staff have a duty to maintain the wellbeing of children in their care.

Staff recruitment, training and awareness

- Advertised posts state that we are a 'safeguarding school'.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out Enhanced DBS checks and take-up references before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- Application forms for shortlisted candidates are checked for chronological history of employment/study.
- Interview panels include at least one member who has undertaken safer recruitment training.
- All interviews include a specific question to ascertain candidates' understanding of their responsibilities for safeguarding children.
- We abide by Ofsted requirements in respect of references and police checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the school or has access to the children.
- We have a Single Central Register for staff and volunteers regularly scrutinised and updated.
- Agencies who provide staff are required to provide their Safeguarding protocols and individual checks information for each staff member supplied.
- Agency teachers are advised about safeguarding arrangements on arrival at the school, a 'FYEO – for your eyes only' folder indicates certain vulnerabilities for individual children- may review re GDPR
- Staff are required to complete the 'Disqualification by association' declaration
- Staff are required to read part one and Annexe A of 'Keeping Children Safe' and sign to say they have done.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of safeguarding children concern.

- Induction arrangements include verifying and/or providing safeguarding training and staff signing the AUP 'Acceptable Use Policy' for e-technology.
- Safeguarding refresher training is provided for all staff every 2 years (recommendation is 3)
- Whole staff training is arranged and updated in response to government requirements
- Senior staff receive update training at a minimum of every two years.
- Staff are reminded that Safeguarding is everyone's responsibility & adopt a culture of vigilance
- Safeguarding updates are provided in morning briefings or via weekly Inset/year meetings
- Staff are directed to the LSCB online training platform for induction training (awaiting update)
- Government advice is responded to with updated, specific training e.g. FGM and Prevent Duty.
- Governors are encouraged to undertake safeguarding and safer recruitment training.
- This and related safeguarding policies are available for all to view on the school website

Promoting a caring, safe and positive environment

- Volunteers do not work unsupervised.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- We have procedures for recording the details of visitors to the school.
- We take security steps to ensure that we have control over who comes into the school so that no unauthorised person has unsupervised access to the children.

Children who *may* be particularly vulnerable

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Working together

- The school works closely with outside agencies to support children and their families. This includes the school nurse, health services, speech and language therapist, social care and the Educational Welfare Officer (EWO).
- In addition links are continuously being generated with organisations and charities that can offer practical support to children and their families.
- We have regard to the community in our safeguarding discussions and review and will seek support from community advisors who have specialist cultural knowledge and language skills
- Strict confidentiality is essential. The Headteacher, Deputy/DSL will be made aware of children and young people whose names are on the Child Protection Register. They will inform others only on a 'need to know' basis, e.g. the class teacher.
- The Governing body wishes to encourage teachers and other staff to feel able to raise any serious concerns they may have about unacceptable conduct occurring at school. If staff are unhappy with the way procedures and guidelines are followed the LA 'Whistleblowing' policy is available.
- Any allegations against the Headteacher must be reported immediately to the Chair of Governors (see Appendix for more details).
- For AAP (Allegations Against a Professional) we will contact the LADO for advice.

The guidelines attached to this policy give a summary of the advice given within the London Child Protection procedures provided by the London Safeguarding Children Board,

www.londonscb.gov.uk now available at <http://www.londoncp.co.uk/>

In addition the Brent LSCB provides guidance and support <http://www.brentlscb.org.uk/> We work with the LSCB to ensure that staff are trained and updated with current guidance and advice. Working Together to Safeguard Children Draft April 2018 will replace the 2015 guidance.

The new Working Together document has been updated following a consultation on the referral of allegations against those who work with children, notifiable incidents involving the care of a child; and the definition of serious harm for the purposes of serious case reviews and to reflect changes to amendments to legislation resulting from the Children and Families Act 2014.

