Child Protection Policy
St Paul's CE Primary School, Brentford

Staff Member responsible for policy: John Wright (Headteacher)
Governor responsible for policy: Sara Ward
Adopted by: Full Governing Board
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1. Key Roles and Contacts

Designated Safeguarding Lead (DSL)	John Wright (Headteacher) 020 8560 3297 head@stpauls.hounslow.sch.uk
Deputy DSL	Corinne Lee (Inclusion Cooridnator) 020 8560 3297 clee92.313@lgflmail.org
Governor Responsible for Safeguarding	Sara Ward – Contact details available from school office
Chair of Governors	Glenn Greene - Contact details available from school office
Early Help Hounslow (referral and advice)	020 8583 2222
SAAM Duty Desk (LADO)	lado@hounslow.gov.uk 0208 583 5730

2. Policy Aims:

St Paul's CE Primary School fully recognises its responsibilities for child protection, which form part of our wider safeguarding responsibilities. Our policy applies to all staff, governors and volunteers working in the school.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognizing and reporting safeguarding issues

3. What is safeguarding and child protection?

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 2 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 2 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Child protection forms part of the school's safeguarding responsibilities.

4. Related school policies and Documents:

- Confidentiality
- Rules for Safer Internet Use
- Acceptable Use Policy
- Internet Access Policy
- Health and Safety
- Sex and Relationship Education
- Anti-Bullying
- Behaviour
- Security
- Supporting Children with Medication Needs
- Allegations of abuse against staff - Whistle Blowing
- Dealing with complaints against a staff member
- Safer recruitment
- Prevent
- Staff handbook

5. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2019) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.
- London Safeguarding Children Board - Interagency child protection and safeguarding procedures
- Allegations against staff and volunteers who work with children, Local Protocol, London Borough of Hounslow 2019

The London Safeguarding Children Board publishes procedures, which can be found at: http://www.londoncp.co.uk/index.html

The Hounslow Safeguarding Partnership publishes procedures and guidance, which can be found at: https://www.hscb.org.uk/professionals/protocols-guidance-and-procedures/

6. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

7. Roles and Responsibilities

7.1 The role and responsibility of the designated safeguarding lead (DSL)

The designated safeguarding lead teacher has specific responsibility for the co-ordination of child protection procedures within the school and for liaison with social services and other agencies. There is also a deputy designated safeguarding teacher to act in the absence of the designated teacher.

All staff need to be made aware who the designated teacher and deputy are as all cases of suspected abuse should be reported to him or her in the first instance.

Suspicions must not be discussed with anyone other than those designated. A written record of the concerns should be made, given to the designated teacher and kept in a secure place.

The DSL is a member of the senior leadership team. Our DSL is John Wright, Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours, child protection concerns should be shared directly with Early Help Hounslow, via the duty social worker on: 020 8583 2222.

The NSPCC also operate a helpline on: 0808 800 5000.

If a concern arises, which needs to be addressed outside the operating hours of these contacts, then it should be shared directly with the Police on 999.

When the DSL is absent, the deputy DSL Corinne Lee, Inclusion Coordinator will act as cover.

If the DSL and deputy DSL are not available, Chris Cossar, Deputy Head, Louisa Riley, SLT or Thomas Lacy SLT will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL will liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- The full responsibilities of the DSL and deputy are set out in their job description.

Core responsibilities of the DSL:

Manage Referrals

- refer cases of suspected abuse to the local authority children's social care (Early Help Hounslow) as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

- liaise with the 'case manager' and the designated officer(s) at the local authority for child protection concerns
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Raise Awareness

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governors regarding this;
- ensure the child protection policy is available publically and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Onward Information Share

- Where children leave the school, ensure that their child protection file is transferred to the new school as soon as possible. Contact the DSL in the receiving school where a case is active and needs an immediate information share to ensure continuity of care.
- Seek/receive information on pupils new to the school where there are CP concerns or there is active social care involvement, making contact with the relevant borough's children's social care team.

DSL Training

The designated teacher and deputy should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
The Lead Designated Teacher should undertake Prevent awareness training.

The Designated Safeguarding Lead and Deputy need to have appropriate training and should know:

- how to identify the signs and symptoms of abuse and when to make a referral
- the Local Safeguarding Children Partnership and/or LA procedures and the designated teacher's role within them
- the role and responsibilities of the investigating agencies and how to liaise with them
- the requirements of record keeping
- the conduct of a child protection conference and how the designated teacher or another member of staff can make an appropriate contribution to it

The Designated Lead Safeguarding teacher and the Deputy attend relevant safeguarding network meetings and training relevant to their role and locally relevant safeguarding issues. They have a responsibility to disseminate training and information and to organise relevant training for staff at all levels in the school.

