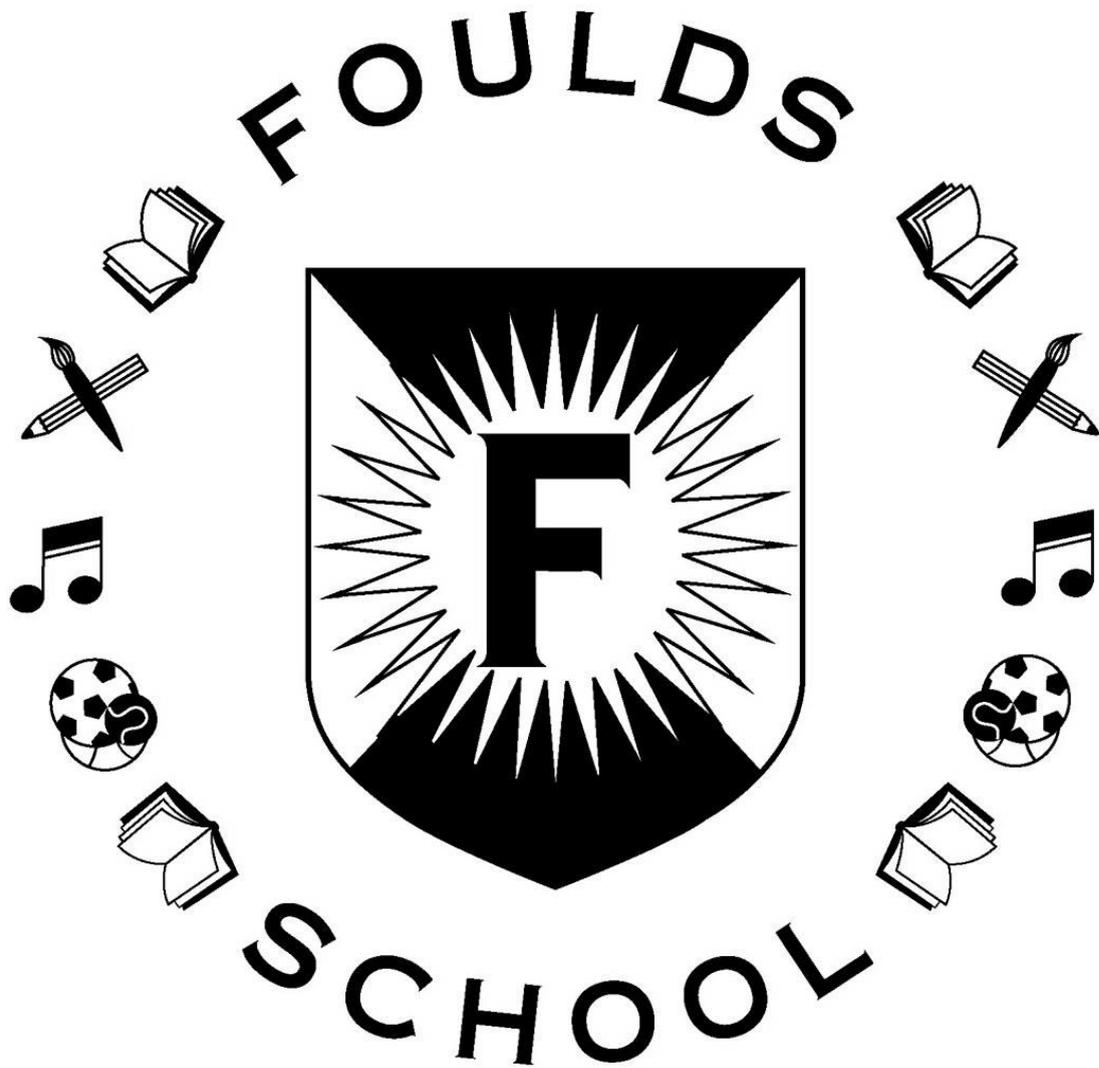


FOULDS PRIMARY SCHOOL



Safeguarding Policy

**Including:
Child Protection Policy
&
Staff Professional Code of Conduct Policy
TO BE RATIFIED**

Updated Autumn 2019

Review Autumn 2020

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Foulds School

Safeguarding including Child Protection Policy

Monitoring, Evaluation and Review

The Headteacher together with the Senior Leadership Team and Governing Body will monitor and evaluate this policy by:

- Reviewing practice against the procedures outlined
- Reviewing this policy in line with updated guidance
- Listening to children, staff and families and considering their views and comments
- Taking advice from the principal Education Social Worker

1. Policy Statement

Child protection & Safeguarding relates to the protection of children from physical, emotional, sexual abuse and neglect by parents, carers and adult visitors to the child's home, other responsible adults, professionals and other children. The school believes it is of paramount importance to recognise and act as early as possible whenever signs of child abuse or neglect should occur.

All staff should be alert to the signs of abuse (neglect, physical injury, emotional abuse, sexual abuse) and report any concerns or suspicions to the Head Teacher or Deputy Head Teacher. **All staff are responsible for complying with the child protection instructions and directions as detailed in this policy.**

2. Aims of the policy

To ensure the welfare and safety of children are paramount and there is a climate of trust, where disclosures are taken seriously and acted upon quickly

To ensure children feel listened to and receive appropriate support

To ensure there are clear procedures for reporting child protection concerns, which are known to everyone

To provide adequate training and support for staff in line with their experiences and expertise

To ensure compliance with London and Barnet's Child Protection & Safeguarding procedures

3. Underpinning Principles and Values

Foulds School has adopted the following principles for working with children

- **Effective communication and engagement with children, young people, their families and carers.**

Good communication is central to working with children, their families and carers. It involves listening, questioning, understanding and responding to what is being communicated to children and those caring for them. Communication is not just about the words that you use, but also the manner of speaking, body language and above all the effectiveness with which you listen. To communicate effectively it is important to take account of culture and context, e.g. where English is an additional language.

- **Child development**

This core area covers the physical, intellectual, linguistic, social and emotional growth and development of children. It is difficult to determine specific times when development changes occur as these will differ from person to person, what is important is a basic understanding of those changes and how they can affect a child or young person's behaviour. Parents and carers may well be placed to identify developmental and behavioural changes in their children but they may also find them difficult to cope with and seek reassurance, information, advice and support at various stages. It is therefore important that you have the ability to self-reflect and adjust your own behaviour appropriately.

- **Safeguarding and promoting the welfare of the child**

Those who work with children have a responsibility to safeguard and promote their welfare. This is an important responsibility and requires vigilance. You will need to be able to recognise when a child may not be achieving their developmental potential or their health may be impaired and to be able to identify appropriate sources of help for them and their families. It is important to identify concerns as early as possible so that the children, their families and carers can get the help they need. As well as ensuring that children and young people are free from harm, it is equally important to ensure their well being and quality of life.

- **Supporting transitions**

Children naturally pass through a number of stages as they grow and develop. Such changes are commonly called transitions. Some children may have to face very particular and personal transitions not necessarily shared or understood by all their peers. These could include family illness or the death of a close relative; divorce and family break-up; adoption; disability; the consequences of crime; family mental health. As recognised in effective communication and child development, it is important to understand a child or young person in the context of their life, to recognise and understand the impact of any transitions they may be going through. It is also vital to recognise the role of the parents and carers in supporting children at points of transition and to understand the need for reassurance, advice and support that parents and carers may express at these points.

- **Multi - Agency Working**

Multi-agency working is about different services, agencies and teams of professionals and other staff working together to provide services that fully meet the needs of the children and their parents or carers. To work successfully on a multi-agency basis you need to be clear about your own role and aware of the roles of other professionals; you need to be confident about your own standards and targets and respectful of those that apply to other services, actively seeking and respecting the knowledge and input others can make to delivering best outcomes for children. Children who are looked after (LAC) will have a member of staff who is responsible for liaising with the Virtual School Headteacher about their well-being progress and development. The Barnet Virtual Headteacher is Jane Munroe.

