

WINSTON HOUSE PREPARATORY SCHOOL AND KINDERGARTEN

CHILD PROTECTION POLICY - SAFEGUARDING CHILDREN

Author:	SLT
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This policy applies to the whole school:

It should be read in conjunction with the *settings Safeguarding Procedures*

Winston House Preparatory Kindergarten (“the Setting”) fully recognises its responsibilities and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers, including those in the Early Years Foundation Stage (EYFS) to share this commitment.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best possible outcomes. (Working Together to Safeguard Children, 2015)

Child Protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

‘Safeguarding’ is broader than ‘child protection’. As well as protecting children from harm, ‘safeguarding’ widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing the impairment of children’s health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. The Setting recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Everyone who works with our pupils should make sure that their approach is child-centred (that is, that they consider at all times what is in the best interests of the child).

As well as ensuring that the Setting’s policies and procedures support its safeguarding responsibilities, the School will work with pupils and their families, and contribute to interagency working, in line with the statutory guidance *Working Together to Safeguard Children*. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

We are committed to working in partnership with parents, Social Services Departments and diverse communities, to continuously develop and improve the safeguarding culture within our Setting.

Policy Statement

Safeguarding and Child Protection Policy

Winston House Preparatory School and Kindergarten (“the Setting”) is committed to safeguarding and promoting the welfare of children. All pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This *Safeguarding and Child Protection Policy* (“this Policy”) forms a fundamental part of our approach to providing excellent pastoral care to *all* pupils, including young people who may be over the age of 18 years.

This Policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of pupils at the School. They have been prepared in compliance with, and with regard to:

- The Education Acts
- *Education (Independent Schools Standards) Regulations 2014* (as amended from time to time)
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedoms Act 2012
- The Children Act 2004
- *What to do if you're worried a Child is being Abused* March 2015
- *Working Together to Safeguard Children* March 2015 (A guide to inter-agency working to safeguard and promote the welfare of children)
- *Keeping Children Safe in Education* September 2016
- *Disqualification under the Childcare Act 2006* June 2016
- *Information Sharing: advice for practitioners providing safeguarding services* March 2015
- DBS Referrals Guidance (as may be amended from time to time)
- *Teacher misconduct: regulating the teaching profession* March 2014 (and related guidance)
- *Use of Reasonable Force in Schools* July 2013
- *Information Commissioner's Office Data Sharing Code of Practice* May 2011
- *Preventing and Tackling Bullying* October 2014
- *Statutory Framework for the Early Years Foundation Stage (EYFS)* September 2014
- *Prevent Duty Guidance, Channel Guidance, and Prevent Departmental Advice*, 2015

The Setting recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.

This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with **Redbridge Local Safeguarding Children Board (LSCB)** guidance. The Setting will

ensure that its safeguarding arrangements take into account the procedures and practice of the local authority, including local protocols for assessment and the LSCB's threshold document.

This Policy is addressed to all members of staff and volunteers at the School (temporary and permanent). Adherence to this Policy is mandatory for **all** staff and volunteers and its use is not subject to discretion. This Policy applies whenever staff or volunteers are working with pupils, including where this is away from the School, for example at another institution, on school visits and trips, as well as sporting and cultural activities.

This Policy is available to all parents, staff and volunteers on the School's website. A paper copy of this Policy is also available to parents upon request to the School office.

Pupils are taught about safeguarding both on and offline, including how to adjust their behaviour to reduce risks, keep themselves safe and build resilience; and are made aware of this Policy through the PSHE programme and other means of sharing information appropriate to their age and understanding, within a broad and balanced curriculum.

Creating a Culture of Safeguarding

The Setting recognises that safeguarding covers much more than child protection and so this Policy will operate in conjunction with the *Settings Safeguarding Procedures* (which itself incorporates the staff Code of Conduct), and other related policies and procedures, covering areas including Equal Opportunities; Health and Safety; First Aid; Educational Visits; school security; Anti-Bullying; Behaviour Management; Drugs, Alcohol and Tobacco; Information Sharing; the safe use of ICT and social media, and preventing radicalisation and violent extremism. Such policies are available from the Setting on request.

The Setting takes seriously its responsibility to promote and nurture the mental health and wellbeing of all its pupils and staff. This is reflected in its policies and procedures for pastoral care and the School's PSHE programme.

Having these safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of our staff, volunteers, parents/carers and the general public.

The Setting has systems in place to:

- Prevent unsuitable people working with pupils;
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action, and promote the welfare of pupils in need of additional support;
- Promote safe practice and challenge poor and unsafe practice;
- Protect students and staff from online risks, which include e-safety education and training, policies and procedures governing the use of IT, filtering and monitoring systems, and procedures to manage any incidents that occur;
- Deal with issues of confidentiality, information sharing and consent;
- Ensure that staff do not, through their actions, place **pupils** at risk of harm, or place themselves at risk from an allegation of harm.

The Setting encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. The Setting also encourages pupils to contribute their own ideas, appropriate to their age and understanding, about how their safety and welfare could be further improved.

DESIGNATED SAFEGUARDING LEADS (DSL) for CHILD PROTECTION

The Designated Safeguarding Leads (DSL) are as follows:

DSL 1 Mrs Shirmila Sharma, Head

DSL 2 Ms Prabhjyot Dhiraj

DSL 3 Ms Elham Elahi

DSL 4 Ms Natalia Bodo

If the allegations or suspicions are about one of the DSLs, the report should be made to either of the other DSLs. The DSL's training meets the requirements of the DfES's guidance contained in Keeping Children Safe in Education (KCSIE Sep 2016).

The primary requirement is to notify the LADO (Local Authority Designated Officer(s) for Child Protection. Each local authority should have designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children. The term 'LADO' in this Policy is used for convenience to designate these local authority designated officer(s) or other appropriate first point of contact for child protection concerns, whatever terminology individual LSCBs may use) Children's Services (or the local Prevent Officer, as appropriate).

All staff are required to adhere to the *ICT Acceptable Use Agreement*, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

Implementation Procedures

The Setting has implementation procedures to assist staff and volunteers when handling safeguarding concerns.