To access Working Together 2018 draft online and download a PDF version click on the link below; https://consult.education.gov.uk/child-protection-safeguarding-and-family-law/working-together-to-safeguard-children-revisions-t/supporting_documents/Working%20Together%20to%20Safeguard%20Children.pdf

Related Policies

Child Protection issues have links to other safeguarding policies in the school which can be referred to for further advice and guidance;

Anti-Bullying,
Acceptable Use Policy,
Attendance,
Behaviour,
E-Safety,
Educational Visits,
Health & Safety
Inclusion & Equality,
PSHE
Medication
Safer Recruitment,
Whistleblowing

Risks and Response specific to our community

Research into the number and reasons for referrals to the Brent Family Front Door identified four significant areas of concern which have the largest detrimental impact on the safety and wellbeing of Brent's children. These four areas were identified as the Board's priorities for in 2016-17 and will remain the priorities for the Board in 2017-18:

Domestic Abuse

Neglect

Child Sexual Abuse (Including Child Sexual Exploitation)

Child & Parental Mental Ill Health

For the Barham community, Domestic Abuse and Physical Abuse are the most significant in terms of number and reasons for referral.

Support to families

- The School takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.
- The School continues to welcome the child and the family whilst information gathering is being made in relation to abuse in the home situation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of the Local Safeguarding Children Board.
- With the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.
- Barham works to provide a responsive programme of support to inform/equip families and to engage parents to enable them to meet the needs of their children.



Barham Primary School
WE ARE A SAFEGUARDING SCHOOL



Contact Name	Key Area of Responsibility
Headteacher Ms Karen Giles	Overall responsibility for Safeguarding, Confidentiality & Whistle blowing, AAP Data Protection
Deputy Headteacher Ms Jean Joyce	Child Protection & Safeguarding, DSL Designated Person for looked after children
Trainee Head Mrs Natalie Dweh	E-Safety, DSL back up
Trainee Head Mrs Elisabeth Hicham	Personal Development, Welfare, Behaviour
Mrs Denise Walley	SRE & Drug Education
Mrs Daksha Thanki	Governor with specific responsibility for child protection
Trainee Head Ms Tina Murray	Equalities Responsibility for monitoring pupils with special needs and organising support for vulnerable children, DSL back up
Ms Lea Murray	Educational Visits
Mr Peter Haines	Health & Safety, School Security & Risk Assessment
TBC	Governor with specific responsibility for Health & Safety
Ms Louisa Antoni	Welfare, First Aid & Medication Meeting the needs of pupils with medical conditions / providing first aid
Ms Antoni, Ms Niru Patel, Ms J O'Sullivan, Ms T Bayman, Ms M Narcisse, Mr D Mason	First Aiders (A number of staff have Paediatric First Aid)
Mr Peter Haines & Mrs Kokila Jethwa	Single Central Record and CRB
Mrs Samina Bulgin & Mrs Elisabeth Hicham	Attendance

**COPIES OF ALL BARHAM POLICIES ARE AVAILABLE TO SEE ON THE SCHOOL
WEBSITE**

www.barham.brent.sch.uk

or you can contact Mrs Dot D'Souza via the admin email address

admin@barham.brent.sch.uk

Advice for parents and carers

Caring for 4 to 10 year olds

Keeping children safe and well is not just about protecting them from abuse

As children grow older we need to keep them safe from

- accidents in the home
- road traffic accidents ~ *please use seatbelts, cycle helmets. Do not drive up to school gates.*
- unsafe adults ~ *we ask who will be collecting your child.*

Parents need to know what the law says about

- leaving children alone, at home or playing out
- looking after other people's children
- using smacking and other physical punishments to correct children ~ *no sticks!*

If you need help with practical and emotional issues ~ our pupil and family support officer, Margaret Narcisse, may be able to advise where to get help.

- depression - debt - Domestic Abuse - housing problems - finding work

What is child abuse?

Children have a right to grow up safe from harm. It is not acceptable for anyone to treat a child in a way that makes him or her unhappy and will affect how they grow up.

