

# KINGSBURY HIGH SCHOOL



## CHILD PROTECTION POLICY

Responsible Committee:  
Reviewed:

Full Governing Body  
Annual

Adopted by Governors:  
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Sarah Purtill



## CONTENTS

1	Introduction
2	Statutory Framework
3	Equality Statement
4	The Designated Safeguarding Lead
5	The Governing Body
6	The Headteacher
7	Safeguarding action needed
8	School Procedures
9	When to be Concerned
10	Dealing with a Disclosure
11	Female Genital Mutilation (FGM)
12	Radicalisation/Prevent
13	Mental Health
14	Peer on Peer abuse
15	Criminal exploitation of children
16	Sexting
17	Confidentiality
18	Notifying Parents
19	Record Keeping
20	Allegations Involving School Staff/Volunteers
21	Pupils with special educational needs and disabilities
22	Pupils with a social worker
23	Looked-after and previously looked-after children
Appendix 1	Indicators of Possible Significant Harm
Appendix 2	Child Protection – steps after a disclosure
Appendix 3	Referral to LADO



## 1. INTRODUCTION

**Safeguarding is defined as protecting children from maltreatment, preventing impairment of physical and mental health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best outcomes. As a Unicef Rights Respecting School we are committed to the United Nations Convention on the Rights of the Child, and recognise that all staff in the school are Duty bearers of these rights and without robust safeguarding these rights are at risk.**

**This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.**

**In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Staff code of Conduct, Preventing Extremism and Radicalisation Policy, Supporting Attendance Policy, Police Guidance Policy and PSHE Policy.**

<b>Purpose of a Child Protection Policy</b>	To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.
<b>Our Safeguarding Partners</b>	The school follows the procedures established by the Safeguarding Children Board; a guide to procedure and practice for all agencies working with children and their families.
<b>School Staff, Supply Teachers &amp; Volunteers</b>	All school staff, supply teachers and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children. All school staff, supply teachers and volunteers will receive child protection training, so that they are knowledgeable and aware of their role in the early recognition of the signs and symptoms of abuse or neglect and of the appropriate procedures to follow.
<b>Mission Statement</b>	<ul style="list-style-type: none"><li>• Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.</li><li>• Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well being of a child.</li><li>• Ensure children know that there are adults in the school whom they can approach if they are worried.</li><li>• Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.</li><li>• Include opportunities in the PSHE curriculum for children to be aware of the signs of abuse and how they can keep themselves safe, with an additional focus on contextual safeguarding.</li></ul>



- Ensure that the United Nations Convention on the Rights of the Child is in place for all students.

### **Definitions :**

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's physical or mental 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.

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 1 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

## **2. STATUTORY FRAMEWORK**

In order to protect children from harm the school will act in accordance with the following legislation and guidance:

The Children Act 1989

The Children Act 2004

Education (Independent School Standards) Regulations 2014

Safeguarding Children Board Child Protection Procedures (2007)

The Counter Terrorism and Security Act (2015)

Mandatory reporting of FGM and security Act (2015)

Mental Health and Behaviour in Schools – (DFE 2018)

Sexual violence and sexual harassment between children in schools and colleges (DFE 2018)

DFE Guidance Keeping Children Safe in Education (2020)

Guidance for safer working practice for those working with children and young people in education settings (2019)

Teaching online safety in school (DfE, 2019)

HM Government 'Working Together to Safeguard Children' (2018)

HM Government 'Working Together to Safeguard Children' (2018) requires all schools to follow the procedures for protecting children from abuse which are established by our



Safeguarding Partners. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

DfE guidance Keeping Children Safe in Education (2020) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by our Local authority safe guarding partners of how to refer a child.
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Safeguarding Lead should have responsibility for co-coordinating action within the school and liaising with other agencies
- Staff with designated responsibility for Child Protection should receive appropriate training

All staff have received their own copy and attended specific training on Keeping Children Safe in Education.

**DfE guidance: Safeguarding Children and Safer Recruitment in Education (2006) also states that “All parents need to understand that schools and FE colleges have a duty to safeguard and promote the welfare of children who are their pupils or students, that this responsibility necessitates a child protection policy and procedures, and that a school or FE college may need to share information and work in partnership with other agencies when there are concerns about a child’s welfare.”**

### 3. 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 (see section 9)
- 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

### 4. THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Safeguarding Lead(s) in this school are:

**Sarah Purtill**



## **Anton Mclean**

The Deputy DSL will act in the absence/unavailability of the DSL.