The Designated Lead Safeguarding teacher and Deputy receive weekly safeguarding and Child Protection updates from Andrew Hall, to support their ongoing knowledge of current issues and responses.

7.2 The role and responsibility of the Governing Body

The whole governing board has a responsibility for safeguarding and must ensure that they comply with their duties under legislation. They:

- Ensure that the school contributes to inter-agency working in line with statutory guidance.
- Ensure that the school's safeguarding arrangements take into account the procedures and practices of the Local Authority (Hounslow) as part of the inter-agency safeguarding procedures set up by the LSCB.

- Ensure that a member of the governing board is nominated to liaise with the delegated officer from the Local Authority and partner agencies in the event of allegations of abuse made against the headteacher.
- Ensure that there is an effective child protection policy in place together with a staff code of conduct (in the school staff handbook), which is provided to all staff, including temporary staff and volunteers on induction.
- Appoint a member of the school's staff, with appropriate authority, to the role of designated safeguarding lead.
- Consider how children may be taught about safeguarding.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children.
- Ensure that there are procedures in place to handle allegations against members of staff and volunteers.
- Ensure that there are procedures in place to handle allegations against other children.
- Approve this policy at each review, ensuring that it complies with the law and hold the headteacher to account for its implementation.

Safeguarding information, including the number and type of referrals and concerns raised in school are reported to governors in the Headteacher's report to governors every term. There is an annual report on safeguarding prepared for the autumn term governing body meeting, it is then shared with the local authority. The safeguarding governor and designated safeguarding lead teacher meet at least termly to discuss referrals and outcomes for pupils. Safeguarding is on the agenda at all governing board meetings.

The nominated governor with responsibility for child protection/safeguarding is Mrs Sara Ward.

The Governing Board has a responsibility for managing allegations against the headteacher. The process for managing allegations against staff is laid out in section 4, page 53 of *Keeping Children Safe in Education*, (DfE, 2019). The Chair of Governors would act on receipt of an allegation following the procedures set out.

7.3 The responsibility of the Headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable

7.4 The responsibility of all school staff, adult volunteers and trainees

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse.

All staff and adult volunteers will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this

guidance at least annually. This forms part of annual induction on the September INSET day and on initial induction for all staff and volunteers.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection policy, the staff code of conduct (within the staff handbook), the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

All School staff will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum and elsewhere for children to develop the skills they need to recognise and stay safe from abuse.

8. Support for pupils:

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

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- 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.

9. Special Educational Needs and Safeguarding:

We recognise that our children with Special Educational Needs may be more vulnerable to abuse or at risk. It is also important to note that children with SEND may experience barriers which make it more difficult to express any difficulties or concerns they have or any abuse they are experiencing. Specifically, children with communication difficulties or social and emotional difficulties may find this

particularly difficult. It is important that all staff monitor closely these children's health and well-being and are vigilant to look for any signs of abuse. If staff members have concerns, they should follow the procedures for handling allegations outlined below.

10. Child protection procedures:

The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare.

All schools should have procedures for handling suspected cases of abuse of pupils, but the responsibility for investigating such cases lies with other agencies.

The Headteacher will:

- put in place procedures for handling cases of suspected abuse (including allegations against teachers) which are consistent with those agreed by the Local Safeguarding Children Partnership and easily available to all staff for reference
- appoint a designated member of staff and a deputy to co-ordinate action within the school and liaise with other agencies on suspected abuse cases
- ensure that the designated members of staff receive appropriate training and support
- ensure that all staff receive information about child protection procedures on induction and have an annual reminder of key details in the September INSET session and that staff read a copy of section 1and section 5 of *Keeping Children Safe in Education,* (DfE 2019), the school's Child Protection Policy and the school's Staff Handbook.
- ensure that all staff are alert to signs of possible abuse and know to whom to report any concerns or suspicions
- make parents aware of the school's child protection policy.