Information on these procedures is available to all staff and volunteers at the Setting and the procedures must be followed at all times.

Early Years Foundation Stage

This Policy applies to the Setting's provision for the Early Years Foundation Setting ('EYFS'). The identity of and contact details for the Designated Safeguarding Lead/s with responsibility for safeguarding within this setting are as above.

The setting's policy on the use of mobile phones and cameras in the setting is incorporated into the *ICT Acceptable Use Agreements*. All staff in the EYFS are required to adhere to the *ICT Acceptable Use Agreement* on the use of mobile phones and cameras to ensure that any images taken of pupils are appropriate and stored and managed safely.

Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (EYFS Statutory Framework 3.6).

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Looked After Children

The Setting will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by the local authority.

Private Fostering

Private fostering occurs where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home. If a member of staff becomes aware that a pupil may be in a private fostering arrangement, they should raise this in the first instance with the Designated Safeguarding Lead. The School will then notify the local authority of the circumstances.

AIMS AND OBJECTIVES

These objectives relate directly to the aims of this Child Protection Policy at the setting and are intended to show how the aims are actually put into practice. Overall our aim is to create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.

Aim: To provide pupils with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family. Together with these skills we hope that pupils will feel confident they can confide in staff.

Objectives:

- The skills will be delivered through the Curriculum and Assemblies.

- We provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- We use the Curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Staff treat the children with respect and all pupils are expected to treat each other and staff with respect.
- We look carefully at the role models the School offers pupils through staffing, materials used, selection of curricular content and other experiences.
- We impress upon pupils the importance of rejecting violence as a means of resolving conflict.
- We regularly review and evaluate our school policies and practices of social control and behaviour modification.
- We give pupils opportunities to understand, and strategies for coping with stress.
- We include, in the Life Skills programme - information on personal safety, including internet/e-safety.
- We offer Early Help and education to prevent Child Sexual Exploitation (CSE see appendix 3), Female Genital Mutilation (FGM see appendix 4), Domestic Abuse (DA), Forced marriage (FM see appendix 5), Trafficking, Gang Activity, Missing Children and Violent Extremism.

Aim: To enable staff to be familiar and confident with the appropriate safeguarding and child protection procedures and issues. All staff will receive information about child protection as part of their introduction to the School. This policy is intended to give clear guidance to all staff - teaching and non-teaching on: the signs that may indicate the possibility of abuse and the procedures to follow if a child discloses abuse or a member of staff suspects abuse. This includes alleged abuse by one or more pupils against another pupil.

Objectives:

- We provide child protection training to all staff (including volunteers and temporary staff) at least once every three years, in line with the Local Safeguarding Children Board (LSCB), to maintain their understanding of the signs and indicators of abuse and to ensure that their skills and expertise are up to date. We require all staff to undergo initial training in child protection during their induction programme or before they commence employment. This training is provided by a DSL.
- All members of staff (including temporary staff), and volunteers receive appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for referring and recording any concerns to the DSL or the Head, and, if required, to the Local Safeguarding Children's Board.

Training at induction includes a review of the Child Protection policy including the Staff Code of Conduct (Staff Handbook). Each member of staff must confirm that they have read Part One of the guidance, Keeping Children Safe in Education and that they accept their duty:

- to be familiar with this policy
- to implement this policy and to co-operate with the school management in promoting 'Safeguarding and Child Protection'.
- All unsupervised contractors who have regular access to pupils are effectively checked in accordance with guidance. All other contractors are supervised appropriately when they are on site.

Aim: To work with parents to build an understanding of the Settings responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.

Objectives:

- We make our Child Protection Policy available to all parents via the Setting's Website or in writing on request.
- We inform Parents and Guardians that the staff are required by law to follow the procedures laid down by the Local Safeguarding Children Board (LSCB).

Aim: To monitor children who have been identified as 'at risk of harm'.

Objectives:

- We keep records of concerns about pupils in a secure location, have clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences if required.

Aim: To contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools, thereby contributing towards a more effective detection of the incidence of child abuse.

Objectives:

- We employ the child protection procedures and systems of the LSCB.
- Any referral we make to children's services will be in line with *working together to Safeguard children, 2013*
- We employ systems that enable the transition process to include child protection procedures.

Aim: To review annually the Setting procedures and improve the way child protection issues are managed.

Objectives:

- A review of procedures and the safeguarding policy is conducted annually in line with the LSCB.
- The setting will remedy any deficiencies or weaknesses in child protection arrangements without delay, not just at the next policy review, should this be appropriate.

THE ROLES AND RESPONSIBILITIES OF STAFF

Safeguarding and Child Protection is the responsibility of all adults who work with children at the school. Anyone has the right to report concerns directly to the Local Safeguarding Children's Board or MASH.

The Designated Safeguarding Lead:

The roles of the DSLs are:

- To be the first point of contact for child protection matters and to advise and act upon all suspicions and allegations.
- To coordinate child protection procedures in the Setting and to liaise with the Local Authority Designated Officer (LADO), social services, police and other agencies on behalf of the Setting.
- Together with the Head (where appropriate), to inform parents of the action taken under the Setting's Child Protection Procedures unless informing the parents puts the child at risk.
- To monitor those pupils who are subject to a child protection plan and ensure that is maintained and updated accordingly.
- To inform social services if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- To attend child protection conferences (where appropriate).
- To keep the Head informed of all child protection matters, save where the matter concerns the Head. If the Head is the subject of the allegation, the other DSLs will be informed without first notifying the Head.
- To maintain ongoing training for all employees (including organising training for new employees) and keep records of all staff training on child protection and safer recruitment procedures.
- To hold current, relevant child protection documents and records and be fully conversant with these procedures, especially those of the MASH and Local Safeguarding Children Board.
- To keep written records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately.
- To ensure that all child protection records are kept securely, separate from the main pupil file, and in locked locations
- To ensure that all child protection files and ongoing concerns are transferred in a safe and timely manner when a pupil moves to a new Setting.
- To ensure that the procedures outlined in this policy are followed within the Setting.
- To ensure that the DSLs undertake refresher training in child protection every two years.