Behaviour that harms children

Below are examples of behaviour that is harmful to children

- Hitting a child, especially if the hitting is frequent, with an object such as a belt, which breaks the skin or causes bruising, to the head or body ~ *withdrawing a privilege (TV, games or computer time), time out etc. are suggested instead*
- Neglecting a child's needs for basic day-to-day care such as food, clothing or care when they are ill and being watched over
- Sexual abuse, which includes allowing a child to see pornography
- Causing a child to feel unnecessarily upset or frightened a lot of the time by constantly putting them down, fighting in front of them or asking them to keep a secret

The Barham Primary School website has information about the school's policy on safeguarding. For useful support & information <http://www.familylives.org.uk/>

Procedures and Practice

In order to fulfil these aims we have the following procedures for

Referring concerns and disclosures:

- We follow the guidelines laid down by the Local Safeguarding Children Board.
- All members of staff know the School's procedures for recording and referring incidents.
- This policy and these guidelines are available on the school website and hard reference copies from the main office or staffroom.
- Parents are made aware of the School's Safeguarding procedures through a statement in the school prospectus and at Initial/Induction parent meetings.
- In consultation with parents/carers we are able to refer children for additional help through the 'Brent Front Door'
- We have procedures for contacting the local authority's Duty Social Care teams on safeguarding children issues.
- If a referral is to be made to the authorities, we take advice from Social Care in deciding whether we must inform the child's parents at the same time. (If an AAP – Allegation against a professional advice is taken from the LADO - Local Authority Designated Officer).

Communicating with Parents

We will always aim to involve parents in any referrals before they are made. However if a suspicion of abuse is recorded, and the child is considered at risk an immediate referral will be made to the duty Social Care team and we will take their advice on informing parents.

Confidentiality

All suspicions and information gathering is kept confidential and shared only with those who need to know. If there are concerns within a setting it is important that the class teacher is made aware of them. However children will work with a number of different adults in a school and they should also be made aware that there are concerns about an aspect of well-being of the child in question. Any information shared with external agencies is done under the guidance of the Local Safeguarding Children Board.

If we suspect abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect.
- When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives cause for concern, the School gathers information and consults with Social Care.
- We allow information gathering to be carried out with sensitivity. Staff in the setting take care not to influence the outcome either through the way they speak to children or ask questions of children.
- Where a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals. We seek parent's permissions before making a referral unless by seeking this permission we put a child at risk.
- We work co-operatively with the parent unless this is inconsistent with the need to ensure the child's safety.

Disclosures made to us

Where a child makes a disclosure to a member of staff, that member of staff:

- offers reassurance to the child;
- listens to the child; and
- gives reassurance that she or he will take action.
- The member of staff does not question the child – the golden rule is observe and listen but do not probe.

GUIDELINES FOR STAFF

A high percentage of child protection referrals are made by teachers. This should be expected as teachers are trained in child development and should be able to identify signs and recognise behaviour which is 'different' from usual.

As the children are likely to spend more time at school than anywhere else, other than at home, they will often choose a known adult at school to talk to about the situation at home. It is not unusual for the listener to feel uncomfortable with the subject or feel disbelief, distressed or immobilised by what they are hearing. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child. It is essential for educational staff to know that they are not alone and that there is a process both at the personal level within the school and within Brent to support them as well as the child.

What to do when you suspect abuse

Recognising abuse

Staff should not be afraid to trust their judgement when they suspect something is wrong. Staff do not need proof before consulting the designated teacher. Nor does the designated teacher need proof before referring to Children's Social Care.

Sometimes a member of staff may believe a child is at risk of abuse. On these occasions, staff are advised not to keep the concerns to themselves but to discuss them with the designated teacher.

The key signs which must be referred to Children's Social Care by the designated teacher are:

- Concerns arising from what a child, an adult, or another child had divulged. Even if what has been said by a child is later retracted it should still be acted on.
- Repeated minor injuries for which no explanation or no satisfactory explanation is given.
- An accumulation of concerns resulting from the child's behaviour, manner and/or general appearance.
- Identifying abuse through the use of technology.