The Deputy Designated Safeguarding Lead for Child Protection in this school are:

**Alexander Yeung**  
**Catrin Williams**  
**Sandip Das**  
**Gary Froy**  
**Chris Gibson**  
**Cresta Hurt**

It is the role of the Designated Safeguarding Lead for Child Protection to:

- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training annually
- Ensure that newly appointed staff receive a child protection induction
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for child protection
- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of the Safeguarding Children Board Child Protection Procedures
- Ensure that the Head Teacher is kept fully informed of any concerns, especially ongoing enquires under section 47 of the Children Act 1989 and police investigations.
- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns (e.g. refer to Social Services or appropriate health agency)
- Liaise with Social Services care teams over suspected cases of child abuse
- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked 'Strictly Confidential' and that these records are passed securely should the child transfer to a new provision
- Submit reports to, ensure the school's attendance at Child Protection Conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Social Services of the absence of a child who is the subject of a child protection plan
- Provide guidance to parents, children and staff about obtaining suitable support
- Refer cases to the Channel Programme where there is a radicalisation concern as required.
- Refer cases where a crime may have committed to the police as required.
- 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.

## **5. THE GOVERNING BODY**

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. The Safeguarding Governor is **Ms Mary-Ann Allison**



In particular the Governing Body must ensure:

- Child protection policy and procedures
- Safer recruitment procedures
- Appointment of a DSP who is a senior member of school leadership team
- Relevant child protection training for school staff/volunteers is attended
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- A member of the Governing Body **Jag Minhas** is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged.

## 6. THE HEAD TEACHER

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- ensures that child's safety and welfare is addressed through the curriculum

## 7. SAFEGUARDING ACTIONS WILL BE TAKEN FOR:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability, religious, sexist, homophobic and transphobic abuse.
- Gender based violence/honour-based violence against women and girls.
- Radicalisation and or extremist behaviour.
- Children that go missing
- Children missing from education
- The impact on new technologies on bullying and sexual behaviour in particular the issue of sexting.
- Underage sexual activity
- Substance misuse by children or family members
- Domestic violence and abuse, including teenage relationship abuse.
- Female Genital Mutilation.
- Child Sexual Exploitation
- Child Criminal Exploitation, including County lines
- Children expressing suicidal thoughts and those with significant mental health concerns.
- Forced marriage
- Fabricated or induced illness
- Poor parenting.
- Peer on Peer Abuse
- Other issues not listed here but that pose a risk to children, young people and vulnerable adults.



## 8. SCHOOL PROCEDURES

If any member of staff is concerned about a child he or she must inform a Designated Safeguarding Lead. All staff attend yearly training on the signs of abuse and have regular updates. Staff are reminded to have it “could happen here” and that our actions must always have at the forefront what is in the best interests of the child.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. Staff will meet with the Designated Leads.

The DSL will decide whether the concerns should be referred to Social Services. If it is decided to make a referral Social Services this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm. This will be in discussion with the Social Services front door team.