For further details, see Appendix 6

All Staff:

All adults working with or on behalf of children have a responsibility to protect them have a professional duty to:

- Observe and be alert to signs of abuse and maintain an attitude of "it could happen here".

- Take immediate action in the pupil's best interest by reporting any suspicion or evidence of abuse or non-accidental injury to the DSL immediately and certainly before the end of the Setting day. In the absence of the DSL, the immediate report should be made to the Deputy DSL or the Head/Headmistress.
- Report an unexplained absence of more than two days by any pupil on the child protection register;
- Know that all allegations or suspicions of abuse or any other reasons for believing that a pupil may be suffering abuse, either at home or at the Setting, should be reported to the setting's Designated Safeguarding Lead responsible for Child Protection, who will inform the Head, the LSCB and as appropriate.
- Know the role of the Designated Safeguarding Lead – DSL
- Know that there is a requirement for allegations or suspicions of abuse, to be referred to MASH/LSCB to carry out child protection investigations rather than internal investigations by the school within 24 hours and for referrals made by telephone to be followed up in writing. If the time is outside normal office working hours, then the DSL must contact the Emergency Duty Team of MASH. (see Appendix 1 for more detail).
- Be aware that in cases where there is concern, but no evidence, the MASH/LSCB are willing to give advice and discreet support, without necessarily taking direct action.
- Understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the Designated Safeguarding Lead. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role as further judgements and action decisions are the responsibility of MASH/LSCB and other agencies with statutory powers to help the child.
- Understand that if a pupil confides in a member of staff that he or she has been abused in any way, the information should always be taken seriously. The pupil should be gently encouraged to talk, but not cross-questioned, "led into" statements or judged in any way (see Section 6 for detail).
- Know that any conversation should be recorded accurately in writing as soon as possible, and the notes retained and passed on to the Designated Safeguarding Lead, in case they are required for reference at a later date. (All notes should be signed, dated and timed).
- Know that complete confidentiality should not be promised, as serious cases must be reported to the relevant authorities, but the pupil should be reassured that the information will be treated with the greatest sensitivity, and that he or she will be consulted and involved at all stages as appropriate.
- Enquire about the progress of individual cases in which they are/have been involved;
- Understand that a number of specific measures may be necessary to protect individual pupils. These will depend on individual case circumstances.
- Be aware of the guidance for staff (Staff Code of Conduct in staff Handbook) to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil.
- Be aware of and understand the Setting's 'Whistle Blowing' Policy - immunity from retribution or disciplinary action against staff for 'whistle blowing' based on a reasonable belief and made in the public interest is provided by the policy.

These responsibilities apply to all adults, whether employed by the Setting or acting in a voluntary capacity.

DEFINITIONS AND SIGNS & SYMPTOMS OF ABUSE:

All staff must be aware of the signs and symptoms of abuse.
(See Appendix 2 for details/descriptions)

What is Child 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 institution 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. 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.

The categories listed below are drawn from *Keeping Children Safe in Education*:

Child abuse manifests itself in a wide variety of ways and can be categorised into four distinct types:

- a. Physical Abuse
- b. Sexual Abuse
- c. Emotional Abuse
- d. Neglect
 - a. Physical Abuse - this involves physical injury to a child, including deliberate poisoning, attempted drowning or smothering, female genital mutilation (FGM) and Munchausen's syndrome by proxy, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.
 - b. 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 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.
 - c. 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 children 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.

- d. 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); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. A child can be at risk from any one or combination of the four categories of abuse.

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Other forms of abuse also include:

Bullying - any persistent and uninvited behaviour which insults, hurts or intimidates someone (includes cyber-bullying)

Missing Child - a child going missing from the Setting is a potential indicator of abuse or neglect. Staff must follow the Setting's guidance found in the Missing Person's Policy. (Policy for details)

Female Genital Mutilation (FGM) – professionals in all agencies, and individuals and groups, need to be alert to the possibility of a girl being at risk of FGM, or having already suffered FGM. Victims of **FGM** are likely to come from a community that is known to practise FGM. (see Appendix 4 for details/descriptions).

Child Sexual Exploitation (CSE) – involves exploitive situations, contexts and relationships where young people receive something (for example food accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship. (see Appendix 3 for details/descriptions)

Forced Marriage – a form of Domestic Abuse. It should be recognised as a human rights abuse – and should always invoke child protection procedures within the school. (see Appendix 5 for details/descriptions).

Domestic violence and abuse: new definition - The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. (see Appendix 2)

Child sexual exploitation (CSE) and forms of so-called 'honour based' violence including female genital mutilation (FGM) are child abuse, and attempts to draw children into violent extremism should also be treated as a safeguarding issue. Further information on these areas can be found in the *Safeguarding Procedures*. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

Sexting is a child protection issue. Even if explicit material is sent or elicited without malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sexting as part of their e-safety education. The School takes incidences of sexting extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police.

Who are the abusers? Abusers might be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers; in short, an abuser could be anyone.

Peer on peer abuse: staff should also recognise that children are capable of abusing their peers. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, and sexting. Peer on peer abuse should be recognised as such and never be tolerated or passed off as 'banter' or 'part of growing up'. Pupils are taught to recognise such behaviours as abuse as part of the School's approach to safeguarding education. Any allegation of such abuse will be promptly and thoroughly investigated, and treated according to its gravity, which may include referral to children's social care or the police. Victims will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate. Further information can be found in the *Safeguarding Procedures*.

REPORTING PROCEDURE

A member of Staff only requires cause for concern regarding potential child abuse in order to act and report to the DSL immediately. When there are reasonable grounds to suspect child abuse or non-accidental injury then the following procedure must be implemented immediately:

Where possible, referrals will be made by the DSL, although any member of staff can make a referral to children's social care. If a member of staff makes a referral themselves, they should inform the DSL as soon as possible. The exception to this is that where a teacher, in the course of their work in the profession, has a concern about Female Genital Mutilation having been carried out on a girl under the age of 18, they have a legal duty to notify the police immediately and directly. Any other member of staff must report concerns immediately to the DSL.

Please refer to Working Together to Safeguard Children (March 2015) and the flowchart in KCSIE (KCSIE Sep 2016) for further details on the process for staff when they have concerns about a child.