When you suspect abuse

- Read 'signs and symptoms of abuse' (Appendices).
- Record your observations or the conversation with the child (on the Incident Sheet and/or on CPOMs) – make sure this is objective and factual – then sign and date.
- Refer your concerns in person to the designated teacher as soon as possible.
- Designated teacher will make the decision whether to:
 - a. Continue to observe, record and monitor or
 - b. Contact Children's Social Care to discuss concerns before making a referral or
 - c. Contact Children's Social Care to make a formal referral.

Observation of possible injury

If staff notice marks on a child they are advised to:

- Ask open ended questions as to how the marks happened. Ask the questions as naturally as possible.
- Do not ask the child to undress for the purpose of inspecting possible injuries.
- Make enquiries of the parent or carer as discreetly as possible.
- Follow the suggested format for recording the observation and the responses received from the child or the parent or carer AND refer their concerns to the designated teacher.
- If minor/accidental injuries are noted on 3 separate occasions for which there are no clear explanations then these must be referred to the designated teacher. The designated teacher should seek advice from Children's Social Care.

Types of Abuse

The **appendices** outline the signs and symptoms for the four main types of abuse:

Physical

Emotional

Sexual

Neglect

Other **specific safeguarding issues** that are detailed include;

Bullying including cyber bullying, Racist, Homophobic & Transgender incidents, Children Missing Education (CME), Child Sexual Exploitation CSE, Domestic violence, Drugs, Fabricated or induced illness, Faith abuse, Female genital mutilation FGM, Forced marriage, Gangs and youth violence, Gender-based violence, Mental health, Private fostering, Radicalisation, Sexting, Teenage relationship abuse, Trafficking

Children missing from education

A child missing education from school due to repeated or unexplained absence, or by leaving the school unexpectedly is a potential indicator of abuse or neglect, or where a family may be in need of additional support.

The school follows guidelines to deal with children who miss schooling in these circumstances, particularly on repeat occasions and for those children who leave school without clear indications of where they will be continuing their education. (*see Appendix and Attendance Policy*)

FGM

Whilst we recognise that there is not necessarily an intent to harm a girl / young woman through FGM, the practice has serious short and long term medical and psychological implications and as a school we need to work with parents and partner agencies to promote understanding and safeguard students who may be at risk of this practice.

We also recognise the practice of FGM in the UK is a criminal offence and a form of child abuse and as such is dealt with under our Child Protection/Safeguarding Policy. We have a duty of care if we believe a child is at risk of or has had, any form of FGM performed on them.

We are building constructive relationships with parents in order to work sensitively with community groups where this maybe a cultural belief/ practice. Our aim is to educate and inform however we believe the welfare of the child is paramount and will act to safeguard and promote our students welfare.

Protecting children from radicalisation and extremism: The Prevent Duty

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. Our E-Safety practice contributes to safeguarding young people through educating them on the appropriate use of access to electronic information through the internet. We are a 'Rights Respecting' school. We build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views. Staff and Governors have undertaken online Prevent training, The majority of staff have, in addition, attended WRAP training.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Recording and Referring suspicions of abuse and disclosures

If you observe what you consider to be unusual behaviour or suspect abuse whether it be emotional, physical injury, sexual or neglect, your observations should be recorded, signed and dated (on CPOMs or you can use the form provided at the end of this policy). You must consult our designated teacher with your concerns as soon as possible – within the same day at minimum.

Staff make a record of:

- The child's name and class,
- The date and time of the observation or the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child;
- Any opinion and the evidence for this (e.g. body language, facial expression)
- The name of the person to whom the concern was referred, with date and time;
- The names of any other person present at the time.

CPOMs records the date & time concerns are logged and alerts relevant senior staff including the DSL. If a paper record is given this is kept in a separate confidential file.

The member of staff will discuss the incident with the designated teacher and a decision will be made about who should be notified. If a child's safety is at risk the duty social care team will be contacted immediately (020 8937 4300). We will take advice from them regarding information then given to parents.