10.1 When to be concerned and what to do:

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

There are four categories of abuse:

1. **Physical Abuse** - a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
2. **Emotional abuse** - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

3. **Sexual abuse** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
4. **Neglect -** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
   (Definitions from: *Keeping Children Safe in Education,* DfE 2019)

Other forms of abuse:

Peer on peer abuse
Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

It may involve one of the following areas of abuse:

- Bullying; including cyberbullying, racist or religious bullying, sexual, sexist and transphobic bullying, homophobic bullying and disablist bullying,
- Child Sexual Exploitation (CSE), including children under the age of 16 being coerced, manipulated or deceived into sexual activity by someone who deliberately targets their youth or inexperience. This may occur through peer on peer abusive relationships or may by adult led. This may involve a period of grooming, in which the child may receive gifts prior to performing sexual activities. Often children are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. CSE can occur when there is a sense of peer pressure and wanted to fit in.
- Sexually harmful behaviour, including sexting; Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. This also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

Peer on peer abuse at St Paul's CE Primary School is minimised through:

- Raising awareness of peer on peer abuse through regular teaching and reinforcement in the curriculum; PSHE lessons, assemblies, mentoring.
- Lead DSL (Mr Wright) has received training on CSE. Staff training on areas of peer on peer abuse to be rolled out in the Hounslow LA online training portal (by December 2017), including CSE.
- Staff being vigilant and recognizing and reporting the warning signs to SLT.
- Staff working with children who are at risk of peer on peer abuse or are themselves perpetrators of abuse in order
- Allegations of peer on peer abuse to be dealt with in accordance with procedures for handling allegations. Any allegation of abuse should be reported to the DSL or deputy DSL (see below).

Children Missing in Education:
A child going missing from education can be a sign of abuse or neglect. For example, it could indicate other safeguarding concerns such as sexual exploitation, female genital mutilation and forced marriage. St Paul's notifies the local authority (LA) of any pupil who is going to be added to or deleted from the admission register at a non-standard transition point. St Paul's acts in accordance with LSCB and Hounslow legislation and guidance on children who are missing in education. Termly reviews of the whole school cohort attendance data are carried out and children are flagged to the EWO. Children's attendance checks, who are at risk of harm / neglect, should be carried out more regularly in pastoral meetings between the lead and deputy DSL.

Honour Based Violence, Forced Marriage:
Honour based violence is a collection of behaviours which are used to control the behaviour of a child within families or other social groups to protect perceived cultural and / or religious beliefs. It may be in the form of domestic abuse / violence and / or sexual violence. It could also be in the form of emotional abuse. A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used.

Signs include:
- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Not being allowed to attend extra-curricular activities
- Being prevented from going on to further/higher education

Any disclosures of honor based violence or forced marriage should be reported to the school's DSL immediately. In the case of forced marriage rapid action is needed in case the child is at risk of abduction. DSL should refer cases to the Hounslow Local Authority children's social care immediately, as a child protection order may need to be put in place.

11. Reporting abuse and Taking Action

11.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** The DSL/ADSL can make this referral during the school day.

Tell the DSL as soon as possible if you make a referral directly.

To make a referral telephone Early Help Hounslow on: 020 8583 6600 (option 2). Full details of the

referral process in Hounslow are set out in the section below: *Referrals to Children's Social Care in London Borough of Hounslow*

Details for reporting to any local authority in the UK can be found through: https://www.gov.uk/report-child-abuse-to-local-council

11.2 What to do if you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger):

1. In all cases where abuse is suspected or a sustainable allegation is made, teachers and other adults working, training or volunteering in the school should immediately report the information to the designated teacher. In the absence of the designated safeguarding lead they should report to the deputy designated lead. The usual protocols of politeness should not be observed if a child is in significant risk of harm if action isn't taken swiftly – meetings can be discreetly interrupted. Under no circumstances should a teacher or other member of staff carry out their own investigation into the allegation or suspicion of abuse.
2. Any adult reporting an allegation will need to make an objective written record once the initial report to the designated safeguarding lead has been made.
3. The designated teacher should refer these cases to or discuss them with the investigating agencies according to the procedures established by the Local Safeguarding Children Partnership and by the LA.
4. If the designated teacher is unsure about whether a case should be formally referred or has a general concern about a child's health or development, he or she can seek advice and support from the local social services department, the NSPCC or the LA's child protection co-ordinator. The Education Welfare Officer may also be able to offer advice.
5. Whether or not to make a referral which could activate a child protection investigation is a serious decision and will require careful judgement. Where the designated teacher is not the head teacher, they should agree the way in which the designated teacher will keep the head teacher informed of a case.
6. The Local Safeguarding Children Partnership publish threshold guidance and other documents to support the DSL/ADSL in reaching a decision. Advice can also be sought through the Early Help Hounslow number: 020 8583 6600 (option 2)
7. When referring a case of suspected or alleged abuse, the designated teacher should ask to be informed of the timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate. The designated teacher may wish to clarify with the investigating agencies when, how and by whom the parents and the child will be told that a referral has been made.
8. A member of staff, either the designated teacher or the member of staff who knows the child best, should be prepared to contribute to the strategy discussion the school's knowledge of the child.
9. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to the Deputy DSL or if s/he is not available, a member of the Senior Leadership Team and/or take advice from Early Help Hounslow on: 020 8583 6600 (option 2). You can see advice at any time from the NSPCC helpline on 0808 800 5000. Make a referral to Early Help Hounslow directly, if appropriate. Share any action taken with the DSL as soon as possible. Full details of the referral process in Hounslow are set out in the section below: *Referrals to Children's Social Care in London Borough of Hounslow*