Key points to follow if you suspect, or are told of, abuse:

- Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse – treat the matter seriously. Listen with care, quietly but actively and allow silence. Reassure the child that s/he is not to blame and was right to inform you. Do not show disbelief, or appear angry or shocked.
- If you can, write brief notes of what they are telling you while they are speaking and keep these original notes, however rough (it is what you wrote at the time that may be important later and not the improved version you wrote up afterwards!). If you do not have the means to write at the time, make an accurate record of what was said and what you have done as soon as possible afterwards. Sign, date and time all notes made. Contemporaneous notes and records should be made on the same working day of any disclosure.
- Do not give a guarantee that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. If asked, explain that if you have been told something that needs to be sorted out, you will have to tell the people who can help, but that you will only inform people who absolutely need to know.

- Do not interrogate or ask leading questions that might give your own ideas of what might have happened (e.g. “did he do X to you?”) – just ask “What do you want to tell me?” or “Is there anything else you want to say?” The best questions to ask are TED questions: Tell, Explain, Describe.
- Immediately inform the Designated Safeguarding Lead - do not tell other adults or pupils. Remember that the priority is to protect the child.
- Never carry out an investigation of suspected or alleged abuse – social services and police staff are the people trained to do this – you could cause more damage and spoil possible criminal proceedings.
- As soon as possible (and certainly the same day – **within 24 hours**) the DSL will liaise with MASH/LSCB and action subsequent referral if required. The DSL will follow their requests regarding any necessary investigations.
- Where an allegation is made against the DSL, you should immediately contact the Head or other DSL Child Protection.
- Where an allegation is made against the Head, you should immediately contact the other DSL who will contact the LADO without notifying the Head first. Where an allegation is made against another DSL you should immediately contact the Head. The Head will discuss the matter with the LADO before any further action is taken.

However, where someone reasonably believes these reporting routes to be inappropriate, or has reported concerns and no action has been taken, they should contact the Director of People at Trust Office, refer their concerns to children’s social care directly, or use the NSPCC whistleblowing helpline (see appendix 1).

In cases of serious harm, the police should be informed from the outset.

- Never think abuse is impossible, or that an accusation against someone you know well and trust is bound to be wrong. Receive the child’s story if appropriate, listen but do not judge. React to what the child tells you with belief and tell the child that they have done the right thing in telling you.

You may feel upset after speaking to the child. You may need support, e.g. to talk through what has happened. You may wish to seek specialist support or counselling –look after yourself too.

DEALING WITH ALL ALLEGATIONS AGAINST MEMBERS OF STAFF, THE HEAD OR VOLUNTEERS

The Setting’s procedure for managing allegations against staff has had regard to the Department for Education guidance ‘Keeping Children Safe in Education, Part Four’ (2016) and follows the LCSB local arrangements. The procedure below is followed when staff or volunteers have (or alleged to have):

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or

- Behaved towards a child or children in a way that indicated that he or she would pose a risk of harm if he or she work regularly or closely with children.

All staff and volunteers have a responsibility to familiarise themselves with this procedure so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.

The Setting will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. The Setting will liaise with the Local Authority Designated Officer (LADO)/MASH and police as to managing confidentiality as appropriate.

Procedure:

1. All allegations made against staff or volunteers must be reported immediately to the DSL who will inform the Head so that appropriate agencies may be informed within 24 hours and the matter resolved without delay. In the absence of the Head, the allegation should be reported to another DSL. Should the initial allegation first be made to any other member of staff then that member of staff must either request the person raising the allegation to report it to the DSL or if that is not possible to pass details of the allegation to the Head immediately.

Where the allegation is made against the Head, the person must immediately inform the other DSL without first notifying the Head.

2. The Local Authority Designated Officer (LADO) will be informed of all allegations which appear to meet the above criteria.
3. The Head will discuss the matter with the LADO and where necessary, the LADO will obtain further details of the allegation and the circumstances in which the allegation was made. The Setting will act in accordance with any advice given by the LADO and will not investigate allegations or inform any individuals without the LADO's consent.
4. The Setting may take action in the event of allegations against staff in accordance with its disciplinary procedures.
5. If the allegation is substantiated, the normal disciplinary procedure for staff will be followed. A criminal offence, regardless of significant harm to a child, would be considered as gross misconduct and is liable to result in dismissal.
6. The Head will report the dismissal of any member of staff, volunteer or student (for example GAP teacher), following a substantiated allegation to the DBS within one month of that person leaving the setting (or where he/she would have been dismissed had he/she not resigned). Where qualified teachers are registered with the National College for Teaching and Leadership (NCTL), any misconduct referrals will be reported to the NCTL and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
7. The Setting will comply with its obligations to report to the Disclosure and Barring Service.
8. In the case of suspected or identified abuse of a child by the Head, the police and/or the LADO have a duty to investigate. National guidelines have been produced and the first person to receive an

allegation regarding the Head should take it directly to the School's Designated Safeguarding Lead (Child Protection Officer) who will then contact the LADO.

9. Parents or guardians of a child concerned will be told about the case, if they do not already know, and will be kept informed of the progress, including the outcome, but not the details of any disciplinary process.

Suspension

The Setting will consider taking, and if necessary, will take, disciplinary action against any member of staff or agent of the Setting, where it believes pupils are at risk of abuse from that member of staff, even in cases where there is to be no criminal prosecution. Suspension (without prejudice) may be necessary to protect all concerned, including the member of staff suspended.

Suspension will always occur if there is cause to suspect a child is at risk of significant harm. Suspension itself does not constitute disciplinary action, and the member of staff will continue to receive full pay. Any disciplinary action would follow the procedures laid out in the Staff Employment Handbook.

The Setting must make its own decision on whether pupils' welfare is at risk, whatever the outcome of a police or MASH investigation may be, and the level of evidence needed for criminal prosecution is likely to be higher than that which may trigger valid disciplinary proceedings taken by the Setting.

Disciplinary proceedings and grounds for concern over pupils' welfare may therefore be based on 'balance of probability', rather than 'beyond reasonable doubt'.

Where the Setting has 'low level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, the Head or Designated Safeguarding Lead should discuss these with the LADO on an informal basis.