In a case where a child is not in immediate danger we try to discuss the matter with parents before making any referrals. However it is the welfare of the child which is paramount and this is at the forefront of all our actions. We are aware that many children have suffered because of lack of communication between agencies, and that government guidance now encourages the full sharing of information. We shall therefore use our professional judgement in sharing information with the agencies that 'need to know', being open and honest with parents and children as to why we feel we need to share the information.

NB CPOMs allows senior staff to record actions taken but does not enable all staff to see outcomes. Staff are encouraged to follow up and ask the DSL for feedback on outcomes of the concerns they have registered if they have not been informed.

If a child discloses abuse to you

- Be attentive
- Stay calm
- Don't make any promises that what the child is telling you can be kept secret
- Explain to the child that there will be a need to speak to another person within the school and that they will be kept informed of who this is and when this will happen
- Be reassuring and non-judgemental and keep an open mind
- Be careful not to question the child, avoid using leading or closed questions.
- Make notes at the time on any paper that comes to hand and keep them
- Tell the child what is going to happen next
- Write up the notes as soon as possible. Record the date, time, place and circumstances, who else was present, what the child said and what was said to the child.
- Use CPOMs to record the incident.
- Inform the designated teacher. In the absence of this teacher it is imperative that a senior member of staff is informed as a matter of urgency.
- Try to see the matter through and keep contact with the child. (They probably selected the person they spoke to for a very good reason.)

Care should be taken in asking and interpreting children's responses to questions about indications of abuse. Staff need to be aware that the way in which they talk to a child may have an effect on the evidence which is put forward if there are subsequent criminal proceedings.

Children need to know that the school has a responsibility to refer alleged abuse to Children's Social Care and that a formal interview may need to be undertaken by a social worker and the police.

Guidance on the use of reasonable force

In July 2013 guidance was issued. The document can be found here;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

'Section 93 of the Education and Inspections Act 2006 gives guidance on The Use of Reasonable Force to Control or Restrain Pupils' and sets out the powers teachers and other staff have to use.

The following is a summary of the non-statutory guidance provided by the DfE

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
 - Teachers and other staff have always had the right to defend themselves against an attack providing an appropriate degree of force is used.
 - In an emergency, (e.g. if a pupil is at immediate risk of injury or on the point of inflicting injury), any member of staff is entitled to intervene.
 - Regardless of the seriousness of the pupil's misbehaviour or the degree of provocation it remains unlawful for staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation.

Staff may find it necessary to exercise the right to restrain a child in the following circumstances:

- Using an object as a weapon to threaten others
- Acting in a manner that may cause injury to themselves or others
- Attempting to leave the school premises (only if at risk when not kept within the confines of the classroom or school.)

This applies at any time where staff are on the school premises or in charge of the pupil elsewhere e.g. school trip.

If a member of staff is unable to control a child by these means the Head or a senior staff member should be sent for immediately.

An incident involving physical restraint should be referred orally straight after the event to the Head or a senior member of staff and a written referral should be provided as soon as possible afterwards. An appropriate form is at the back of these guidelines.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

If a specific allegation of abuse is made against a member of staff the school will follow the guidance set out in:

- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools (*archived but available*)

Further sources of information

Other departmental advice and guidance

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for headteachers, staff and governing bodies.

If an allegation, concern or complaint is made against the Headteacher

- The Chair of Governors should be informed immediately and will be the case manager;
- In the Chair of Governors absence this role would be undertaken by the Vice Chair;
- The designated officer will provide advice and monitor the case.

LADO

Yvonne Prince Yvonne.Prince@brent.gov.uk is the LADO.

If a parent wishes to make a complaint they should speak to or see the case manager. The procedures for dealing with allegations of abuse against staff are also available in the policy folder in the Staffroom and on the Staff section on the school website.

6.9 GOOD PRACTICE CHECKLIST

- 6.9.1 Information from serious case reviews continues to highlight that, when faced with the complex circumstances of a child's life, professionals find it difficult to keep the focus on the child and the key elements which should contribute to ensuring his / her safety.