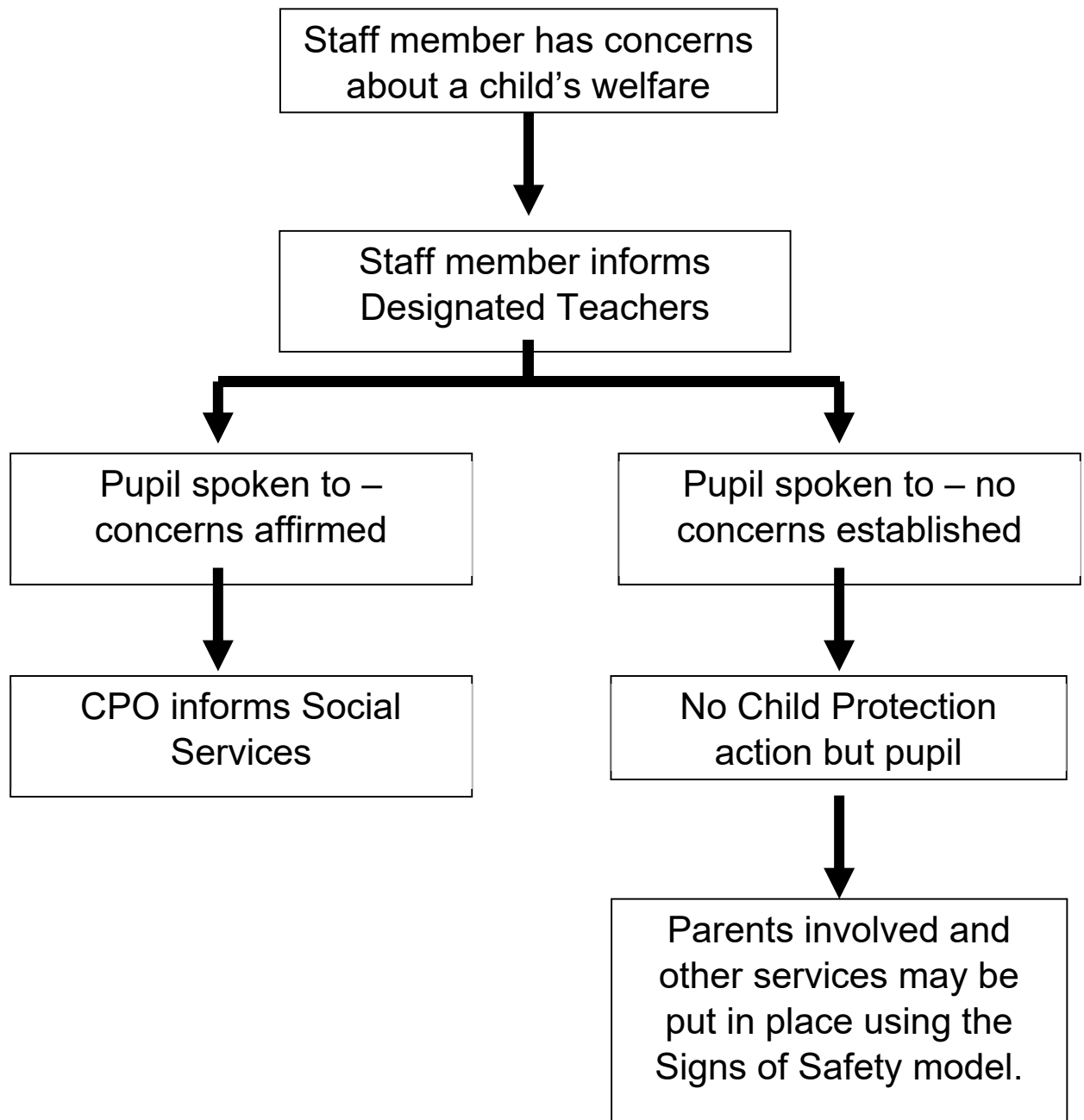
Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan (formerly referred to as the Child Protection Register) or a Child In Need and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan or a Child in Need Plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child’s academic file.





## Child Protection Policy Flowchart



### NB

If a pupil makes a disclosure to a member of staff it **must** be passed on to a member of the safeguarding team.

A member of staff **CANNOT** offer confidentiality to a pupil.



## 9. WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1** for details.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

## 10. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff / volunteer will:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children Schools and Families
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Safeguarding Lead without delay

### Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy and report incidents to the DSI. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Leads, their deputies, the Head Teacher and the Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety

All staff have been informed of how to refer to social care if they have a concern – see Appendix 2. Staff must inform the Designated Safeguarding Leads as soon as possible of their actions.

If staff are worried that their concerns will not be acted upon or if they feel the safe guarding procedures are not robust in the school, then staff should either report the concerns to the Head Teacher or Chair of Governors. If the concerns are that the Head Teacher and Chair of



Governors will also not act, then staff as part of the training have been made aware of whistle blowing procedures and given the telephone number of the NSPCC whistleblowing Helpline. This helpline is also displayed in both staff rooms, the telephone number is 0800 028 0285

### Support

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer will be offered support from the Designated Team and counselling will be available to staff if appropriate.

## **11. FEMALE GENITAL MUTILATION (FGM)**

Female genital mutilation (FGM), also known as female circumcision or female genital cutting, is defined by the World Health Organisation (WHO) as "all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons".

At Kingsbury High School we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

'It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

At Kingsbury High School we have a duty to report concerns we have about girls at risk of FGM to the police and social services.'