Staff who are the subject of an allegation of this nature will invariably feel threatened and isolated. It is essential to seek legal advice as soon as possible and teachers should be represented at all disciplinary hearings. Suspension in a case of this kind is a procedural step only and must be viewed as a neutral action that does not presuppose guilt or innocence.

Duty of care

The Setting recognises that it has a duty of care towards its employees and will ensure support is in place for individuals facing an allegation. Individuals should be informed of concerns or allegations and given an explanation of the likely course of action as soon as possible, unless external agencies object to this.

A representative will be appointed by the Setting to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

Record keeping

The Setting will keep a clear and comprehensive record of any allegation made, the action taken and decisions reached. The Setting will provide the accused person with a copy of the record following

consultation with the appropriate agencies and agreement has been reached as to what information can be disclosed.

The record will be kept confidentially on the personnel file.

Malicious, unsubstantiated or unfounded allegations

If the allegation is found to be false, and the person has been suspended, then the Setting will support him or her as best it can, if necessary with the provision of a mentor to return to work, and will attempt to minimise contact with the pupil(s) involved in making the allegation if they remain at the Setting.

The Setting will consider whether to take serious disciplinary action in accordance with the Setting's behaviour policy where an allegation by a pupil is shown to be malicious or deliberately invented.

Allegations that are found to be malicious will be removed from the personnel records; and any that are unfounded, unsubstantiated or malicious will not be included in references.

DEALING WITH ALLEGATIONS OF ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER PUPIL – PEER ON PEER ABUSE

We recognise that abuse can take many forms including abuse by one or more pupils against another pupil. This may be an isolated incident or indeed a series of incidents over a period of time.

Members of staff should know that where there is 'reasonable cause to suspect that a child is suffering, or *likely* to suffer, significant harm', that any such abuse will be referred to local agencies. In the event of disclosures about pupil-on-pupil abuse, staff are expected to treat all children involved, whether perpetrator or victim, as being "at risk".

SAFEGUARDING CHILDREN WHO ARE IN NEED OF ADDITIONAL SUPPORT

Where members of staff have concerns about a pupil but there is not a history of abuse and are unlikely to suffer significant harm, they should share their concerns with the DSL. The DSL will consult with MASH with a view to an inter-agency assessment including 'Early Help'.

WHISTLEBLOWING

Whistle blowing is the mechanism by which staff can voice their concerns, based on a reasonable belief and made in the public interest, without fear of repercussion. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. (See also the Setting's Whistleblowing Policy.)

SHARING INFORMATION AND CONFIDENTIALITY

The Setting recognises that all matters relating to child protection are confidential.

The Head or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

GENERAL CO-OPERATION WITH MASH

The Setting will, on occasion, be asked for information on a child about whom there are concerns about abuse or neglect. We have a duty to assist MASH by referring concerns and providing information for Section 47 Child Protection enquiries. The Setting has made strong efforts to establish and maintain such effective lines of communication.

LEGISLATION AND GUIDANCE

This Child Protection (Safeguarding) Policy is revised annually in order that the setting complies with new legislation and good practice. This policy was drawn up with regard to and will be revised in light of any amending guidance as issued from time to time. Over the past 12 months there have been significant developments in Safeguarding, following a 12-week Government consultation which looked at current documentation and practice. Following consultation, the Government published a revised document – 'Working Together to Safeguard Children' (2013). It also takes into account the publication 'Keeping Children Safe in Education' (April 2014) which replaces 'Safeguarding Children and Safer Recruitment in Education (SCSRE)' (January 2007).

This policy was revised in October 2014 in line with:

- Local inter-agency guidance from the Local Safeguarding Children Board.
- Working Together to Safeguard Children 2013.
- Keeping Children Safe in Education (April 2014)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children Section 11 Children Act 2004 updated April 2007.
- Guidance issued by the Department for Education issued under section 157 of the Education Act 2002
- Having regard to 'Dealing with allegations of Abuse against teachers and other staff' (revised October 2012) which replaced Chapter 5 of SCSRE and is the most recent guidance on the issue.
- What to Do If You're Worried a Child Is Being Abused – DfES December 2006.
- 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' March 2009.
- The Children Acts 1989 and 2004.
- The Common Assessment Framework for Children and Young People: Practitioners' Guide 2007.

EVALUATION, MONITORING AND COMPLIANCE OF THIS POLICY

Our Safeguarding Children policy and Child Protection issues are monitored and evaluated on a regular basis. The Head will monitor the implementation of this policy, the Setting's safeguarding procedures and the efficiency by which the Setting's duties have been discharged. The Designated Safeguarding

Lead holds accurate and up to date records and storage of materials in compliance with the legal requirement.

The Setting monitors and evaluates its Child Protection policy and procedures through the following activities:

- Completion of the annual safeguarding audit and return to the LA as required;
- Through pupil forums and pupil discussions with staff;
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school;
- Frequent scrutiny of attendance data;
- Careful and close scrutiny of any incidents due to bullying or racist behaviour;
- Regular review of parental concerns and parental questionnaires;
- Scrutiny of the school's single central record of recruitment checks;
- Case file audits undertaken by the DSL.

This Safeguarding Policy and procedures are reviewed on an annual basis and if any weaknesses or deficiencies are identified in the school's child protection arrangements, they will be remedied without delay.

In summary, the setting is committed to:

- Information sharing and inter-agency working with the Redbridge Local Safeguarding Children Board, MASH, police, Child and Adult Mental Health service, education welfare service, educational psychology service and other relevant agencies to promote and safeguard the welfare of children.
- Following the procedures in accordance with Local Safeguarding Children Board and guidance issued by the Department for Education.
- Ensuring the operation of safer recruitment practices in checking the suitability of staff and volunteers (including those employed by another organisation) to work with children are always followed, including enhanced DBS checks and compliance with Independent Schools Standards Regulations and Department for Education guidance issued under section 157 of the Education Act 2002 (See separate Policies on Recruitment and DBS).
- Ensuring that where the Setting ceases to use the services of any person (including an employee, contractor or volunteer) because they are considered unsuitable to work with children, a prompt and detailed report will be made to the Disclosure and Barring Service (within one month of leaving the school).
- Establishing and maintaining a safe environment in which children feel secure, can learn and develop, are encouraged to talk, and are listened to.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Ensuring that in the Early Years setting the use of personal mobile phones and cameras is not permitted and that if children have their photographs taken, it is performed with a school camera and only to provide evidence of their achievement for development records. Staff and visitors are not permitted to use personal mobile phones or cameras to take or record any images of children in the EYFS setting (see Appendix 14).