- **Sharing Information**

Sharing information in a timely and accurate way is an essential part of delivering better services to children and their families. Indeed sometimes it will help to save lives. Practitioners in different agencies should work together and share information for the safety and well being of children. It is also important to understand and respect issues and legislation surrounding the control and confidentiality of information (please also see section about confidentiality)

Barnet Council

The Children's Charter - developed by the Civic Forum.

- to accept children & young people's rights to be heard & understood
- to take positive action to ensure children and young people from under-represented groups are involved at all levels
- to enable children & young people to contribute & to influence their community
- to encourage active community involvement & democratic awareness among children and young people
- to improve adult understanding of children and young people's perspectives

The Children & Young People's Strategic Plan states:

Children & Young People matter. Their status and wellbeing speak volumes about the values and quality of life within communities. Our vision is to enhance the quality of life, health, life chances and education of all children and particularly those at risk of social exclusion.

The Barnet Young People's Safeguarding Partnership. See: <https://thebarnetscp.org.uk/>

National and international

London Borough of Barnet supports the following national and international principles

- **The UN Convention on the Rights of the Child**
 - All children should be entitled to basic rights without discrimination
 - The best interests of the child should be the primary concern of decision-making
 - Children should have the right to life, survival and development
 - The views of children must be taken into account in matters affecting them
- The European Convention on Human Rights incorporated into domestic law by the Human Rights Act 1998, which includes principles of direct relevance to children and is binding on all public authorities.
- The Children Act 2004 Every Child Matters to create clear accountability for children's services, to enable better joint working and to secure a better focus on safeguarding children

4. Equal Opportunities

We believe it is the right of all children, regardless of their gender, ethnicity, religion, physical disability, ability, linguistic cultural or home background, to be listened to and treated fairly.

We recognise that certain groups and individuals may be discriminated against and are therefore strongly committed to positive action to remove and counter discrimination in all areas of school life.

5. Safeguarding Care

Foulds School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

An agreed definition of safeguarding is: 'All agencies take all reasonable measures to ensure that the risks of harm to children's welfare are minimised. Where there are concerns, all agencies take action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies' - Joint Chief Inspectors' report 2002.

Promoting welfare involves 'creating opportunities to enable children to have optimum life chances in adulthood' – Framework for the Assessment of Children in Need and their Families (Government guidance 2000).

The Governing Body will act in accordance with Section 175 of the Education Act 2002 and the supporting statutory guidance 'Safeguarding Children and Safer Recruitment in Education' (2006) to safeguard and promote the welfare of children in this school.

All children have the right to be safeguarded from harm or exploitation whatever their

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

The purpose of this policy is to:

- afford protection for the students at Foulds School
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes this school a safer place to learn

This policy applies to the Headteacher, all staff (including supply and peripatetic staff), volunteers, governors or anyone working on behalf of Foulds School

We will endeavour to safeguard children and young people by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures
- sharing information about concerns with agencies who need to know, and involving children and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all necessary checks are made, including Prohibition from Teaching Checks where appropriate
- adopting a code of conduct for all staff and volunteers
- providing effective management through induction, support and training
- ensuring staff and volunteers understand about 'whistle blowing'

- dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance

Ongoing Culture of Vigilance



6. Implementation Procedures

Definition of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

1. If a member of staff has a concern, **they discuss the concern with the Headteacher, Deputy Headteacher or SENCO, who are the designated Child Protection Officers in the School.** The Headteacher is the **Designated Safeguarding Lead** and may delegate actions to the Deputy Headteacher and/or the SENCO. Questions to children must be phrased carefully and appropriately eg. 'Tell me what happened'. Staff must not ask leading questions of children. When dealing with the child, staff should use tact and sympathy. Where deemed appropriate a member of staff (with another member of staff present) will discuss the concern with the child and make notes.
2. Staff must be aware of the **confidential nature** of issues at all times. However, if a child confides in a member of staff and requests the information is kept secret, the member of staff should sensitively tell the child that they may have to share the information with someone else, for the child's own sake. **Staff should share information only within appropriate professional contexts.**
3. The member of staff should listen to the child then make a note of the time, place and people present and what has been said on the Child Protection Concern Form. This should be agreed by all staff present. This information should immediately then be passed on to the Head teacher, Deputy Headteacher or SENCO or, in their absence, handed to the member of SMT in charge. This must NOT be placed in an in-tray or pigeonhole. Forms will be kept confidentially in the Concerns File located in the Headteacher's Office. Only the Designated people have access to this file.
4. **Staff must inform one or more of the Child Protection Officers of concerns as soon as possible.** Some concerns may not warrant further investigation but be part of ongoing issues which will

be logged in the Concerns File. All staff can write a Concern Form to be put in the Concerns File by the Head Teacher.

5. Should the member of staff be unable to refer to one of the Child Protection Officers and there is a need to refer the case formally, the member of staff should seek advice from the local social service department or Barnet's child protection officers.
6. When advice has been sought, the member of staff should make a note of the date, time, agency and person spoken to and note the advice given.

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. **Anyone can make a referral.** Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. Reporting child abuse to your local council directs you to your local children's social care contact number.

These procedures are internal to Foulds School and are the preliminary measures prior to the agreed Safeguarding & Child Protection procedures in use in Barnet.

London Safeguarding Procedures and Practice guidelines can be found here
<http://www.londoncp.co.uk/index.html>

Dealing with disclosures of abuse

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- stay calm and be available to listen
- Appropriate adjustments should be made to support children with SEN-D to overcome any barriers when abuse is disclosed
- listen with the utmost care to what the child is saying
- question normally without pressurising
- don't put words into the child's mouth but note the main points carefully
- keep a full record – date, time, what the child did, said, etc
- reassure the child and let them know they were right to inform us
- inform the child that this information will now have to be passed on
- immediately inform the Headteacher, or when absent, the Deputy Head.

For types of Child Abuse and their symptoms please see section below.

The Role of the Designated Safeguarding Lead

- To ensure that all staff know the Headteacher and deputies are responsible for Child Protection issues.
- Whilst the Head is the Designated Safeguarding Lead, the deputies will be trained to the same level as the lead and have the role included in their job description.
- To refer promptly all cases of suspected child abuse to the local social services department or the police child protection team. If a parent arrives to collect the child before the social worker has arrived then it must be remembered that we have no right to prevent the removal of the child. However, if there are clear signs of physical risk or threat, the Police should be called.
- To maintain and update as necessary the Child Protection Monitoring List.

- To organise regular training on Child Protection within the School, including annual updates
- To ensure that all staff know about and have access to Dfes document “What to do if you are worried a child is being abused”, plus Keeping Children Safe in Education guidelines.
- To ensure London procedures are followed.
- To co-ordinate action where child abuse is suspected.
- To facilitate and support the development of a whole school policy on Child Protection.
- To attend case conferences or nominate an appropriate member of staff to attend on his/her behalf.
- Maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a “need to know basis”.
- To pass on records and inform the key worker when a child who is on the Child Protection register leaves the school.
- To raise staff awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.
- To keep up to date with current practice by participating in training opportunities wherever possible including formal training at least every two years.

7. Concerns About Members of Staff

The school expects any staff member to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school

If colleagues’ activities are causing concern, staff should discuss them confidentially with the Head Teacher or Deputy Headteacher.

Allegations against members of Staff

1. All staff will be subject to a rigorous recruitment and selection procedure designed to recruit the best people for the job and deter unsuitable applicants. All staff are subject to police criminal background check prior to employment.
2. Should a child accuse a member of staff of physically or sexually abusing them, the matter should be referred immediately to the Head Teacher. Should the allegation be made against the Head Teacher, the Local Authority Designated Officer (LADO) should be informed. (Referral form below)
3. The Headteacher should consider whether there is sufficient substance in the allegation to warrant an investigation. In any case, the Headteacher should seek advice from the LADO.
4. The LADO will advise the Headteacher of the procedure to follow dependent on the allegation or incident. The member of staff should be kept informed of the procedure. The member of staff should be told not to discuss the allegation or incident with any other member of staff or children. They can be advised to seek advice from the Union Representative either in school or in the LA or both. Guidance can be found in the HM Government 2015 document, ‘Working Together to Safeguard Children’.
5. The Headteacher will follow the LADO’s advice and keep detailed notes of discussions with relevant staff.