Professionals should consider regularly checking their actions against this checklist as a good practice prompt:

Good practice checklist

- Have you been able to speak to the child alone? Can you still do so?
- Where will the child be for the next 24 hours? Is the child at immediate risk of harm (physical, sexual, emotional)?
- What information do you have about the child and their family?
- Have you completed a CAF or equivalent?
- Are there other children (siblings, peers) who could be at risk of harm?
- Is the mother at risk of harm? Do she and the child/ren have a safety plan?
- Is it safe to discuss your concerns with the child's parents – or will doing so put the child at greater risk of harm?
- Is there a reason that makes it likely that the child will resist efforts to safeguard him/her (e.g. fear of a pimp, need for drugs)?
- Have you recorded everything that has been said to you by the child, the parents / family, and other professionals? Have you recorded everything you have said to others?
- Is there disagreement between health staff about the diagnosis of non-accidental injury? If there is, it must be resolved before the child is allowed home.
- Have you discussed your concerns with your agency's nominated safeguarding children adviser? If not, have you been able to reflect on your concerns with a colleague (in your or another agency) who has appropriate expertise?
- Have you complied with your agency's child protection procedures?
- Is there a need to inform the police because a crime has been committed?

Any adult can refer their concerns to the 'Brent Family Front Door' 020 8937 4300

Appendix Summary Table of Specific Issues

For government guidance on the issues listed below see the links from the GOV.UK website: Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. In addition the NSPCC offers information for schools and colleges on the www.nspcc.org.uk website.

Child sexual exploitation (CSE) –	https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners
Bullying including cyberbullying	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing and tackling bullying advice.pdf
Children missing from Education	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children missing education Statutory guidance for local authorities.pdf
Domestic violence	https://www.gov.uk/guidance/domestic-violence-and-abuse
Drugs	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug advice for schools.pdf
Fabricated or induced illness	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding Children in whom illness is fabricated or induced.pdf
Faith abuse	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action Plan - Abuse linked to Faith or Belief.pdf
Female genital mutilation (FGM)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi Agency Statutory Guidance on FGM - FINAL.pdf
Forced marriage	https://www.gov.uk/stop-forced-marriage
Gangs and youth violence	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing youth violence and gang involvement v3 March2015.pdf
Gender-based violence/violence against women and girls (VAWG)	https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk
Mental health	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental Health and Behaviour - advice for Schools 160316.pdf
Private fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering
Radicalisation (Also see Prevent training)	https://www.gov.uk/government/publications/channel-guidance
Sexting	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439 KG NCA Sexting in Schools WEB_1_.PDF
Trafficking	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Extremism and 'British Values'

SAFEGUARDING UPDATE

'how well the school's strategies and procedures, including the provision of appropriate guidance, help pupils to prepare for life in modern democratic Britain and a global society, including through providing a balanced curriculum, and to prevent extremist behaviour'

What is Extremism? What are British Values? Why is this relevant? What is my role as a staff member?

The 4 main areas for UK are:

Animal Rights

Far Right/Nationalists

Al Qa'ida

Northern Ireland

Brent is a 'Priority' Borough for prevention

Al Qa'ida is the main concern for Brent in terms of greatest risk to security

Religion may be taken out of context – truth is down to interpretation - some people are more susceptible to emotive topics.

Extremism (not activism) in this context defined by the Prime Minister's task force report (after the murder of Lee Rigby) - is vocal or active opposition to fundamental British values

What are British Values?

British values include: freedom of speech, democracy, rule of law, no-one above the law, equal rights, equality of opportunity, individual liberty, mutual respect and tolerance of different faiths and beliefs.

Why is this relevant?

We need to be aware that recruitment and grooming is a process (especially for vulnerable children – those looking for acceptance, possibly loners who come out with unusual thoughts).

Also vulnerable are those – missing education, LAC, unaccompanied minors/no or lone parent with little family network, children on roll who then go. We need to be aware of children not with own parents (private fostering, trafficking etc.)