- Recognising when a child needs support and working with external agencies to prevent problems escalating.
- Supporting pupils who have been abused according to his/her agreed child protection plan.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Supporting staff with specialist support and counselling should they require it, following disclosures of abuse.

APPENDIX 1

CONTACT DETAILS

INTERNAL CONTACTS	
Shirmila Sharma DSL	02085056565
Prabhjyot Dhiraj DSL	02085056565
Elham Elahi DSL	02085056565
Natalia Bodo DSL	02085056565
EXTERNAL CONTACTS	
Redbridge Local Safeguarding Children Board email:	www.redbridge.gov.uk
Local Authority Designated Officer (LADO) Redbridge Team <u>VICTORIA LAWSON-JACK</u> Address: Ley Street House 497-499 Ley Street Ilford IG2 7QX	Tel: 020 8708 5350 or 07903 211521 (Monday to Thursday) Safeguarding and Care Planning Team Tel: 0208 708 5554 Business Support Team Tel: 0208 708 5373 (Friday) Email: GM_LADO@redbridge.gov.uk Website: http://www.redbridge.gov.uk
Multi-Agency Safeguarding Hub (MASH) Address: Redbridge Multi Agency Safeguarding Hub Redbridge Children's Trust Lynton House 255-259 High Road Ilford IG1 1NY www.redbridge.gov.uk/mash	Tel: 020 8708 3885 Fax: 020 8708 3886 Email: cpat.referrals@redbridge.gov.uk

Out of Hours Emergency Duty Team	Tel: 0208 553 5825 (out of hours)
Police Public Protection Unit: 24hrs non-emergency Emergency	Local Police Met Switchboard 101 Emergency 999
<p>National contacts</p> <p>NSPCC Helpline 24/7 0808 800 5000 Email: help@nspcc.org.uk NSPCC Text line 88858 NSPCC Child line 0800 1111 NSPCC FGM Helpline 0800 028 3550 Email: fmghelp@nspcc.org.uk NSPCC Whistleblowing Helpline 0800 028 0285 (08.00-20.00) Email: help@nspcc.org.uk</p> <p>DfE Prevent helpline 020 7340 7264 (non-emergency) for schools & parents Email: counter.extremism@education.gsi.gov.uk The Lucy Faithfull Foundation (LFF) 0800 1000 900 Email: help@stopitnow.org.uk www.parentsprotect.co.uk</p> <p>National Bullying Helpline 0845 22 55 787 UK Safer Internet Centre helpline for School Staff 0844 381 4772 Email: helpline@saferinternet.org.uk</p> <p>Internet Watch Foundation hotline for reporting criminal content www.iwf.org.uk Educate Against Hate http://educateagainsthate.com</p>	

APPENDIX 2

1. Types of Child Abuse and Symptoms:

Child abuse manifests itself in a wide variety of ways and can be categorised into four distinct types:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

1.1 Physical Abuse:

“Physical Abuse 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 symptoms of, or deliberately induces, illness in a child” (*Working Together to Safeguard Children 2015*) 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 force a child to eat or to stop a child from talking.
- Bruising on either sides of the ear – this is often caused by grabbing a child who 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 – found on babies who are handled roughly or held down in a violent way. 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, a brain haemorrhage. 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 most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. 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 – especially in children under the age of 2.
- Poisoning and other drug misuse – 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 cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

- Unexplained injuries or refusal to discuss them
- Fear of medical treatment
- Self-destructive tendencies
- Unexplained patterns of absence that could be in order to hide injuries
- Female genital mutilation (FGM) – all procedures that involve partial or total removal of external female genitalia, or other injury to the female genital organs for non-medical reasons. It is performed a few days after birth to age 15, and occasionally in adulthood. It is practised in 28 countries in western, eastern and north-eastern Africa, particularly in Egypt and Ethiopia, and in parts of Asia and the Middle East. There are numerous serious short and long term physical health consequences, in addition to the psychological and mental health consequences.

1.2 Sexual Abuse:

“Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware what is happening. It may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. It may include non-contact activities such as involving children in looking at, or in the production of, pornographic materials, or watching sexual activities or encouraging children to behave in sexually inappropriate ways.” (*Working Together to Safeguard Children 2015*)

The key elements in any definition of child sexual abuse are:

- Betrayal of trust and responsibility
- Abuse of power for the sexual gratification of the abuser
- Inability of child to consent.

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
- Lack of trust in adults (particularly any marked fear of men)
- Attempts to inform by making a disclosure about sexual abuse often begins by the initial sharing of limited information with one 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, families, 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
- Unusually explicit or detailed sex play in younger children

- Sexual approaches or assaults – on other children or adults
- Pregnancy, 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 breasts, 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 areas
- The drawing of pornographic or sexually explicit images

1.3 Emotional Abuse:

According to *“Working Together to Safeguard Children 2015”*, Emotional abuse is:

- The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development.
- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 ill-treatment of another.
- It may involve serious bullying 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, though it may occur alone.

1.4 Neglect:

According to *“Working Together to Safeguard Children 2015”*, Neglect is:

- 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.
- The failure of a parent or carer to provide adequate food and clothing, or shelter (including exclusion from the home or abandonment).
- Failure to protect a child from physical and emotional harm or danger.
- Failure to ensure adequate supervision.
- Failure to 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 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.

Persistent stomach-aches, feeling unwell, and apparent anorexia can be associated with Physical neglect.

2. Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if that 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.
- Extreme passivity or aggressive/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, bed-wetting.
- 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/tiredness;
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- Fear of medical treatment;
- Unexplained patterns of absence to hide injuries;
- 'Chronic' medical problems (stomach pains/headaches);
- Drug/solvent abuse;
- Telling of a 'friend with a problem of abuse';
- Anorexic/bulimic;
- Excessive fear of certain situations or people
- A sudden change in school performance.