What staff should do if they have concerns about safeguarding practices within the school or college

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance about whistleblowing can be found at www.gov.uk/whistleblowing

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

8. Guidance about confidentiality

In practice there are few situations where absolute confidentiality is offered in Foulds School. We have tried to strike a balance between ensuring the safety, well being and protection of our pupils and staff, ensuring there is an ethos of trust where pupils and staff can ask for help when they need it and ensuring that when it is essential to share personal information child protection issues and good practice is followed.

This means that in most cases what is on offer is limited confidentiality. Disclosure of the content of a conversation could be discussed with professional colleagues but the confider would not be identified except in certain circumstances.

The general rule is that staff should make clear that there are limits to confidentiality, at the beginning of the conversation. These limits relate to ensuring children's' safety and well being. The pupil will be informed when a confidence has to be broken for this reason and will be encouraged to do this for themselves whenever this is possible.

Different levels of confidentiality are appropriate for different circumstances.

1. In the classroom in the course of a lesson given by a member of teaching staff or an outside visitor, including health professionals.

Careful thought needs to be given to the content of the lesson, setting the climate and establishing ground rules to ensure confidential disclosures are not made. It should be made clear to pupils that this is not the time or place to disclose confidential, personal information. (See setting ground rules and working agreements).

When a health professional is contributing to a school health education programme in a classroom setting, s/he is working with the same boundaries of confidentiality as a teacher.

2. One to one disclosures to members of school staff (including voluntary staff).

It is essential all members of staff know the limits of the confidentiality they can offer to both pupils and parents/carers (see note below) and any required actions and sources of further support or help available both for the pupil or parent/carer and for the staff member within the school and from other agencies, where appropriate. All staff at this school encourage pupils to discuss difficult issues with their parents or carers, and vice versa. However, the needs of the pupil are paramount

and school staff will not automatically share information about the pupil with his/her parents/carers unless it is considered to be in the child's best interests.

(Note: That is, that when concerns for a child or young person come to the attention of staff, for example through observation of behaviour or injuries or disclosure, however insignificant this might appear to be, the member of staff should discuss this with the Designated Child Protection Co-ordinators as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible. Please see above.)

3. Disclosures to a counsellor, school nurse or health professional operating a confidential service in the school.

Health professionals such as school nurses can give confidential medical advice to pupils provided they are competent to do so and follow the Fraser Guidelines (guidelines for doctors and other health professionals on giving medical advice to under 16s). School nurses are skilled in discussing issues and possible actions with young people and always have in mind the need to encourage pupils to discuss issues with their parents or carers. However, the needs of the pupil are paramount and the school nurse will not insist that a pupil's parents or carers are informed about any advice or treatment they give.

The legal position for school staff:

School staff (including non-teaching and voluntary staff) should not promise confidentiality. Pupils do not have the right to expect that incidents will not be reported to his/her parents/carers and may not, in the absence of an explicit promise, assume that information conveyed outside that context is private. No member of this school's staff can or should give such a promise.

The safety, well being and protection of the child is the paramount consideration in all decisions staff at this school make about confidentiality.

School staff are NOT obliged to break confidentiality except where child protection is or may be an issue, however, at Foulds school we believe it is important staff are able to share their concerns about pupils with colleagues in a professional and supportive way, on a need to know basis, to ensure staff receive the guidance and support they need and the pupils' safety and well being is maintained. School staff should discuss such concerns with their line manager.

Teachers, counsellors and health professionals:

Professional judgement is required by a teacher, counsellor or health professional in considering whether he or she should indicate to a child that the child could make a disclosure in confidence and whether such a confidence could then be maintained having heard the information. In exercising their professional judgement the teacher, counsellor or health professional must consider the best interests of the child including the need to both ensure trust to provide safeguards for our children and possible child protection issues.

Pupil safeguarding files will contain any relevant information and documentation related to the pupil's safety and welfare. Their contents will be logically organised. Should the pupil leave the school, a copy of their safeguarding file, separate to their main pupil file, will be transferred to the new school within 10 working days of the school receiving confirmation of new school, from whom confirmation of receipt will be required.

Records of all safeguarding work from early help to child protection will be made on the child's safeguarding record. Any actions arising from a concern will be followed up and documented, and records of any communication with school staff, external agencies and parents related to safeguarding will be documented on the child's record within 24 hours.

Minutes and action plans of meetings will be retained on a child's safeguarding record, with relevant actions being fed back to the appropriate members of the team, and any progress towards meeting required actions and outcomes also recorded.

All teachers at this school receive basic training in child protection as part of their induction to this school and this will be refreshed regularly and are expected to follow this Safeguarding policy and procedures.

Learning Mentor:

At Foulds school we can offer pupils the support of the Learning Mentor, who can discuss issues with the pupils but cannot promise confidentiality.

Early Help:

At Foulds we recognise that early intervention when a child or family is starting to show signs of concern can be critical to ensure that the right help and support is sourced, preventing any further escalation of issues or a decline in the child's safety and wellbeing. Partnerships with parents and carers is crucial in identifying the need for early help and for effective collaboration to improve the life chances for pupils. We work proactively with parents and carers to develop effective relationships between home and school, and to promote the benefits of early help and intervention to support their child. Any child can benefit from early help, but we are particularly alert to the needs of: SEND pupils; young carers; pupils vulnerable to anti-social behaviour, gangs, exploitation and radicalisation; pupils currently in or recently returned from care or those being privately fostered; pupils misusing drugs or alcohol or living in households where drugs or alcohol are being misused; pupils living in households with domestic violence or parental mental health concerns. In a case where a concern about a pupil does not suggest a risk of significant harm but they remain in need of additional support, the Designated Safeguarding Lead will liaise with parents and, with their permission, follow local Early Help Assessment guidelines in order to source the most appropriate support. The Designated Safeguarding Lead or the Deputy will be a proactive instigator and/or contributor to any Early Help Assessment and subsequent Team Around the Family meeting and, as above, will lead or attend professionals' meetings where requested, providing appropriate written and/or verbal education and welfare reports related to the child and their family as requested by agencies.

9. Types of Child Abuse and their Symptoms, including Annex A from Keeping Children Safe in Education

Types of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

Typical signs of Physical Abuse are:

- **bruises and abrasions** - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- **slap marks** — these may be visible on cheeks or buttocks.
- **twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- **bruising on both sides of the ear** — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **grip marks on arms or trunk** - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- **black eyes** – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. **NB.** A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- **damage to the mouth** – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- **bite marks**
- **fractures**
- **poisoning or other misuse of drugs** – e.g. overuse of sedatives.
- **burns and/or scalds** – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

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

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Typical signs of Sexual Abuse are:

- **a detailed sexual knowledge inappropriate to the age of the child.**
- **behaviour that is excessively affectionate or sexual towards other children or adults.**
- **attempts to inform** by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- **a fear of medical examinations.**
- **a fear of being alone** — this applies to friends/family/neighbours/baby-sitters, etc
- **a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.**
- **excessive masturbation is especially worrying when it takes place in public.**
- **promiscuity**
- **sexual approaches or assaults** - on other children or adults.
- **urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- **bruising** to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- **discomfort or pain** particularly in the **genital or anal areas.**
- the drawing of **pornographic or sexually explicit images.**

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

Typical signs of Physical Neglect are:

- **Underweight** — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- **Inadequately clad** - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child' from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

Specific safeguarding issues (including contextual)

Children are subject to possible risk at home, school and in their local community and environment, and we recognise that in order to effectively safeguard our pupils and promote their welfare that we need to understand any specific issues arising in the local area that can affect the risk posed to them.