11.3 What to do in the event of a disclosure:

A disclosure is when a child tells an adult about an event of child abuse that has or may have happened to them or a friend. A disclosure can happen at any time with any adult in the school. It is essential to respond appropriately:

1. Listen carefully and reassure the child – they may be frightened and unsure how you may respond.
2. Stay calm and do not show that you are shocked or upset.
3. Don't dismiss what they are telling you, listen sensitively and allow them time to talk.
4. Tell the child that they have done the right thing in telling you. Do not tell them that they should have told you sooner.
5. Don't promise confidentiality – you have a duty to report any allegation of abuse. Instead tell the child that you must tell somebody else, but this will be to keep them safe.
6. Don't ask any leading questions – schools are not investigative bodies. We use TED to help: Can you **Tell** me what happened?, Can you **Explain** what happened?, Can you **Describe** what happened?
7. Ensure that any medical needs are taken care of appropriately.
8. Report the allegation immediately to the designated safeguarding lead teacher. Use the deputising structure in the school. But if you cannot swiftly access the relevant school staff it may be appropriate to make a referral to Early Help Hounslow or the Police and then tell the DSL as soon as possible afterwards that you have done so.
9. Write up your conversation as soon as possible in the child's own words. Stick to the facts and don't put your own judgement on it.

11.4 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 2.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

If it is thought that a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out, the DSL will contact Early Help Hounslow. Full details of the referral process in Hounslow are set out in the section below: *Referrals to Children's Social Care in London Borough of Hounslow*

11.5 Referrals to Children's Social Care in London Borough of Hounslow

If you are concerned about the well-being of a child who may be in need or at risk of abuse or neglect:

New Referrals:
Children's Services Duty Desk: 020 8583 6600 / 3200 Option 1
Secure email address: csll-socialcare-gcsx@hounslow.gcsx.gov.uk
Fax Number: 020 8583 3245

Duty Manager (West): 020 8583 3257
Duty Manager (East): 020 8583 4573

Existing Cases:
Please contact the allocated social worker or their team manager / assistant team manager. If you do not know the name of the social worker / manager, please contact the Duty Desk 020 8583 6600

12. Early Help

Child Safeguarding concerns take priority. Early help and action is vital in order to support children who we suspect may come in to contact with abuse or neglect. The importance of acting promptly is recognised in the *Keeping Children Safe in Education* (2019). All adults should follow closely the school's procedures for handling allegations and disclosures once a child has made this, reporting to the DSL within the school day, who will make a decision as to the likely course of the disclosure / allegation.

Allegations of abuse and disclosures can have a significant emotional impact on staff managing them. Within school, staff can seek support from the designated safeguarding lead teacher and from the governor with responsibility for safeguarding. Support can also be sought from Early Help Hounslow and the NSPCC. Most school unions also provide pastoral helplines for staff.

If a member of staff or adult volunteer/trainee has reported an allegation to the designated safeguarding lead teacher and is dissatisfied with the action taken, they have a right to report the allegation directly themselves to Early Help Hounslow or through the NSPCC.

13. Confidentiality

All staff have a responsibility to share information about the protection of children with the Designated Safeguarding Lead and other professionals. The school's confidentiality policy sets out the framework in which we work at St Paul's School.

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

14. Record Keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Child protection and safeguarding records are currently paper based and are secured in a locked cupboard accessible to the DSL and ADSL. Copies of child protection and safeguarding documents which are disseminated to relevant staff are marked confidential. All teachers have access to a locking cupboard in their classroom.

Where duplicate notes are not needed, for example, additional copies prepared for a meeting, they will be shredded promptly in the school shredder.