## **12. RADICALISATION/PREVENT**

All staff at Kingsbury High School have undergone 'WRAP' (Workshop to Raise Awareness of Prevent) training which is the means by which schools and staff develop an understanding of the Prevent strategy. This means our staff have;

- An awareness and understanding of the Prevent agenda and their role within it.
- The ability to use existing expertise and professional judgement to recognise potentially
- vulnerable individuals who may be susceptible to messages of violence.
- The confidence to use a common sense-based response.

Staff who have concerns about a student to refer to the DSP and a referral will made to Brent Front Door. This includes concerns relating to a child who may be vulnerable to violent extremism, support for terrorism or terrorists related activity.

Advice is given to parents through Keeping children and young people safe against radicalisation and extremism advice to our parents and carers.

When appropriate staff attend Channel meetings to ensure that support is given to our students to keep them safe.

## **13. MENTAL HEALTH**

Our school seeks to promote positive mental health in our students and to identify and address those with less severe problems at an early stage and build their resilience. Our PSHE curriculum teaches the ways to help support positive mental health and signposts for support. We have a dedicated School Counsellor and Social Worker on site and are able to



provide school counselling to our students. At Kingsbury School staff are very aware that children's behaviour can be a sign of student suffering with their mental health and we recognise that ACES (adverse childhood experiences) can impact on children's mental well being and children are identified for those needing additional support either through the support of CAMHS or Social Services.

We also recognise that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to supporting such families and will endeavour to identify those who would benefit from early help from local services and work with them to avoid any adverse impact on their children

#### **14. ALLEGATIONS OF ABUSE AGAINST OTHER CHILDREN/PEER ON PEER ABUSE (Child Protection)**

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 and safeguarding 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

We will minimise the risk of peer-on-peer and child on child 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 through regular messages given to students in assemblies and Start the Day Right



- 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

## 15. THE CRIMINAL EXPLOITATION OF CHILDREN: 'COUNTY LINES'

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Signs to look out for:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Where staff have a concern around country lines they should inform the DSL immediately who will follow the local authority safeguarding procedures. Where there is a risk of imminent harm an immediate referral to the police should be made.

## 16. SEXTING

### Staff responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to a member of the safeguarding team 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 our Safer Schools Officer.

### **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PSHE curriculum. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

## **17. CONFIDENTIALITY**

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- 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
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- 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 leads (or deputies)





## 18. NOTIFYING PARENTS

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.

## 19. RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

## 20. ALLEGATIONS INVOLVING SCHOOL STAFF/SUPPLY TEACHERS/ VOLUNTEERS

Whenever it is alleged that a member of staff/supply teacher/volunteer has:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved toward a child in a way which indicates s/he is unsuitable to work with children

The person receiving the allegation must take it seriously and immediately inform the Head Teacher.

If any member of staff/supply teacher/ volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Head Teacher.

They should also make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the Head Teacher.

If the concerns are about the Head Teacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is: **Mr Jag Minhas**

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is: **Ms Sandra Ernstoff**

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but he/she will assess whether it is necessary to refer to Social Services in





consultation with the Local Authority Designated Officer: 020 8937 4838 Mobile 07810 506643

If it is decided that the allegation warrants further action through Child Protection Procedures the Head Teacher must immediately make a referral to Social Services Client Services so that the allegation can be investigated in accordance with Section 10 of the Safeguarding Children Board Child Protection Procedures . Please see Appendix 3

If it is decided that it is not necessary to refer to Children Schools and Families, the Head Teacher and Local Authority Designated Officer will consider whether there needs to be an internal investigation.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

## **21. Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes providing safe spaces for these pupils, key workers and SEN pupil passports for their needs.

## **22. Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

## **23. Looked-after and previously looked-after children**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads



We have appointed a designated teacher, **Sarah Purtil**, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will

- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans



## **APPENDIX 1 - INDICATORS OF POSSIBLE SIGNIFICANT HARM**

### **POSSIBLE SIGNS OF PHYSICAL ABUSE**

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

### **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)



- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

#### **POSSIBLE SIGNS OF SEXUAL ABUSE**

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia



- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

## **SEXUAL EXPLOITATION**

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

The significant indicators are:

- Having relationship of concern with a controlling adult or young person, (this may include physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the internet and mobile technology



## POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

### Serious Violence - Child Criminal Exploitation – Signs

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places

**In addition to all the above signs, a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.**

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