Significant risks known to be prevalent in the area and community local to our school are: drugs and gangs. The school will work with local partners, including Social Services and Police, to ensure that we stay alert to any emerging contextual risks, and to ensure that assessment of risk for any of our pupils includes appropriate reference to their local community and environment.

All staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, upskirting (the act of taking a photograph underneath a person's skirt without their consent) and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

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, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites.

All staff should be aware that children with special needs and disabilities are more likely to be abused or neglected. All staff are made aware of the needs of the children with whom they work who may have SEN or disability and are aware of the extra risk factors associated with children with these needs.

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child with family members in prison and child in the court system (see below)
- child exploitation including child sexual exploitation (CSE) – and Annex A
- county lines criminal activity (see below)
- serious violence
- domestic violence (see below)
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate

- homelessness (see below)
- Looked After Children and previously Looked After Children (see below)
- mental health
- missing children and adults strategy
- online safety
- peer on peer abuse (see below)
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking

Annex A of Keeping Children Safe in Education contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the annex.

There may be a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known child abuser in the family;
- another child in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;
- there is an adult in the family with a history of violent behaviour;
- the child is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if the child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration and a fall-off in school performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self harming or suicidal behaviour;
- low self esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual physical abuse;
- disturbed sleep;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- a sudden change in school performance.

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;

- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad or naughty;
- leaving children unsupervised when they are too young to be left unattended.

Peer on peer abuse:

Some children may abuse their peers, which can manifest in many ways, including bullying, physical abuse, online abuse, sexual harassment and sexual violence, 'sexting', upskirting and initiation/hazing.

Harmful or abusive behaviour between pupils in our school is not tolerated: we do not believe that it is to be expected, or to be accepted. We recognise that peer on peer abuse is more likely to see boys as perpetrators and girls as victims; staff will be alert to this, but will ensure that all incidents of peer on peer abuse are taken equally seriously regardless of the identity or gender of the perpetrator and victim/s.

Any report of peer on peer abuse will be swiftly investigated, recorded and responded to in line with the school's behaviour and anti-bullying policies. Where appropriate, this may include school sanctions, exclusion, referral to Social Care and/or Police. Victim/s will be reassured, and both victim/s and perpetrator will receive appropriate support and guidance to safeguard and protect them and to ensure that their wellbeing is being promoted.

Part 5 of Keeping Children Safe in Education (2018), Child On Child Sexual Violence and Sexual Harassment, will be made available for all staff.

Child Exploitation, including Child Sexual Exploitation:

It is understood that any child of any age is vulnerable to the risks of exploitation, including child sexual exploitation, and that this is not limited to older children or adolescents. Children can also be used to exploit other children.

We are alert to the signs and indicators of a pupil becoming at risk of, or subject to, all forms of exploitation, including but not limited to: gang and violence-related activity; criminal and anti-social behaviour; going missing from education; underage and illegal sexual activity; risky behaviour, including behaviour online; awareness, knowledge and use of alcohol and illegal substances.

The Designated Safeguarding Lead is the school's named professional for issues related to exploitation, and will work with local agencies as required to safeguard pupils at risk of, or subject to, exploitation.

Children with family members in prison, and children in the court system:

We recognise the significant impact that a parent being in prison can have on a child's outcomes, academically, emotionally and financially.

We also recognise that children can be required to give evidence in court, either as victims or as witnesses, and that this is an experience likely to have a significant impact on them.

Both of the above issues require bespoke support to ensure that the impact on the child's wellbeing is minimised. We will seek appropriate professional support for children in these circumstances, and ensure that pastoral provision actively supports and monitors their progress.

Domestic abuse:

Witnessing or experiencing domestic abuse, defined as controlling, coercive, threatening, violent and abusive behaviour between partners and/or family members, poses a serious risk to children, and we recognise the serious and long lasting impact it can have on their wellbeing.

We will train our staff to know and understand the risks posed by domestic violence, regardless of whether the child has been physically injured or not, and to recognise any incident of domestic violence witnessed or experienced by a child as a potential safeguarding issue. Where necessary, we will work with local agency professionals to respond to any reported incidents of domestic violence.

Homelessness:

We recognise that homelessness, and the risk of homelessness, places a child's welfare at significant risk, being at risk of poverty, exploitation, and becoming missing from education, amongst others. Timely intervention when a risk of homelessness is first identified is critical in preventing a situation from escalating and homelessness becoming a reality. We will work closely with families identified to be at risk, and with professional from relevant local agencies, to put appropriate measures into place to minimise the risk of homelessness.

County lines criminal activity

This refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL. The DSL will consider referral to the National Referral Mechanism on a case-by-case basis. Indicators that a pupil may be involved in county lines active include: persistently going missing or being found out of their usual area, unexplained acquisition of money, clothes or mobile phones, excessive receipt of texts or phone calls, Relationships with controlling or older individuals or groups, leaving home without explanation, evidence of physical injury or assault that cannot be explained, carrying weapons, sudden decline in school results, becoming isolated from peers or social networks, self-harm or significant changes in mental state, Parental reports of concern.

Serious violence

All staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following: increased absence from school, a change in friendships, new relationships with older individuals or groups, a significant decline in academic performance, signs of self-harm, a significant change in wellbeing, signs of assault, unexplained injuries, unexplained gifts or new possessions. Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to: a history of committing offences, substance abuse, anti-social behaviour, truancy, peers involved in crime and/or anti-social behaviour. Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Online safety:

Technology has become a significant risk factor in safeguarding children, and we recognise our responsibility to protect our pupils from the risks of inappropriate content and contact from inappropriate people, as well as educating them about how to conduct themselves safely online. Staff are alert to the risks posed to pupils via their use of technology, and receive appropriate training to support them in ensuring that risks are swiftly identified and responded to.

Our Computing curriculum, together with assemblies and other learning opportunities, will equip our pupils with the necessary knowledge and skills to take best advantage of the many opportunities that technology brings whilst acting safely and responsibly whilst using technology. Please see the School's e-safety/Acceptable Use policies for further information, including Acceptable Use Agreements for pupils and adults.

Children with Special Education Needs and Disabilities (SEND):

We recognise that pupils with SEND face additional challenges in keeping safe, and that they may be subject to increased risk by virtue of their special need or disability. Their physical and emotional needs, behaviour, mood, difficulties with communication, proneness to isolation and to bullying all make them more vulnerable to abuse and more vulnerable to abuse being overlooked or ascribed to a different cause.

Staff working with pupils with SEND who are non-verbal or have limited communication will be particularly vigilant of potential signs of abuse, such as changes in mood and behaviour, suspicious marks, etc, and will promptly respond to these signs by following the safeguarding procedures detailed above.

We ensure that pupils with SEND receive appropriate pastoral provision, which, if necessary, may be additional to that provided to non-SEND pupils, and that they are taught in a way that is appropriate to their developmental stage about keeping safe and about sharing any worries or concerns with a trusted adult.

Use of 'reasonable force', referring to use of physical contact to control or restrain a pupil, is sanctioned in schools when it is being used to safeguard. The additional vulnerabilities of pupils with SEND in the use of reasonable force is known and understood, and we are committed to reducing the risk posed to these pupils and limiting the need for use of reasonable force through our pastoral support and behaviour management systems.

From time to time, pupils with SEND may need to receive additional support, or part-time/full-time education, from an Alternative Provision so that their needs can best be met. We will take responsibility for assuring ourselves that the policies and procedures for keeping children safe at the Alternative Provision, including those relating to safeguarding and to safer recruitment, are sufficiently robust and are in line with statutory expectations.

Please see the school's SEN/Inclusion and behaviour policies for further information.

Looked After Children, and previously Looked After Children:

Children are most commonly taken into care following abuse or neglect; consequently, pupils who are Looked After or previously Looked After, including those who have been adopted from care or are subject to care orders, can be vulnerable as a result of their historical experiences, as well as with their current care arrangements.