15. Communication with parents – Safeguarding Procedures

The school publishes information for parents, which sets out its responsibilities for safeguarding children, including the referral to other agencies. The leaflet is printed and circulated to parents annually. We also publish information about child protection on the school's website as well as a download of the school's leaflet on our responsibilities.

If parents have concerns about abuse, they should contact the designated safeguarding lead, Mr Wright. If the concern arises out of school hours and is serious, or during a long school holiday, they should contact either the Police, Early Help Hounslow or the NSPCC.

16. Communication with parents – Safeguarding Concerns

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

17. Allegations against staff

All staff have a responsibility to be mindful of the actions and practices of colleagues. If they witness behaviour or actions of a colleague that cause a concern around safeguarding they must act. The school's Whistle Blowing policy and the Complaints against a member of staff policy set out the process for raising a concern.

If the concern is about any member of staff except the headteacher, it should be reported to the headteacher. If the concern is about the headteacher, it should be reported to the Chair of Governors. The Chair of Governors can be contacted through the school office. The procedure for dealing with safeguarding allegations against a member of staff is set out on page 53 of *Keeping Children Safe in Education* (DfE, 2019)

In Hounslow, the procedures for reporting allegations to the Designated Officer are set out detail in *Allegations against staff and volunteers who work with children, Local Protocol, London Borough of Hounslow 2019.* This document can be downloaded from:
https://www.hscb.org.uk/professionals/allegations-against-professionals/

SAAM Duty Team, LBH:
New referrals / all new enquiries to the LADO should be made through the Safeguarding Advice and Allegations Management (SAAM) duty system:
Tel: 0208 583 5730
Email: lado@hounslow.gov.uk

Interim Safeguarding Advisor covering LADO duties:
Matilde Enriquez
Tel: 0208 583 2565
Email: matilde.enriquez@hounslow.gov.uk
Email: lado@hounslow.gov.uk for referrals and LADO advice

Interim Safeguarding and Quality Assurance Manager
Petra Kitchman
Line Manager for Safeguarding Advisor
Tel: 0208 583 6054
Mobile: 07976 702103
Email petra.kitchman@hounslow.gov.uk

Review & Quality Assurance Manager
Paul Andrews
Line Manager for Independent Reviewing Officers
Tel. 020 8583 3090
Email: paul.andrews@hounslow.gov.uk

Head of Safeguarding & Quality Assurance
Lara Wood
Tel: 0208 583 3059
Email: lara.wood@hounslow.gov.uk

18. Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by [insert your procedures for making pupils aware of this here]
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

19. Sexting

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents
The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police
If it is necessary to refer an incident to the police, this will be done through contact with the Hounslow Police Schools' Officer team.

Recording incidents
All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in this policy also apply to recording incidents of sexting.

Curriculum coverage
IT safety, including the sharing of imagery and use of social media tools is taught through the school's Computing curriculum. PSHE lessons also cover Sex and Relationship education.

The school participates in the annual Internet Safety day and uses age-appropriate resources to support children in accessing internet resources safely as well as knowing what to do when things go wrong.

The school has a section of information for parents about safer internet use on the website and holds annual workshops for parents to support them in working with their children to establish safe internet usage outside school.

20. Advanced disclosure

On rare occasions members of staff may accidently find themselves in a situation, which could be perceived by others to be inappropriate. In such circumstances we encourage 'advanced disclosure'. The member of staff should tell their line manager as soon as practicable afterwards and certainly on the same day of the event, what happened and how it came about.

21. Whistleblowing

The school has a separate policy on Allegations of abuse against staff - Whistle Blowing. This sets out the policy and procedures for staff and other adults in regards to whistleblowing.

22. Training

22.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

22.2 The DSL and deputy

The DSL and deputy will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

22.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

The designated safeguarding governor will complete a wider range of safeguarding training to be more familiar with local safeguarding issues and local responses.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

22.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

23. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.
We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

The school has iPads which all staff are expected to use for recording videos or photographs as part of any planned learning.

Staff are not allowed to take or store photographs of children on their own devices.

There is further guidance on staff use of personal IT resources and social media in the Staff Handbook.