Challenging and tackling extremism is a shared effort.

We can get expert advice from specialist charities should we need it.

What is my role as a staff member?

Safeguard children by being aware of vulnerability, grooming and those susceptible.

Responsibility to protect children from extremist views in school, reflect and support the values outlined above.

Be alert to things that divide communities (inc. Islamophobia and neo-nazism). It is this division which extremists use to recruit to their cause.

Encourage Assembly visitors and PSHE role in discussing values and the right to freedom of expression

Look at resource materials for inappropriate content – including historical materials.

On-line security and web filtering are important – what are students looking at on line? (e.g. YouTube clips)

Brent is a 'Priority' Borough and 'Prevent' should appear in amended policies.

Channel is a programme that supports individuals at risk of being radicalised.

Undertake the on-line training module available via the Brent LSCB

<https://www.elearning.prevent.homeoffice.gov.uk/>

Extremism can flourish where different parts of the community remain isolated from each other. More integrated communities will be more resilient to the influence of extremists.

Possible signs of abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

If a child discloses abuse to you

- Be attentive
- Stay calm
- Don't make any promises that what the child is telling you can be kept secret
- Explain to the child that there will be a need to speak to another person within the school and that they will be kept informed of who this is and when this will happen
- Be reassuring and non-judgemental and keep an open mind
- Be careful not to question the child too much
- **Make notes at the time on any paper that comes to hand** and keep them
- Tell the child what is going to happen next
- **Write up the notes as soon as possible. Record the date, time, place and circumstances, who else was present, what the child said and what was said to the child.**
- Inform the designated teacher. In the absence of this teacher it is imperative that a senior member of staff is informed as a matter of urgency.
- Log the incident on CPOMs
- Try to see the matter through and keep contact with the child. (They probably selected the person they spoke to for a very good reason.)

Child's name: _____

Date: _____

Class: _____

Time: _____

Staff: _____

Brief outline

[illegible]

CHILDREN MISSING FROM EDUCATION

A child missing education from school due to repeated or unexplained absence, or by leaving the school unexpectedly is a potential indicator of abuse or neglect, or where a family may be in need of additional support.

The school will follow these guidelines to deal with children who miss schooling in these circumstances, particularly on repeat occasions and for those children who leave school without clear indications of where they will be continuing their education.

CONTEXT

These guidelines should be read alongside the school's **Attendance Policy** and in particular with the school's **Child Protection and Safeguarding Policy** of which it is an integral part.

The policy has regard to the DfE guidance: **Keeping Children Safe in Education: Statutory guidance for Schools and Colleges, September 2018** and the London Child Protection Procedures: **Children Missing from Care, Home and Education** 5th Edition 2017

POLICY AND PROCEDURES

The school will carry out daily registration and absences will be dealt with in accordance with the school's **Attendance Policy**.

This policy covers those instances where:

- there is a repeated pattern of absence:
- the reason for absence is unclear or unexplained;
- a member of staff has concerns about the nature of a pupil's absence;

In these instances the school's Designated Safeguarding Lead (DSL), Jean Joyce, or the family support worker, Margaret Narcisse should be consulted and, if appropriate, a *Child Protection Incident/Welfare Concern Form* should be completed.

The School's DSL will then follow the procedure detailed in the school's **Child Protection and Safeguarding Policy** including a keeping a log where responses and outcome will be recorded.

When a pupil leaves the school, the school will make contact with the receiving school to ensure the child is registered at the school and has started to attend. If a Welfare Concerns file has been created, the DSL will then forward the appropriate records to the receiving school.

When a pupil leaves our school without clear indication of a receiving school, the school will contact **the Brent Education Welfare Team** to advise them of the situation and to start their tracking procedures.

In case of serious concern the DSL will contact the Duty and Assessment Team, in line with the **Safeguarding Policy and Procedures**, for further advice.

Monitoring and review

This policy is monitored alongside the Safeguarding, Child Protection Policy and will be reviewed annually or in the light of changes to legislation.