We will appoint a Designated Teacher, who is responsible for monitoring the progress and wellbeing of all Looked After Children, and for liaising with both school staff and professionals from external agencies to ensure appropriate provision to meet their academic, developmental and welfare needs. The Designated Teacher will also be responsible for monitoring the progress and wellbeing of all previously Looked After Children, ensuring that they have appropriate provision to meet their needs.

The Designated Teacher will be responsible for ensuring that a Looked After Child's PEP is available, up to date and regularly reviewed to ensure it is having an impact on the pupil's attainment and wellbeing.

The Designated Teacher will also be responsible for establishing effective partnerships with the child's carers.

ANNEX A

Annex A: Further information

Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Further information on child sexual exploitation

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

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

Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM mandatory reporting duty

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.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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.

Mandatory reporting of female genital mutilation procedural information

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been

carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced marriage

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

School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmufco.gov.uk.

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

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.

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.

10. Prevent

Barnet LA PREVENT coordinator is Perry Jasper.

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk

of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel guidance](#). An e-learning channel awareness programme for staff is available at: [Channel General Awareness](#). 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. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. 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 that 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.

11. Good practice in Intimate Care

Intimate care can be defined as care tasks of an intimate nature, associated with personal hygiene which demands direct or indirect contact with or exposure of the genitals. Examples include care associated with continence as well as help with washing or bathing.

Young children are vulnerable. Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to children will have had training in child protection. Staff involved in their care need to be sensitive to a child's needs and to be aware that some tasks are open to misinterpretation. Staff behaviour is open to scrutiny and staff will work in partnership with parents/careers to provide continuity of care to children wherever possible.

Foulds is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Foulds School recognizes that there is a need to treat all children with respect when intimate care is given. High levels of Health and Safety and hygiene will be maintained at all times. Staff should always wear gloves and a protective apron.

All children have the right to be safe and treated with dignity and respect. These guidelines are designed to safeguard both children from abuse, staff from false allegations and to support good practice in intimate care.

1. Treat every child with respect and ensure appropriate privacy. The child's welfare, dignity, culture, ethnicity, special needs and medical needs are of paramount importance.
2. Involve the child in their own intimate care as far as possible and do not rush them. As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. Children who require regular changing will have an individual risk assessment and health care plan to address issues such as moving and handling, personal safety of the child and staff member. Staff will record date, time and initials of whom was involved in intimate care procedures on each occasion these are implemented.
3. There is careful communication with each child who needs help with intimate care. Particular care should be taken with children who are at a very early level of communication to ensure that they are involved as much as possible and pictures/symbols will be used to support such pupils.
4. Each child's right to privacy will be respected. Where possible one child will be cared for by two adults. There will be a list of members of staff known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different members of staff.
5. Report any concern to the designated person if:
 - during intimate care you accidentally hurt a child

- a child is tender or sore in the genital area
- a child misunderstands or misinterprets something
- a child has a puzzling emotional reaction

Certain procedures such as giving rectal valium or suppositories are only carried out by staff who have attended formal training and have been assessed as competent. In this event a medical care plan is put in place.

Visitors and non-teaching staff:

We expect all non teaching staff, including voluntary staff, except those identified in the paragraph above, to report any disclosures by pupils or parents/carers, of a concerning personal nature to the designated child protection co-ordinator as soon as possible after the disclosure and in an appropriate setting, so others cannot overhear. This is to ensure the safety, protection and well being of all our pupils and staff. The designated child protection co-ordinator will decide what, if any, further action needs to be taken, both to ensure the pupil gets the help and support they need and that the member of staff also gets the support and supervision they need.

Parents/carers:

We believe that it is essential to work in partnership with parents and carers and we endeavour to keep parents/carers abreast of their child's progress at school, including any concerns about their progress or behaviour. However, we also need to maintain a balance so that our pupils can share any concerns and ask for help when they need it. Where a pupil does discuss a difficult personal matter with staff at school, they will be encouraged to also discuss the matter with their parent or carer themselves.

The safety, well being and protection of our pupils is the paramount consideration in all decisions staff at this school make about confidentiality.

Statement of ground rules to be used in lessons

(This should also be contained in any policies relating to the teaching of PSHE, including sex and relationship education and drug education)

We adopt ground rules to ensure a safe environment for teaching in particular in PSHE and Circle time. This reduces anxiety to pupils and staff and minimises unconsidered, unintended personal disclosures.

At the beginning of each PSHE lesson and Circle time, pupils are reminded of the ground rules by the teacher or outside visitor. The teacher establishes the ground rules together with the pupils at the beginning of each half term of teaching PSHE and Circle time.

This is an example of the ground rules:

- We won't ask each other or the teacher any personal questions
- We will respect each other and not laugh, tease or hurt others
- We won't say things we want to keep confidential
- We can pass or opt out of something if it makes us feel uncomfortable
- If we do find out things about other pupils, which are personal and private, we won't talk about it outside the lesson

- If we do find out things about other pupils, which are personal and private, we won't talk about it outside the lesson, but if we are worried about someone else's safety we will tell a teacher

When confidentiality should be broken and procedures for doing this:

See the above Policy

Where this does not apply and you are still concerned and unsure of whether the information should be passed on or other action taken you should speak to the headteacher.

If the Headteacher issues instructions that s/he should be kept informed, all staff must comply. There is always a good reason for this, which you may not know about.

12. Foulds Staff Code of Conduct Policy

Introduction

A Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff and volunteers are expected to observe, and the school should notify staff of this code and the expectations therein. School staff are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the pupils within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

Foulds School is committed to safeguarding children and promoting their welfare.

We have a series of underpinning principles (see above section) that value and advocate respect for children and young people, whilst recognising they are at risk from verbal, physical, sexual and emotional abuse.

Aims

This code of practice has been developed to ensure that all adults in school are clear about professional boundaries and exercise the highest of professional standards. This includes all paid staff, volunteers and partner organisations.

The code of practice aims to:

- protect children
- protect staff by providing clear good practice guidelines
- provide a uniform approach to working with children
- encourage a culture of openness, improved communication and sharing of practice.

All staff are expected to make themselves familiar with, and work within this code of practice. If they do not, they will not have the support of Barnet Council for any possible adverse consequences resulting from their actions.

A code of practice cannot address all issues or cover all eventualities, but gives a very clear indication of the kind of behaviour expected of staff. It is the responsibility of every member of staff to check if they are unclear about acceptable and appropriate professional boundaries and working practices.

Staff Responsibility

It is the responsibility of all staff to share any concerns they have about the behaviour of other staff. This is particularly important if a member of staff feels uncomfortable about the way a member of staff interacts with young people, or a particular individual young person, however insignificant they may seem. Barnet Council introduced a Whistle Blowing Policy in 2000.

This code will be reviewed annually, in the light of new legislation, procedures and learnt outcomes. This code of practice is to be read in conjunction with;

- Working for Barnet Council A Staff Guide for Staff
- Warner Safer Recruitment and Selection Guidelines
- Barnet Area Child Protection Committee Procedures
- DCSF Health and Safety of Pupils of Education Visits: A Good Practice Guide.
- *The Sexual Offences (Amendment) Act (2000) which states it is an offence for person over 18, in a position of trust, to have sexual intercourse or engage in other sexual activity with any person under 18 subject to their authority. Barnet Council would consider such behaviour by staff as gross misconduct, regardless of the law.*

Professional Boundaries

Having professional boundaries means:

- ensuring subjective feelings do not interfere with professional relationships
- being consistent in approach, actions and responses
- maintaining professional relationships with all members of staff in the working environment

It is the responsibility of staff to ensure that children and young people understand these boundaries, see value in the professional relationship and ensure that roles do not become blurred. All interactions with children must be related to Foulds School's overall aims. If a member of staff does not establish clear boundaries, they are putting themselves and young people at risk. It is the responsibility of all staff to consider these issues and raise any concerns regarding 'blurred boundaries' with senior management.

We expect that children and young people have the right to the highest levels of integrity and professional practice from the staff who work with them.

All staff who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore avoid using inappropriate or offensive language at all times.

All staff must, therefore, demonstrate the highest standards of conduct in order to encourage our pupils/students to do the same.

Code of Professional Conduct

The code of professional conduct is valid for all staff and where relevant applied to all other people working within Foulds School. However certain aspects may apply to the Headteacher or Deputy Headteacher more than other members of staff because of the nature of the responsibility. The following points are not in any order of priority.

Staff Must:

- 1) put the wellbeing, development and progress of children and young people first.
- 2) take responsibility for maintaining the quality of their working practice.
- 3) help children and young people to become confident and successful learners.
- 4) Be punctual for their duties in line with directed time
- 5) Provide information requested by the Head teacher and senior staff by given deadline
- 6) Attend all planned staff meetings/INSET Days unless absence has been agreed in advance with the Head Teacher
- 7) Treat each other and the children with respect, being sensitive to individual rights and not favour or disfavour an individual unduly.
- 8) Not behave in a racist manner, or make any racist remarks towards or about ethnic minority groups or individuals. Any such incident must be reported to the Head teacher.
- 9) Treat all information given to them about the children as confidential. This information should be exchanged in private and not in the presence of the children or other staff.
- 10) Ensure that they are fully aware of the school policies which can be found in the staffroom room on Fronter, in the shared Google Drive policies folder, or a hard copy file which can be found in the school office
- 11) Such information should not be discussed with the parents/carers of other children.
- 12) If a child gives confidential information to a member of staff e.g. about home or family situations, that information should not be disclosed to others, except where the staff member believes that withholding such information could be harmful to the child. In such a situation the Headteacher MUST be informed.
- 13) Respond to parental concerns and complaints appropriately and take action with due regard for school policy. All parental concerns must be reported immediately to the Headteacher or Deputy Head.
- 14) Accept responsibility for ensuring that positive and co-operative behaviour amongst the children is encouraged in all areas of school.

- 15) Not denigrate any other member of staff or act in a way that is harmful to the school's reputation.
- 16) strive to establish productive partnerships with parents, carers and colleagues
- 17) work as part of a whole school team.
- 18) treat all colleagues with respect
- 19) co-operate with other professional colleagues
- 20) demonstrate respect for diversity and promote equality.
- 21) demonstrate honesty and integrity and so uphold public trust and confidence in Foulds as an educational community. This includes professional conduct at all times relating to social media.
- 22) If a member of staff is experiencing concerns in relation to a colleagues work or behaviour, then that member of staff should discuss the matter informally with that colleague, this could be with support from the Phase Group Leader – If the concern is not resolved, the concern should be raised with the Headteacher.
- 23) Not take on tutoring of a child at the school unless there is a particular reason/exceptional circumstance that has been discussed with the Headteacher in advance (this does not include the one to one tutoring that takes place at the school and is funded by the school)

Above all, confidentiality and sensitivity should remain the main priority (please see separate section about confidentiality)

School Policies and Procedures

All staff and governors should act in accordance with the agreed policies and procedures of the school.

Employment of staff

All staff must be recruited in line with the Barnet Safer Recruitment and Selection guidelines.

Recruitment and employment of close relatives (and friends)

In all instances close relatives must not line manage each other. It is also preferable if close relatives do not co-work.

When two members of staff who work together become partners there are potential issues. If one line manages the other, then one must move to another team. In all cases this situation will be carefully monitored.

Visitors

Care must be taken that visitors are not left unsupervised when children and young people are present, This includes visitors to school, parents, contractors etc.

All staff are responsible for asking visitors why they are on site, and ensuring they are not left alone with children.

Visitors who have no legitimate reason to be on site when children are present, must be asked to leave. A person should not be visiting regularly when children are present (other than to drop off or collect) as this could give uncleared people access to children.

All visitors must sign in and out at the office and obtain a visitor's sticker or lanyard.

Dress Code

In school dress needs to be appropriate.

At all times staff must ensure they dress professionally, wearing appropriate clothing during the school day. This will vary between roles in school and should be appropriate to the role and not inappropriately revealing i.e. we should not be able to see 'up, down, through or underneath' any clothing. Staff may wear black jeans during the week as long as their outfit appear smart. Support staff can wear blue denim on Fridays.

Sporting Dress

Dress needs to be appropriate for any other activity undertaken. For example whilst swimming, swimwear needs to be appropriate and not revealing i.e. swimming costumes. At all times staff must ensure that children are appropriately dressed.

School Visits

Residential / Trips and School Day Trips

There are clear guidelines in the School's Educational Visits Policy and Barnet's "Outdoor Activities for Children & Young People – Guidance Notes on Specific Activities and Emergency Procedures" which must be followed.

Use of Staff's Personal Transport

- The use of personal transport to transport children must not take place unless in exceptional circumstances or with the Head Teachers permission.
- Wherever possible staff should not be alone in any vehicle with an individual pupil unless there are exceptional circumstances and permission has been given by the parent/carer.
- It is not acceptable to give young people lifts home after sessions unless agreed by the parent/carer.
- Any planned trips where personal transport is used must be agreed with the Educational Visits Co-ordinator in advance.
- Only under exceptional circumstances may a member of staff use personal transport in taking children to hospital. This is in response to emergency services placing a new emphasis on not calling ambulances unless it is an extreme emergency. They are stressing that 'walking wounded' that need treatment need to be brought to hospitals in other ways. Try to contact the parents/carers to get them to collect their child and take them to hospital. At all times another member of staff must be present during transport and in order to stay with the child until their parent/carer arrives.
- Outside of work situations, it is not acceptable to give "lifts" to young people that are known to you through your work.
- The driver and the car used must be insured for business use. Appropriate child seats must be used at all times.

Children visiting staff at home

Children should never be at a member of staff's house (Visits may take place if the child is known to the staff member through personal relationships with parents or if staff's children are friends.) Prior relationships must be notified to the Headteacher.

If a child arrives at a member of staff's house, the member of staff must talk to them on the doorstep and explain to them that they need to see them at their place of work and it is not appropriate for them to be at their home. This needs to be recorded and passed to the Headteacher.

If the child is at immediate risk then Social Services, the Police or other relevant agencies must be contacted and the child referred on as quickly as possible. Under no circumstances can the child enter the staff home.

How Staff Interact With Children

Verbal Interaction

It is important that staff are aware, at all times, of the way in which they communicate with children. Interactions should be positive and respectful, not negative and must not be demeaning or belittling. For example, jokes should never be made at the expense of children if they may be hurt by these jokes. The intended outcome of any interaction with children is to raise their self esteem.

Sexualisation

Sexualisation of the work place is unacceptable. Staff must be careful that what they say cannot be misconstrued.

Counselling/one-to-one work with Pupils

If a one-to-one session is being carried out, it should, where possible, be in a room that can be overseen by other staff, or in a public area out of earshot or where there is a ready/accessible means of contacting another member of staff promptly. If this is not possible the door should, where possible, remain open and another member of staff is made aware that the one to one discussion is taking place. At no time should a one-to-one interview be held in a building when no other staff are present.

Confidentiality

Children should feel confident and safe discussing a wide range of issues with adults in school. It is important that staff members treat this information 'in confidence'. Staff cannot offer absolute confidentiality. Professional considerations concerning the safety of a child will override confidentiality. Staff must ensure that children are made aware of this and must always act in line with the Child Protection Policy.

All staff and governors should observe confidentiality in respect of any discussions with other individual colleague about their professional and personal problems and difficulties, except where there is an overriding concern and responsibility for the children of the school.

Physical Contact

Physical contact between staff and young people should only take place when there is a genuine reason and in relation to a professional role.

When working with children, staff should never: -

- Engage in physical play that may be deemed inappropriate
- Engage in rough, physical or sexually provocative games
- Allow or engage in inappropriate language unchallenged
- Let allegations a child makes go unchallenged, unrecorded or not acted on
- Do things of a personal nature that young people can do for themselves

Sporting Activity

Staff need to be very aware of how they interact with young people in informal activities which can allow physical contact i.e. sports, outdoor activities etc.

- Coaching - This must be conducted in relation to the activity and the professional codes of practice relating to that sport i.e. from National Governing bodies of Sport.
- Equipment - Special care is needed when helping children into safety equipment like safety harnesses. Staff must ensure that the children do as much as possible for themselves and that they are careful when checking to avoid contact with personal areas. Best practice is to have equipment that is easy to adjust avoiding older equipment that may require significant adjustment. Never compromise safety by not checking thoroughly.

Congratulating

The Behaviour Policy must be followed when congratulating and rewarding children.

Comforting

It is important for staff to show support through words and body language when comforting children. The child's needs must always be prioritised and professional judgments should be used. Staff should never comfort children in a closed room, unless in the presence of another member of staff.

Responding to children's physical contact

Children may initiate physical contact with staff. This may be through excitement, distress or relate to their special needs. This kind of spontaneous action from a child needs to be handled in a way that does not hurt their feelings. The member of staff needs to disengage themselves as soon as possible, and where appropriate, initiate a discussion about appropriate boundaries and roles.

Children with Identified SEN/AEN

Children with special needs may need specific support. If this is the case then staff must complete a statement of what support is needed. The statement of support must include issues where physical contact will be involved. Children with SEN and disabilities are more likely to be abused or

neglected, face a higher risk of isolation and a disproportionate risk of bullying. Staff working with these children must be particularly vigilant and ensure that any concerns are reported promptly.

Responding to unacceptable behaviour from young people

At times the behaviour of children is unacceptable as this may endanger others. This needs to be challenged by all staff immediately. In most cases this will be sufficient. Staff should use senior managers as support for developing alternative responses.

Conduct outside Work

Part two of Teachers' Standards also applies to support staff

PART TWO OF THE TEACHERS' STANDARDS: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Criminal offences will need to be disclosed to the Headteacher and HR guidelines will be followed regarding any action that needs to be taken.

Photography and video cameras

Video footage and photographs of children must not be taken, published or displayed without prior permission from the child and their parents / carers.

Staff must not use their mobile phone as a camera in school. Any photograph/video must be taken using school equipment. Staff must only save images on school computers or school encrypted devices.

Staff who are in contact with pupils should not use their mobile phones in school during their directed hours / paid hours of employment. Outside of these times, mobile phones should only be used in areas of the school where pupils are not present except where permission has been sought from the Head or Deputy Head

The reputation of the school

All staff should ensure that their conduct and practice supports the reputation of Foulds both within the school and in the community at large

Supervision of children

Children should never be on site without the presence of a member of staff.

Buying goods from children

Staff must not purchase goods from children.

Substances

Staff need to take a view about whether social activities in their own time could be detrimental to their professional role. These could also be interpreted by the school / council as inappropriate, or bring the school / council into disrepute, and are disciplinary criteria.

Barnet Council supports staff who have problems as a result of using cigarettes, alcohol and/or illegal substances through its occupational health division. Staff with problems are referred for medical support and if this is not resolved disciplinary procedures could follow.

When staff use legal or illegal substances outside of work, but it impinges on work, this becomes a disciplinary matter. For example if the child sees the use of illegal substances and discusses it, this will undermine the credibility of the school as well as exposing the staff member to possible prosecution.

Smoking is not permitted in any council building or vehicle. Staff are not allowed to smoke in the company of young people. This also applies to residential with children.

Staff must not drink during working hours. Similarly staff should not drink alcohol immediately before coming to work.

Illegal substances are not permitted in any council building or vehicle, or any building or vehicle being used for education activities. It is the responsibility of all staff to ensure this.

Staff must not be at work under the influence of illegal substances.

Breaches of the code

In the event of breaches of the code staff will be subject to the school Disciplinary and Grievance

procedures.

Guidance for all staff

When we speak to others we will:

- Use a positive statement rather than a negative one so that children can learn what we expect of them in any situation.
- Use a calm tone of voice at all times, to explain something to or instruct the children, so that they can follow our words without feeling threatened or uncomfortable.
- Avoid using sarcastic words or phrases as these demean children and prevent them from developing high self-esteem.
- Speak respectfully to other adults at all times, even if we disagree with them.

As professionals we will:

- Avoid workplace gossip and negativity as it breeds resentment and becomes a roadblock to effective communication and collaboration. We all have a duty to take active steps to divert conversations away from this if we come across it.
- Maintain confidentiality about anything that we see or hear in the school, so that parents and children can trust us, and as a way of showing respect to our fellow professionals.
- Work as part of a team, contributing as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the children.
- Work within the school's policies and practices, so that what we do is consistent with what has been agreed between all members of the staff and the governors.
- Treat everyone with respect.
- Behave in a positive way despite any personal problems that we may have, especially in front of the children.

13. Foulds Positive Handling Guidelines:

See Positive Handling Policy (Spring 2019)

14. Volunteers

Introduction

As a school, it is our aim to involve parents in their children's education and to develop and maintain links with the local community. In order to enrich the lives of the children in school, and to enable us to deliver the curriculum more effectively, we actively encourage the involvement of parents and volunteers from the community in the work of the school, both during school hours and in extra-curricular activities.

Status of volunteers

A volunteer will not be an employee of the school. He or she will not be engaged on a contract of employment nor on any type of contract for services. The engagement will be binding in honour only, there being no legal agreement between the organisation and the volunteer.

Volunteers are unpaid. The school is under no obligation to offer or to continue to offer any volunteering opportunity to any person, irrespective of their carrying out volunteering work currently or in the past. Similarly, the volunteer is under no obligation to accept any opportunity offered, and may withdraw from the agreement at any time.

Before accepting the role of volunteer, the individual concerned will agree with the school that they can fulfil the volunteer role expectations. The school may withdraw the offer at any time, including after the volunteer has started their engagement. The volunteer may also withdraw from the agreement at any time. Both parties are encouraged to give the other as much notice as possible, should the agreement be brought to an end.

Recruitment & Selection

The volunteer applicant must complete a simple application form which gives permission to obtain a character reference and a Disclosure and Barring Scheme (DBS) application form (criminal records check), obtainable from the office.

The experience, qualities, skills and needs of any volunteer will be taken into account when deciding about the recruitment of a volunteer in school. Please note, there is no guarantee that a volunteer will be found an immediate placement or any placement at all within the school or elsewhere.

The placement should be mutually beneficial to the school and volunteer.

An interview will take place with a view to agreeing a placement in order that the school and volunteer will have the opportunity to find out about each other and to agree a role, timetable, support, dress code etc. The school will outline relevant school policies at the interview.

Any placement of a volunteer who is not a parent of the school shall be of a fixed term of 1term/2terms/1 year and shall at the expiry of the period terminate unless expressly renewed in writing. Any placement may however be terminated by the school at any time without notice if the

Head of the school deems this to be in the best interest of the school, pupils or staff. Such termination need not involve any fault, shortcoming or wrongdoing attributable to the volunteer.

Management of Volunteers

The school will ensure that volunteers are given suitable induction training at the beginning of their placement. The volunteer will be given a named contact person who will review the work undertaken by the volunteer and will assist the volunteer generally and, particularly, in the event of any problems occurring. Regular supervision of the volunteer will be provided as appropriate to the task undertaken and the needs of the volunteer. The volunteer's role, including status with pupils, will be made clear. Volunteers will be given opportunities to contribute their ideas and opinions about the work that they are engaged in. Volunteers will be given guidelines/training regarding child protection issues/procedures, especially pupils disclosing possible abuse.

Support to Volunteers

As a school, we value the work of volunteers in school and in order to demonstrate this we aim to:

- Show appreciation for the volunteer's work.
- Ensure volunteers have the appropriate and up-to-date information they need to do their work.
- Ensure that they are introduced to staff and other volunteers and have access to a support network.
- Ensure that they are issued with a staff file/guidelines

Confidentiality

Volunteers will be told that information relating to pupils, parents and staff is confidential and volunteers will maintain confidentiality at all times.

Information about volunteers is also a matter of confidentiality and application forms and personal details must be kept securely by the Head/Deputy and not divulged to others except on a need-to-know basis.

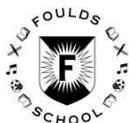
Health & Safety, Safeguarding

The school's policies, including the Health and Safety Policy and Single Opportunities Policy, will be explained to volunteers at the outset. The volunteer will also receive a copy of the Safeguarding Policy and the E-Safety policy, and will be required to sign an Acceptable Use Policy (AUP).

The Volunteer

The Volunteer must agree to carry out all reasonable tasks assigned to him/her to the best of their ability and to generally promote the interests of the school and to abide by the school policies and support the ethos of the school.

15. School Child Protection Concern Form



CHILD PROTECTION – CONCERN FORM

NAME OF CHILD

CLASS

DATE

TIME

What has triggered the concern?

- An injury/mark that cannot be explained satisfactorily? []
- Someone else has expressed a concern that you have followed up? []
- A child has disclosed something? []
- There has been a significant change in the way the child is behaving/performing? []
- Other: please specify

Remember:

- Record exactly what the child has said or done, using the child's words
- If you have asked questions make sure they are open and do not lead the child
- Do not promise confidentiality

Please make factual notes about the concern. Please indicate where you have interpreted what you have been told. Use direct quotes, if relevant. Who is/has been involved? What happened? Where did it take place? How often? How long ago? If appropriate please offer your opinion about what you have heard/seen/heard told/a previous concern. Continue on back page if needed.

Place

Other people present

Name & role of person completing this form

Signed

ONCE COMPLETED PLEASE GIVE TO KIM/AMY/KATH

Kim Sanett, Headteacher, Lead Child Protection Designated Officer

Amy Ingall, Deputy Headteacher, Child Protection Designated Officer

Kath Strong, Acting Deputy Headteacher, Child Protection Designated Officer

The Safeguarding Governor is Mrs Kavita Band, who should be contacted if there are any concerns or allegations made against the Headteacher.

The LA Designated Officer (LADO) is Shrimatie Bissessar who can be contacted via the MASH hub tel 020 8359 4066.

16. REFERRAL FORM FOR ALLEGATIONS AGAINST STAFF AND VOLUNTEERS WORKING WITH CHILDREN WITHIN THE LONDON BOROUGH OF BARNET

CRITERIA FOR REFERRAL

Where it is *alleged* that a person working with children has

1. behaved in a way that has *harmed* or may have harmed a child
2. possibly committed a *criminal offence* against or related to a child
3. behaved towards a child/ren in a way that indicated s/he is *unsuitable to work with children*

In addition referrals should be made for *advice* where you are concerned about a staff member's behaviour towards adults or any other issue that may indicate they are unsuitable to work with children.

All referrals to be made to the Local Authority Designated Officer based in the Safeguarding Division, Children's Services. Fax/email details can be obtained via 020 8359 4524.

You may be asked to provide associated relevant documentation with this referral form. Once the information has been evaluated you will be advised re the appropriate action to be taken.

PLEASE NOTE THAT ALL INFORMATION PROVIDED MAY BE SHARED WITH OTHER AGENCIES/ THE SUBJECTS OF THE REFERRALS WHERE REQUIRED AS PER USUAL ARRANGEMENTS.

Referrer's Details

Date of referral	
Referrers name	
Referrers job title	
Place of work & address	
Tel number	
Email	
Best contact times	
Who is your Designated Manager/Child Protection Lead	
If a school pl give contact details of Head and Chair of Governors	
Status of organisation eg LA, private, voluntary etc	
Who is your HR lead for allegations against staff	

Allegation Details

Date of alleged incident	
Date allegation reported to referrer	
Who has made the allegation eg child, parent, other professional etc	
How was the allegation eg in person, by phone, letter and to whom	
Who else has been informed regarding allegation	
Full details of allegation	
Where is it alleged the incident took place	
What action if any has been taken regarding the allegation	
Is there an allegation of an injury and if so pl describe	
Has a member of staff seen the injury; if so they may be asked to complete a body map diagram	
If injury has parent been advised to take child to GP and if so have they done so?	
Are written incident reports available and if so by whom; pl supply	
Are there witnesses to the alleged incident; pl give details	
If there has been a delay in reporting the allegation pl state why	

Are the parents/carers of the child aware of the allegation and if so pl state when /their views	
Is the child aware of referral and if so when/ their views	
If the allegation relates to an incident of restraint pl forward the incident report and the behaviour management plan for the child if there is one	
If allegation relates to restraint has staff member had team teach or similar training and when	

Details of person/s subject to the allegation pl repeat box if more than one person

Person subject to allegation known/unknown	
First name	
Surname	
Title	
Job title	
DOB	
Home address	
Ethnicity	
Length of employment	
Date of last CRB	
Details of references taken up	
What is the status of the employment eg f/t, p/t, agency, volunteer etc	
If agency etc pl give contact details	
Have they been subject to previous allegations and if so pl provide full details	

Are there any other concerns/issues of relevance re this person	
Does this person work in any other capacity with children either paid/unpaid?	
What Safeguarding Training has this person undertaken, if any? Are they aware of Child Protection Procedures?	
Have they been provided with information about safe working practice with children and if so how?	
Have they had Team Teach/Restraint Training?	
Does this person have children of their own? For info only.	
Has the person been suspended/advice taken from HR	

Details of potential victim/child pl repeat box if more than one child

Alleged victim known or unknown/no victim	
First name	
Surname	
DOB	
Gender	
Ethnicity/Religion	
Home address/tel	
Parent's/carers names/contact details	
Who has PR for the child	
First language of child and parents/carers – is an interpreter required	
Issues of disability/communicat	

ion/literacy for child or parent/carer	
Any other family members/significant persons for this child	
Has the child made a previous allegation and if so pl give details	
Is/has this child been looked after or on the child protection register	
Are there other professionals working with this child eg social worker/SEN input etc and pl state	
GP details	
Are there any known concerns about this child's home life	
Other information of relevance re this child and the allegation	

Please give details of any other information of relevance

Referrer's name:

Referrer's signature:

(pl add electronically if referring by email if poss)

Date:

17. RELATED POLICIES, PROCEDURES AND DOCUMENTS
 1. **Keeping Children Safe in Education (2019)**
 2. **Section 175, Education Act (2002); Section 26, Counter Terrorism and Security Act (2015)**
 3. **Working Together to Safeguard Children (2018)**
 4. **What To Do if You're Worried A Child is Being Abused (2015)**
 5. **Children Missing Education (2016)**
 6. **Sexual Violence and Sexual Harassment between children in schools (2018)**
 7. **Designated Teacher for Looked After and Previously Looked After Children (2018)**
 8. **Ofsted: Inspecting safeguarding in early years, education and skills settings (2016)**
 9. **London Child Protection Procedures**
 10. **LBB Directorate of Educational Services Outdoor Activities Guidance notes on Specific Activities and Emergency Procedures**
 11. **Health and safety: advice on legal duties and powers - For local authorities, school leaders, school staff and governing bodies February 2014**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf
 12. **Children Act 1989**
 13. **Warner Safer Recruitment and Selection Guidelines**
 14. **Safeguarding Children – Safer Recruitment and Selection in the Education Setting DfES**
 15. **Foulds Policy on Positive Handling**
 16. **LBB Conduct Policy**
 17. **Common Core of Skills and Knowledge for the Children's Workforce – Every Child Matters Change for Children DfES**
 18. **Every Child Matters Change for Children in Schools DfES**
 19. **Foulds School's Health and Safety Policy**

20. **Foulds School's Behaviour and Anti-Bullying Policy**
21. **Foulds Policy on Safer Recruitment and Selection**
22. **Barnet Multi-agency Escalation Policy**