24. Complaints and concerns about school safeguarding policies

24.1 Complaints against staff

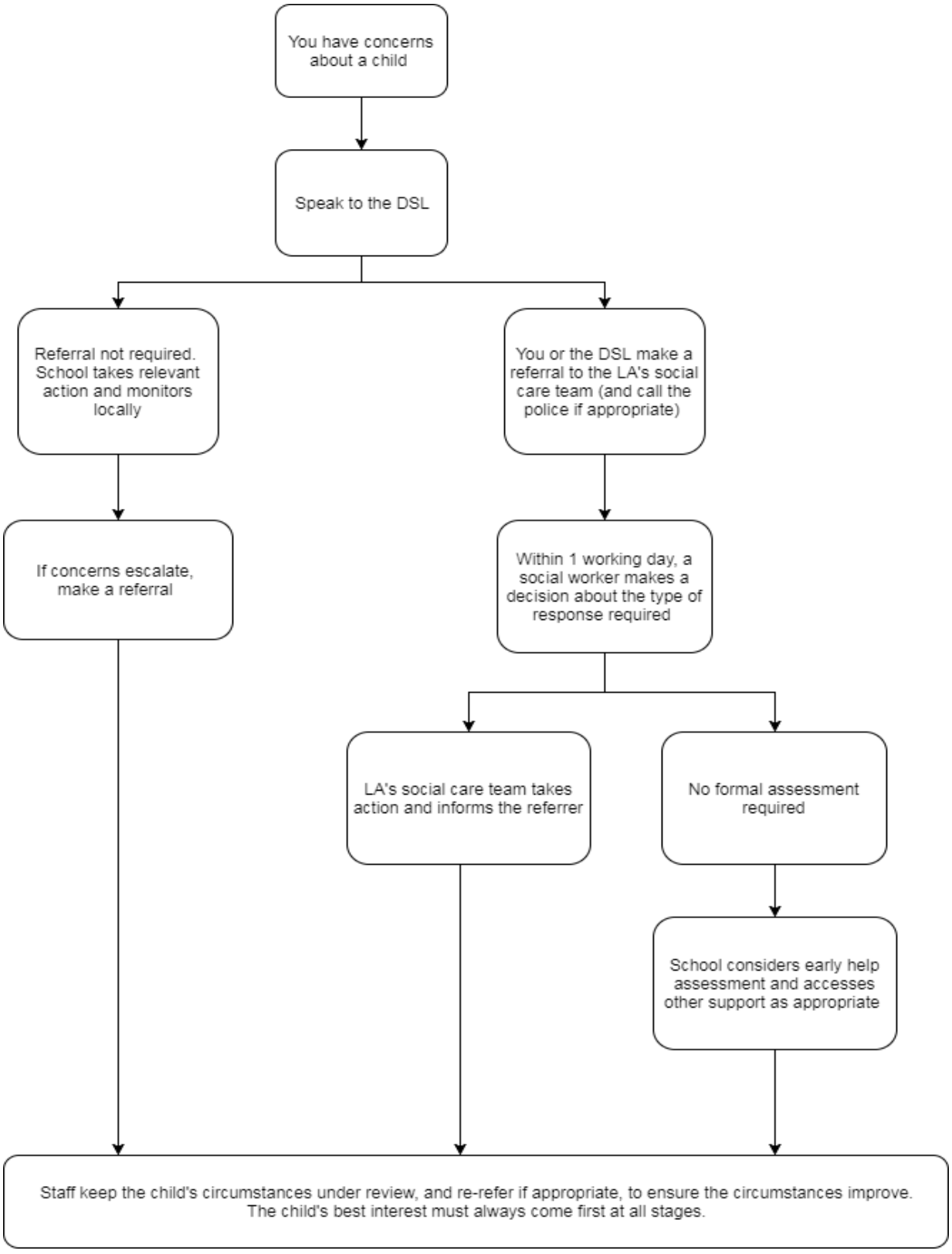
Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. These are covered in our Allegations of abuse against staff - Whistle Blowing policy.

24.2 Other complaints

All other types of complaints are dealt with in line with the school's complaints process.

The policy and procedures above all contribute to the school aims
'Caring for all…Growing with God'

Appendix 1 – Procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm or in immediate danger



Appendix 2 – Signs and indicators of the four categories of abuse and neglect & other specific safeguarding issues

2.1 PHYSICAL ABUSE:

Physical Signs:

All children have accidents and may have bruises from time to time. The child or his or her parents will usually tell you how the injuries occurred and what happened. However, if they do not tell you or do not give you an adequate explanation of what happened, you need to consider whether the injuries are a possible sign of physical abuse. Sometimes a child can be physically abused without easily identifiable signs of injury, e.g. babies who have been shaken, so it is important to act on concerns so professional assessments can be made.