3. 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.

Other forms of abuse also include:

Bullying - any persistent and uninvited behaviour which insults, hurts or intimidates someone including cyber-bullying. (see School Policy for details)

Missing Child - a child going missing from School is a potential indicator of abuse or neglect. Staff must follow the School's guidance found in the Missing Person's Policy. (see School Policy for details)

Female Genital Mutilation (FGM) – professionals in all agencies, and individuals and groups, need to be alert to the possibility of a girl being at risk of FGM, or having already suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. (see Appendix 4 for details/descriptions).

Child Sexual Exploitation (CSE) – involves exploitive situations, contexts and relationships where young people receive something (for example food accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship. (see Appendix 3 for details/descriptions)

Forced Marriage – a form of Domestic Abuse. It should be recognised as a human rights abuse – and should always invoke child protection procedures within the school. (see Appendix 5 for details/descriptions)

Domestic violence and abuse: new definition - The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour - Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

APPENDIX 3

CHILD SEXUAL EXPLOITATION – CSE

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records

- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

APPENDIX 4

FEMALE GENITAL MUTILATION – FGM

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.

APPENDIX 5

FORCED MARRIAGE

Forced Marriage – a form of Domestic Abuse

Forced Marriage should be recognised as a human rights abuse – and should always invoke child protection procedures within the school.

A forced marriage is a marriage conducted without the full consent of both parties, and one where duress is a factor. A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

Warning signs

Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the student's education.

There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

The law

Although there is no specific criminal offence of 'forcing someone to marry' within England and Wales, forced marriage may involve criminal offences. Perpetrators — usually parents or family members — could be prosecuted for offences including: threatening behaviour, assault, kidnap, abduction, imprisonment and in the worse cases murder.

Sexual intercourse without consent is rape, regardless of whether this occurs within the confines of a marriage. A girl who is forced into marriage is likely to be raped and may be raped until she becomes pregnant.

Further guidance is available from The Forced Marriage Unit:

Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday

Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500

E-mail: fmufco@fco.gov.uk

Website: www.fco.gov.uk/forcedmarriage

FMU publication: *'Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage'* June 09

See also: *'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage'* Government Office - November 2008.

APPENDIX 6

The Designated Safeguarding Lead receiving an allegation of abuse should:

- Take any steps needed to protect any pupil involved from risk of immediate harm.
- Once alerted to an allegation/suspicion of abuse, obtain written details of the allegation, signed and dated from the person who received the allegation and ensure a full understanding of what is being alleged speaking to the child only if this is unavoidable.
- Not interview or investigate the allegation further, but refer the matter immediately to MASH (The telephone number has been supplied to the DSL, together with the number of the out of hours MASH for evening, night-time and weekend use).
- Consult the MASH and follow his/her advice about contacting parents, other staff, police, doctor or the alleged perpetrator or witnesses direct.
- Agree with MASH any necessary next steps in relation to:
 - a) Informing a pupil's parents (there are circumstances where it would be inappropriate to inform parents immediately an allegation has been made).
 - b) Medical examination or treatment for the pupil (again there are circumstances where medical evidence will be needed).
 - c) Immediate protection that may be needed for a pupil who has been the victim of abuse, a pupil who has given information about abuse, and a pupil against whom an allegation has been made (each of these may now be at risk).
 - d) Informing other people at the setting of the allegation and its investigation. Experience has shown that knowledge of an allegation or impending investigation can lead to a serious risk to the informant from the alleged perpetrator, to 'covering up' of evidence that may be sought by police (such as collections of child pornographic photographs), or to pressure being applied on others to remain silent).
- Inform and notify MASH – Tel: 020 8708 3885 Tel: 020 553 5825 (out of hours)

Cpat.referrals@redbridge.gov.uk

- Inform the pupil or adult who made the initial allegation of what the next steps are to be.
- Take any necessary steps for the longer-term protection and support of each pupil who has made allegations of abuse, or is alleged to have suffered from abuse, taking his or her wishes fully into account. This may involve the pupil receiving continuing support and protection from a staff member chosen by him or herself or changing boarding accommodation, or returning to his or her parents temporarily.
- Take any necessary steps to protect and support a pupil who is alleged to have abused another and inform his/her parents immediately. The allegation may not later be substantiated, but even if it is, the setting continues to have a statutory welfare responsibility towards this pupil while he or she is attending the setting.
- Ensure that any pupil being interviewed by the police has available a supportive member of staff of his or her own choice to accompany him or her if this becomes necessary.
- Make arrangements, where feasible, for any pupil who has been the subject of abuse to receive any necessary continuing counselling and support, by agreement with his or her parents where appropriate.

If the DSL is not available or you are not satisfied with the advice, you can seek advice yourself from MASH or Redbridge LSCB.

Further guidance is available on the Redbridge LSCB website: www.redbridge.gov.uk

APPENDIX 7

CONFIDENTIALITY POLICY FOR SCHOOLS

The policy of the setting is to work in partnership with parents in order to promote the welfare of children. The setting also aims to build up relationships of trust with children. Children and parents should feel able to raise with the School concerns about safety and welfare in the knowledge that these will be dealt with sensitively. If possible, information will be shared on an anonymous basis to respect the confidentiality of the people involved.

Because of the sensitivity of these issues, the School will operate on the presumption that anything imparted in confidence will be treated in confidence. This is subject to three qualifications:

1. Anything imparted 'in confidence' to one member of staff or person approached as an associate of the School, may be shared with a restricted number of colleagues if that person feels in need of support and guidance from them.
2. If serious concerns are raised about the safety or welfare of a child, the person approached may be obliged, in terms of the School's child protection procedures, to pass that information on to the Designated Safeguarding Lead for consideration as to whether it should be shared with the appropriate authorities. In these circumstances, the person approached would not, except in an emergency, breach the confidence without letting the person seeking assistance know that he/she intended doing so.
3. The School must, of course, pass on information when legally obliged to do so, for example, by a court of law.