Injuries not adequately explained including:

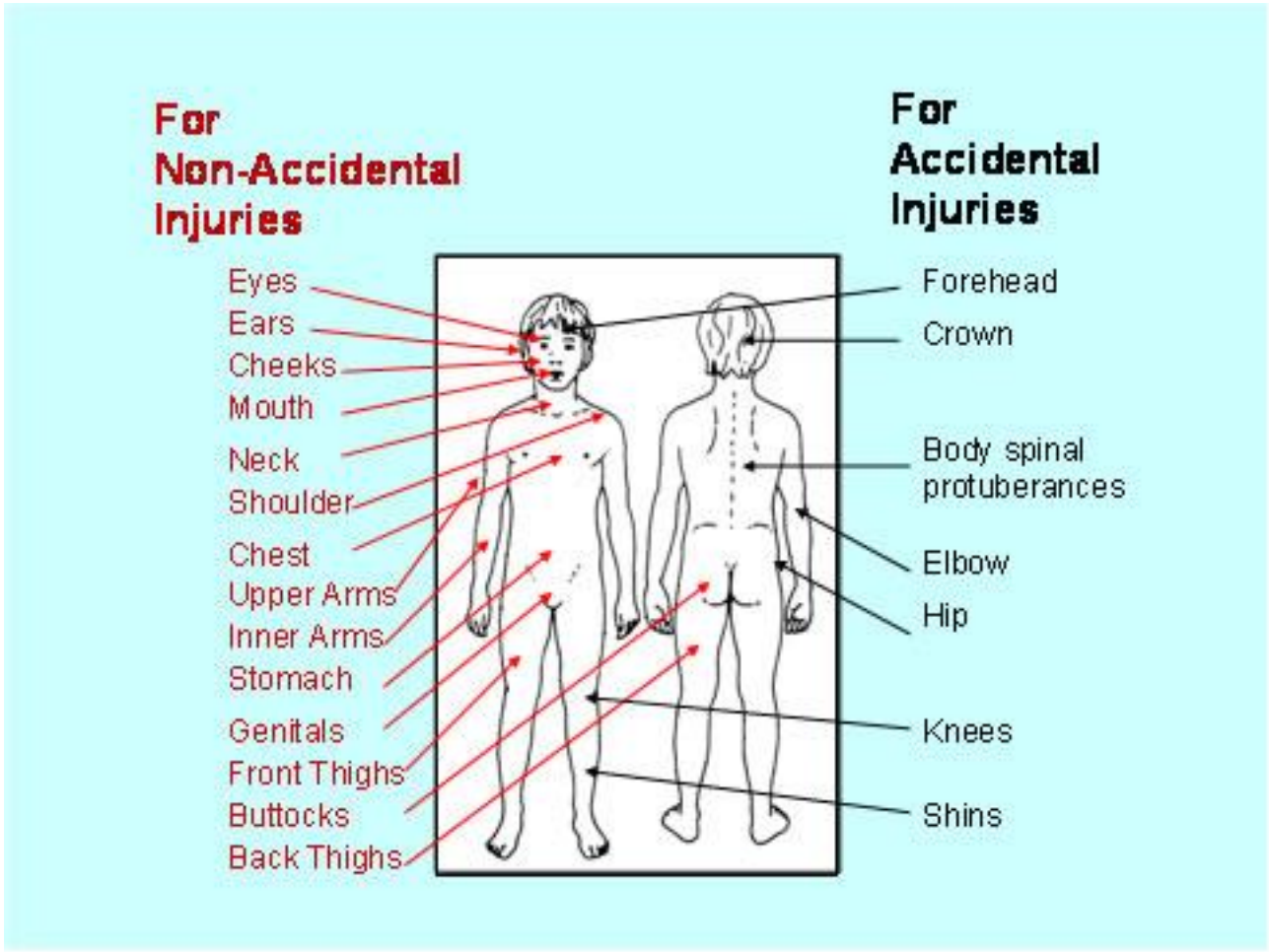
- Fractures, bruises, burns, bite marks, slap marks, implement marks e.g. belt mark.

Other signs of abuse include:

- Grip marks - may indicate shaking
- Slap marks - cheeks, buttocks, limbs (may leave a hand imprint)
- Soft tissue marks
- Long marks
- Symmetrical bruising
- Bruising in unusual places e.g. bruises on ears
- Teeth / bite marks
- Burns with outline, e.g. outline of an iron
- Cigarette burns
- Fractures or other injuries
- Injuries which haven't been treated properly and there is delay in seeking medical attention
- Any injury to a child who isn't mobile e.g. baby under 1 year, disabled child

Behavioural Signs:

- Child appears frightened of others e.g. parent(s) or carer(s)
- Child doesn't want to go home, or runs away
- Child flinches when approached or when someone stretches a hand towards them
- Child reluctant to get undressed e.g. for games or sport activity
- Child very passive or very aggressive
- Frozen watchfulness - child sits very still watching what's going on (waiting for the next hit)
- Equally could appear overly "happy" and "eager to please"


For
Non-Accidental
Injuries
For
Accidental
Injuries
Eyes
Ears
Cheeks
Mouth
Neck
Shoulder
Chest
Upper Arms
Inner Arms
Stomach
Genitals
Front Thighs
Buttocks
Back Thighs
Forehead
Crown
Body spinal
protuberances
Elbow
Hip
Knees
Shins

2.2 SEXUAL ABUSE:

Physical Signs:

- Repeated, inappropriate, masturbation
- Presence of sexually transmitted disease
- Young children with age inappropriate sexual knowledge, e.g. penetration, ejaculation, oral sex
- Explicit sexual drawings
- Pain, soreness or itching in the genital or anal areas or mouth
- Recurrent genital or urinary infections.
- Pregnancy

Behavioural Signs:

- Disclosure from a child (to another child or an adult)
- Young children acting out sexual behaviours, e.g. simulating intercourse, grabbing genitalia etc
- Young children displaying sexually inappropriate knowledge or behaviour
- Persistent bedwetting, nightmares and sleep problems
- Anorexia, bulimia, self harm or excessive 'comforting' eating
- Fear of a specific person
- Running away from home
- Substance abuse
- Child having unexplained gifts, including money
- Children having 'secrets' that an adult says they are not allowed to tell
- Secrecy around internet use and webcams etc.

2.3 NEGLECT:

Physical Signs:

- Looks excessively thin or ill
- Well below average weight and height, failure to thrive,
- Recent unexplained weight loss.
- Complains of hunger; lack of energy
- Untreated conditions/injuries
- Repeated accidents, especially burns
- Left home alone inappropriately
- Repeatedly unwashed, smelly or dressed inappropriately for the weather
- Supervision/carers inappropriate (e.g 8 year old looking after other children)
- Badly decayed teeth
- Unhygienic and/or unsanitary living conditions

Behavioural Signs:

- Poor level of concentration
- Constantly hungry or 'stealing' food from others/from bins
- Not keeping Doctor or Hospital appointments
- Frequently not at school or persistent lateness
- Reluctant to go home from school
- Delayed speech development

2.4 EMOTIONAL ABUSE:

Physical Signs:

- Physical, mental and emotional developmental delay / late developer with no obvious medical reason
- Sudden onset speech disorders, e.g suddenly developing a stammer

Behavioural Signs:

- Acceptance of punishment which seems excessive
- Over-reaction to mistakes
- Continual self deprecation
- Excessive fear of new situations
- Inappropriate emotional response to painful stimuli
- Excessive behaviours, e.g. rocking, head banging, pulling own hair out
- Self harm and/or eating disorders
- Compulsive stealing/scavenging
- Excessively sad, depressed, withdrawn,
- Low self esteem
- Very poor relationship with parent/carer

(Signs and indicators of abuse taken from: http://www.safeguardingchildren.co.uk/section-2.html

2.5 Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

2.6 Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

2.7 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
The DSL and deputy will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

2.8 So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM
The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.
Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating
    - Having frequent urinary, menstrual or stomach problems
    - Avoiding physical exercise or missing PE
    - Being repeatedly absent from school, or absent for a prolonged period
    - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
    - Being reluctant to undergo any medical examinations
    - Asking for help, but not being explicit about the problem
    - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society
    - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
    - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period

- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

2.9 Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

2.10 Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.
Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including Prevent policy.

Appendix 3 – School Concern Proforma

St Paul's CE Primary School
Concern Sheet

Name of child:	Class:
Adult with concern:	Date:
The concern requires: 1. Immediate action ☐ 2. Further discussion with CP Team ☐	
Details of the concern:	
For LDST use _____ Is the child: On the SEN Register? Yes / No Looked after by Social Services? Yes / No Has a Child Protection Plan? Yes/ No Known to the Social Services / EHH Team? Yes / No	
Action:	

Appendix 4 – Links to support

Hounslow Local Safeguarding Children Partnership:

https://www.hscb.org.uk/

National Society for the Prevention of Cruelty to Children (NSPCC)

http://www.nspcc.org.uk/