Children and Parents:

Children must also feel able to share concerns with staff. Problems may arise when a child consults a member of staff about a problem and does not want that information to be shared with parents. Whilst staff will try to encourage children to share the information with parents where that is appropriate, there may be circumstances in which any pressure to pass the information on could result in the child keeping the problem to him or herself or not sharing concerns in the future. However, it is only in the most exceptional circumstances that information will not be shared with parents. Parents may report any concerns to Ofsted.

Medical Confidentiality:

The setting recognises that medical confidentiality is beyond and separate from the setting's normal procedures.

APPENDIX 8

THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

The Setting pays due regard to the non-statutory advice from the Department for Education outlined below. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary.

Key points from the DfES:

- Staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior leaders should support their staff when they use this power.

What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by Setting staff at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a childcare/school Setting, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Settings/Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

- In addition to the general power to use reasonable force described above, the Head and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force cannot be used to search for items banned under the school rules. Separate guidance is available on the power to search without consent.

Communicating the Setting's approach to the use of force.

- Every setting is required to have a behaviour policy and to make this policy known to staff, parents and pupils.
- There is no requirement to have a policy on the use of force but it is good practice to set out the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

- Schools do not require parental consent to use force on a student.
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using force

- A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:
 - the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
 - the 'double basket-hold' which involves holding a person's arms across their chest; and
 - the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

- Schools need to take their own decisions about staff training. The Head should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

- It is good practice for schools to speak to parents about serious incidents involving the use of force and how to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider:
 - the pupil's behaviour and level of risk presented at the time of the incident;
 - the degree of force used;
 - the effect on the pupil or member of staff; and
 - the child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The Setting must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Consideration should be taken as to whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching;
 - To give first aid.

APPENDIX 9

APPOINTMENT OF STAFF – (see separate Recruitment Policy)

An important part of Safeguarding Children is for settings to follow appropriate procedures for appointing staff. The setting's recruitment procedures include thorough checks of all staff (teaching and non-teaching) who have (or could have) substantial unsupervised access to children.

RECRUITMENT AND SELECTION PROCEDURE

All applicants for employment will be required to complete an application form containing questions about their academic and employment history and their suitability for the role. Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. A curriculum vita will not be accepted in place of the completed application form.

APPENDIX 10

THE EDUCATION (PROHIBITION FROM TEACHING OR WORKING WITH CHILDREN) REGULATIONS 2003

These regulations relate to the Secretary of State's powers to bar teachers under Section 142 of the Education Act 2002. This includes, for example, persons in possession of indecent photographs of children. There are also new regulations strengthening the reporting of individuals who are barred from teaching to the Disclosure and Barring Service (DBS) www.gov.uk/disclosurebarring-service. This is regardless of whether a teacher's services are terminated or if he/she leaves voluntarily.

The Disclosure and Barring Service (DBS) is to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups including children.

DBS statutory responsibilities include:

- processing requests for criminal records checks as defined by Part V of the Police Act 1997; for applications made in England and Wales
- deciding whether it is appropriate for a person to be placed on or removed from a barred list under the Safeguarding Vulnerable Groups Act 2006 or Safeguarding Vulnerable Groups Order (Northern Ireland) 2007
- maintaining the DBS children's barred list and the DBS adults' barred list for England, Wales and Northern Ireland

The DBS was established under the Protection of Freedoms Act 2012 and carries out the functions previously undertaken by the Criminal Records Bureau (CRB) for England and Wales and the Independent Safeguarding Authority (ISA) for England, Wales and Northern Ireland. Functions of the CRB and ISA have been transferred to the DBS under the Protection of Freedoms Act 2012 and it became operational on 1 December 2012.

Non-statutory advice has been issued by the DfES, to supplement KCSIE. It concerns how staff can be disqualified by association with others and explains the effect of the Childcare (Disqualification) Regulations 2009. The advice applies to staff in schools who work in early years' provision (see Appendix 14) and to those who work in later years' provision for children who have not attained the age of 8.

The supplementary advice reminds schools that they may not allow people to work in these settings or to be directly concerned in their management, if they or others in their households are "disqualified". The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified lives.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

APPENDIX 11

ABUSE OF TRUST

We recognise that as adults working in the school, we are in a relationship of trust with the pupils in our care and acknowledge that it is a criminal offence to abuse that trust.

We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

APPENDIX 12

RELEVANT POLICIES

The Setting's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The Setting recognises in particular that bullying and racism can often be forms of abuse. It is our duty to ensure that safeguarding permeates all activities. This policy therefore complements, supports and has relevance to a range of other policies, for example:

Bullying: Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding children procedures.

Racist Incidents: Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures.

E-safety: This policy recognises that internet safety is a whole school responsibility – staff, pupils, parents.

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. See separate policy for further detail.

Health & Safety: Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our pupils both within the school environment and when away from the school when undertaking off the premises trips and visits.

Missing Pupils Policy: Our policy is set out in a separate document. It includes general guidelines; some flexibility in procedures will be inevitable depending on the age of the child, the child, circumstances, time of day.

Educational Visits Policy: Our policy is set out in a separate document. It sets out the principles and criteria of good practice whilst leaving a good deal to the expertise and judgment of those approving, leading or supervising the visit. A 'culture of safety' is the prime consideration. The setting's staff who organise trips/visits/off-site activities will always ask for assurance that the relevant child protection checks and procedures are in place. The Setting also ensures that staff from other centres work alongside at least one of our staff. Safeguarding is always included in major trip briefings for staff and pupils.

Whistleblowing Policy: Our Whistleblowing policy, set out in a separate document, should enable members of staff to raise concerns internally and in a confidential fashion. The policy also provides, if necessary, for such concerns to be raised outside the organisation.

Concerns and Complaints Policy: This policy is set out in a separate document. It is a policy for parents, pupils and staff. It recognises and acknowledges the entitlement to complain or air a grievance.

Equal Opportunities Policy (Staff and Pupil): The separate policy highlights a commitment to the ideals of equal opportunity. Also, the Setting recognises and values diversity.

Specific Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website. Guidance in respect of child sexual exploitation, domestic violence etc. is given on the Redbridge LA website: www.redbridge.gov.uk

- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – see also below
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking