

Grand Avenue Primary and Nursery School

A Policy for Child Protection

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Designated Teacher for Child Protection: Shona Pitcher Deputy Head

Margaret Barrington Head (in her absence)

Updated Autumn 2015 (Annually reviewed)

Grand Avenue primary and Nursery School fully recognises its responsibilities for child protection and the contribution it makes towards safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

This policy outlines these responsibilities and in particular that of the Designated Safeguarding Lead (DSL). It also outlines the procedures of the action to be taken where the abuse of a child is suspected.

The Designated Safeguarding Lead is the Deputy Headteacher – Shona Pitcher, and the Headteacher - Margaret Barrington, and the Nominated Governor for child protection is Cath Tanner. The role of the Nominated Governor is to meet regularly with the DSL to monitor that appropriate policies and procedures are in place and that they are being implemented correctly. Compliance with the policy will be monitored by the DSL and through staff performance measures.

Introduction and Aims

This policy applies to all children, staff, governors, visitors and volunteers in the school.

This policy is reviewed on an annual basis. There are five main elements to our policy:

- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan (or Child in Need Plan for lower level concerns);
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school 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 PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- We will follow the procedures set out by the LSCB and take account of guidance issued by the DfE to safeguard children and promote their welfare.

Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The London Child Protection Procedures (2014)
- Keeping Children Safe in Education (DFE 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf
- Keeping Children Safe in Education: information for all school and college staff (DFE 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf
- Working Together to Safeguard Children (Gov 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
- The Education (Pupil Information) (England) Regulations 2005

Working Together to Safeguard Children (Gov 2015) requires all schools to follow the procedures for protecting children from abuse which are established by Kingston and Richmond Safeguarding Children Boards.

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. Schools should ensure that those groups or individuals who hire and / or use their building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their duties, if children or vulnerable adults are using the building or grounds.

Furthermore, Keeping Children Safe in Education (DfE 2015) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Safeguarding Children Board
- 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 Senior Person should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with the designated safeguarding lead should undergo updated child protection training every two years

The document "Keeping Children Safe in Education" (2015) must be read in conjunction with this policy and should be kept as an appendix to the school's child protection policy. The school will publish its child protection policy on its website and signpost all stakeholders to information that will actively keep children safe online.

The Designated Safeguarding Lead

The Governing body should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The Designated Safeguarding Lead for Child Protection in this school is:

NAME: Shona Pitcher

A Deputy DSL should be appointed to act in the absence/unavailability of the DSP.

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

NAME: Margaret Barrington

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

This school recognises that it is an agent of referral and not of investigation.

Refer all cases of suspected abuse to the local authority children's social care and:

- Police (cases where a crime may have been committed).
- Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

The DfE has clear guidelines on what schools, colleges, Governing Bodies and LAs should do if they suspect that a child has been abused. It is not, however, the responsibility of teachers and other staff in schools to investigate suspected abuse. They should not take action beyond that agreed in the procedures established by their Local Safeguarding Children Board (LSCB). The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their local LSCB and LA. The Headteacher or Chair of Governors must also be able to deal with allegations made against members of staff.

DSLs also have an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Have received training in how to identify abuse and know when it is appropriate to refer a case, together with having a working knowledge of how LSCBs operate and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors;
- Make themselves (and any deputies) known to all staff, volunteers and Governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the DSL immediately.

Training

The designated safeguarding lead should receive appropriate training carried out at least every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them;

Raising Awareness

The DSL should ensure the school policies are known and used appropriately, and:

- Ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly 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;
- Ensure that safeguarding contact details will be kept prominently displayed in the school to ensure that all staff, children and parents have unfettered access to safeguarding support. The policy will be available as a hard copy, as required, including in staff areas.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Where children leave the school, ensure their child protection file is copied for any new school or college as soon as possible but transferred, separately from the main pupil file.

The Governing Body

Keeping Children Safe in Education (2015) states:

Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.

Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

In particular the Governing Body via the Nominated Governor for safeguarding must ensure the responsibilities placed on governing bodies and proprietors include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy, and that it is reviewed annually;
- Appointing a Designated Safeguarding Lead who should undergo child protection training every year, at Level 3 and a Level 3 refresher three yearly;
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns;
- making sure that children are taught about how to keep themselves safe.

The Headteacher, DSL and Nominated Governor will provide an annual report to the Governing Body detailing any changes to policy and procedures, and key school safeguarding data, such as serious incidents, numbers of children looked after or subject to child protection plans, and details of any allegations made against staff or volunteers, and subsequent action, permanent or temporary exclusions, children missing education, or those with concerning attendance records. The report should include an understanding of the special needs of students and matters of diversity and ethnicity.

The nominated governor for safeguarding in this school is:

NAME: Cath Tanner

Safer Recruitment

The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children whether through volunteer or paid employment.

All recruitment panels will have at least one member who has completed Safer Recruitment training.

The following statement is used on all adverts for new appointments:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Disqualification

All staff and volunteers will be asked to report to the school in relation to discloseable information / convictions / personal matters.

All staff will have a DBS (Disclosure and Barring Service) check, medical clearance, references checked, National Insurance details taken and the right to work in the UK checked.

Records and Monitoring

Well kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child, the status of such records and when copies of these records should be passed to other agencies.

Any member of staff receiving a disclosure of abuse or noticing indicators of neglect must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records will be signed and dated and will include the action and advice taken, including any differences of opinion. This should be presented to the DSL.

Any files notes should be kept in a confidential place in chronological order (separate to pupil records). All child protection records are stored securely and confidentially and will be retained for the duration of the pupils time at grand Avenue Primary and Nursery School and for 3 years after pupils have left. If a pupil transfers from the school, these files will be copied and forwarded to the pupil's new education setting, marked "confidential" and for the attention of the receiving school's DSL.

Supporting Pupils

It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the school is represented at, and a report is submitted to, child protection conferences, child in need meetings, strategy meetings, core group meetings, and looked after children reviews. Whoever attends should be fully briefed on any issues or concerns. The school will commit to regular liaison with other professionals and agencies who support families and a commitment to honest and open communication with families. There is a recognition of the additional vulnerability of children with disabilities or special needs, and that children may become vulnerable due to matters of concern in the home environment: domestic abuse, mental health concerns or substance use.

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 or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum;
- Deploying well trained staff and volunteers, who are conversant with research, practice and procedures to promote children's welfare and keep them safe, both at home and in the community;
- Promotion of the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Enforcing the school Code of Conduct 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. The policy also outlines an effective whole school policy against bullying and that there are measures in place to prevent all sorts of bullying amongst pupils;
- Liaison with other agencies that support the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology service;

- Keeping the LA (AfC) admissions team updated. If a child leaves and the new school is not known, the relevant person in the LA Admissions Team should be alerted so that these children can be included on the database for missing pupils;
- The use reasonable force (positive handling) to restrain pupils under certain circumstances. Other people may do so, in the same way as teachers, provided that they have been authorised by the Headteacher to have control or charge of pupils. A member of the Senior Leadership Team will be called to support and take the lead if a child's behaviour is showing any signs of escalating to a level where the child's safety or that of others may be compromised. Calming and defusing behaviour management strategies will always be used first to de-escalate a violent or aggressive incident. Physical restraint will only be used as a last resort in situations where calming and defusing strategies have failed to de-escalate the situation and there is a risk of likely injury to the child concerned or others and/or likely significant damage to property. If there is information to suggest that a child is likely to behave in a way that may require physical control or restraint, a risk assessment is undertaken. (Refer to the 'Positive Handling' policy).

Whistleblowing

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school's code of conduct / whistle-blowing policy. Any staff member can press for re-consideration of a case if they feel a child's situation does not appear to be improving. They must refer their concerns to the SPA directly, if they have concerns for the safety of a child.

School Procedures

When there are serious concerns about a child's welfare but no specific evidence of abuse:

A member of staff may become concerned about a child whose appearance, behaviour, health, academic progress, relationships or demeanour give rise to general worries about his or her care and well-being, but no specific evidence of abuse has occurred.

In such cases, the following steps should be taken: **(See Flowchart One)**

- The member of staff should refer to the Designated Safeguarding Lead for child protection.
- The DSL/ Headteacher should consult with the child's parents/carers, or those with parental responsibility for the child and arrange to meet them as soon as possible in order to discuss the concerns. The DSL should make a written record of what the parents/carers said and how they reacted. If the parents/carers fail to respond to the request to discuss the concerns, that also should be noted.
- The Headteacher should then decide whether the situation warrants a referral to the Single Point of Access (SPA).
- 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.
- A formal child protection referral is made or a decision not to refer is made.

A formal child protection referral is made when:

- i) It may be the case that evidence comes to light that abuse has occurred, or is at risk of occurring, by a person unrelated to the child and not someone involved in the child's

family life. In such cases the referral should make this clear. The Single Point of Access (SPA) will then liaise with the Police Child Abuse Investigation Team on the best way to proceed.

ii) A request is made for a 'Child in Need' assessment, with the possibility of social work support being offered to the family. The Headteacher should outline the concerns in writing to the Single Point of Access (SPA).

Where no referral is necessary, the decision should be recorded, with reasons and dated. The DSL / Headteacher may decide that the matter should continue to be dealt with internally within the school. This may include, in appropriate cases, advising the parents/carer.

If a pupil who is/or has been the subject of a child protection 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.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

As a person who works with children, staff have a duty to refer safeguarding concerns to the designated senior person for child protection. However if:

- concerns are not taken seriously by an organisation or
- action to safeguard the child is not taken by professionals and
- the child is considered to be at continuing risk of harm

Then Staff should speak to a DSL in their school or contact the local SPA on 0208 547 5008

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Action to be taken when a child discloses, or a member of staff suspects, that abuse has occurred outside school:

If a child makes a disclosure to a member of staff (or other adult) that they are suffering or at risk of suffering significant harm, or if a member of staff becomes aware of any information suggesting that child abuse may have occurred or is likely to occur, then the following steps must be taken: **(see Flowchart Two)**

The member of staff to whom the disclosure is made, or who becomes aware of actual or potential abuse, must refer the matter immediately to the DSL.

The DSL should listen to what the child or young person wishes to say in response to the concerns and clarify any matters which are not clear in the child's account but must not conduct an in-depth interview or investigation of the allegation. The DSL must explain to the pupil at the outset of such a discussion that no promise of personal confidentiality can be made, even if the child should request this, as this would not be possible if there were a

subsequent child protection enquiry. The DSL should explain to the child what could happen next.

The DSL should keep an accurate written and dated record of anything the child has said about the matter and this must be reported immediately to the Headteacher, where the head is not him or herself the DSL. The Headteacher/DSL, will make a referral and / or gain advice from the Single Point of Access (SPA).

If the decision is not to refer, the Headteacher/DSL must officially log the decision, the reasons for it and any subsequent action taken in respect of the child/young person who raised the matter initially.

Where it is decided that the matter should be referred, the school should immediately contact the Single Point of Access (SPA) or known case-holding social worker in the relevant team, depending on the pupil's place of residence. The school should state the cause for concern and any action so far taken.

Where, based on the information available, the Single Point of Access (SPA) decides that it is not appropriate to proceed further with a child protection enquiry, the social worker concerned will provide advice to the school on any other action that may be taken to promote the child's welfare within 24 hours. This could include intervention by other Social Services teams or workers, the Education Welfare Service, The Health Service or Voluntary agencies.

Where, based on the information available, Children and Families Services decide that a 'Section 47' investigation is needed, the school will be asked to complete a formal *Child Protection Referral Form*. It should be faxed as soon as possible to the Duty Officer of the relevant SPA, or to the allocated Social Worker if the child already has one. A signed copy should be forwarded immediately afterwards by post.

The enquiry will start within 24 hours of the decision to do so being made. A Child Protection Strategy Discussion will be called, which in appropriate circumstances would involve the Police Child Abuse Investigation Team, to discuss the future handling of the case. School staff will normally be asked to attend this meeting to provide background information.

One outcome of the Strategy Discussion will be a decision on what information should be shared with the family, and by whom. Consideration will be given to the fact that such information sharing could in some circumstances, place the child in a position of risk of significant harm, or else could jeopardise a subsequent police investigation into an alleged offence.

The SPA will then have full responsibility for pursuing and concluding the enquiry, and for co-ordinating with the Police Child Abuse Investigation Team, medical personnel and other key workers. They will inform the school and all other key workers involved of subsequent developments.

Allegations Involving School Staff/Volunteers

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child;

- Possibly committed a criminal offence against/related to a child;
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life, such as if they had a child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct and the '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

If a child or young person makes an allegation of physical or sexual abuse against a teacher (other than the Headteacher) or a non-teaching member of staff, the following steps must be followed – (**see Flowchart Three**)

- Where the allegation is not made directly to the Headteacher, the person to whom the disclosure is made must immediately inform the Headteacher. If it is the Headteacher against whom the allegation is made, alternative action should be taken (see next section).
- The Headteacher should report the matter to the local SPA for the LADO (Local Authority Designated Officer), within 24 hours, who will offer any appropriate advice to the Headteacher and oversee the investigation, including strategy meetings.
- Where the Strategy Discussion subsequently decides that a child protection enquiry should not be undertaken, this decision and any subsequent recommendations for other action will be recorded and reported back to the other parties concerned. The Strategy Discussion may decide to recommend that an internal investigation be carried out by the school or Education Service. If this internal investigation discovered other facts of a serious nature, it would always be possible to reconvene another Strategy Discussion. In appropriate circumstances, such cases might be referred to the Quality Assurance sub-group of the LSCB.
- Where the Strategy Discussion decides that a child protection or criminal investigation should be pursued, this decision will be recorded and an action plan drawn up. The relevant Social Services locality team will then have full responsibility for pursuing and concluding the enquiry, co-ordinating with the Police Child Protection Team, medical personnel and other key workers. They will inform the school and all key workers involved of subsequent developments.
- It is possible that the facts of a case may warrant an investigation of the member of staff concerned under the LA's disciplinary procedures. Such an investigation **must**

not be conducted while any formal child protection enquiry or criminal investigation is being pursued.

If the Headteacher is the person against whom the allegation is made, then the procedures set out above must be adapted accordingly. The following alternative steps should be taken – (**see Flowchart Four**)

- The initial report should be made to the Designated Teacher for child protection, not to the Headteacher. The member of the school's Governing Body nominated to take responsibility for child protection issues should also be informed, and the Chair of Governors. As before, a written and dated record should be made within 24 hours. The Designated Teacher or Nominated Governor should take responsibility for contacting the LADO at the SPA.
- Where the Headteacher is also the school's Designated Teacher for child protection, the member of staff to whom the disclosure is made should initially inform only the Nominated Governor (or Chair of Governors), who should then make direct contact with the LADO, who will then advise as to how to take things forward.
- Where the Strategy Discussion subsequently decides that a child protection enquiry should not be undertaken, this decision and any subsequent recommendations for other action will be recorded and reported back to the other parties concerned. The Strategy Discussion may decide to recommend that an internal investigation be carried out by the school or Education Service. If this internal investigation discovered other facts of a serious nature, it would always be possible to reconvene another Strategy Discussion. In appropriate circumstances, such cases might be referred to the Quality Assurance sub-group of the Area Child Protection Committee.
- Where the Strategy Discussion decides that a child protection or criminal investigation should be pursued, this decision will be recorded and an action plan drawn up. The relevant Social Services locality team will then have full responsibility for pursuing and concluding the enquiry, co-ordinating with the Police Child Protection Team, medical personnel and other key workers. They will inform the school and all key workers involved of subsequent developments.
- It is possible that the facts of a case may warrant an investigation of the member of staff concerned under the LA's disciplinary procedures. Such an investigation **must not** be conducted while any formal child protection enquiry or criminal investigation is being pursued, and only following LADO advice.
- The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.
- The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but refer the concern to the LADO (Local Authority Designated Officer) at the relevant SPA.

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

NAME: Jenny Gresson

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

NAME: Erik Boesten and Cath Tanner

Action where a child has serious injuries which require immediate treatment

If, within the context of these guidelines, a child has injuries which require immediate treatment, the DSL/Headteacher should arrange for the child to be taken to the casualty department of the nearest hospital. They should inform the hospital that child abuse is suspected. The DSL/Headteacher must also arrange for the parents, or those with parental responsibility, to be informed as soon as possible that the child has been taken to hospital. The subsequent reporting of suspected abuse should follow steps as in Flowchart two.

Action when children are not collected from school at the end of the day

The child will remain at School if they are not collected. The Headteacher (or the most senior person to whom they have delegated responsibility) will try to contact the parent/carer using the available telephone numbers. If the parent/carer is not on the telephone, the School will ring the Duty Education Welfare Officer (DEWO) by 4:15 pm at the latest and ask them to make contact with them. At this stage, the DEWO will confirm with the School whether the SPA is to be contacted.

In exceptional circumstances, it may be necessary for a child to be taken from school to another appropriate venue (relative/friend etc) while the parent/carer is being located. The DEWO will make further enquiries to identify any possible alternative venue for interim care of the child until the parent/carer is contacted. If such a venue cannot be found, the DEWO will visit the home address and if the parent/carer is not at home a standard letter will be left asking them to contact the school before 4:45 pm or the appropriate Children & Families Social Work Team after 4:45 p.m. The DEWO will then immediately contact the appropriate SPA to tell them that there may be a child in need of an emergency placement and that the DEWO is bringing the child to them. The DEWO will then transport the child to the appropriate SPA.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;
- Placing a member of staff from any agency at risk.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\)](#) – see also below
- [bullying including cyberbullying](#)
- [domestic violence](#)

- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – see also below
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)
- [radicalisation](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

Further information on Child Sexual Exploitation and Female Genital Mutilation

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

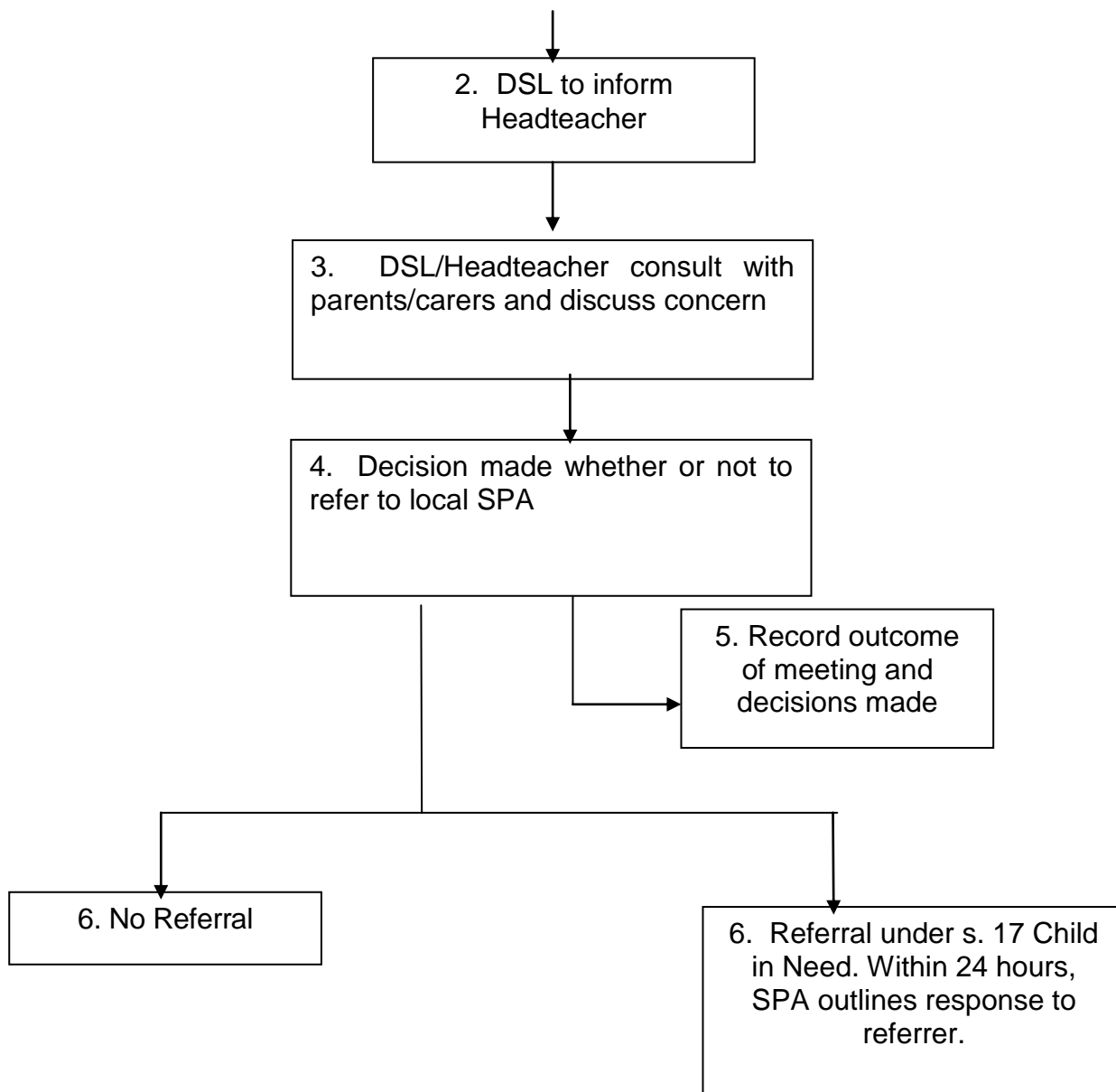
Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young

person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

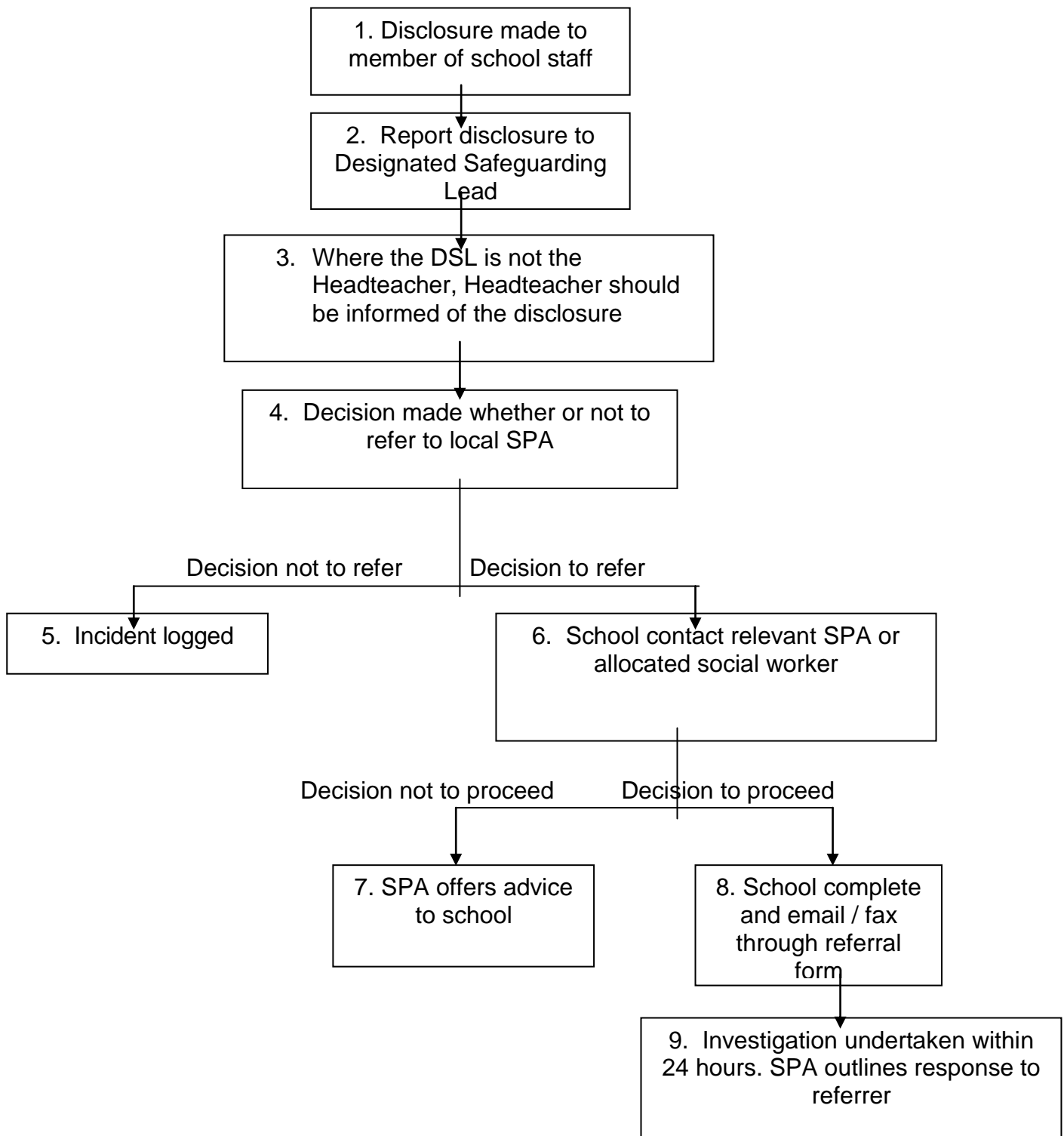
A child going missing from education is a potential indicator of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in this [guidance about children who run away or go missing from home or care](#).

Flowchart One: When there are serious concerns about a child's welfare but no specific evidence of abuse:

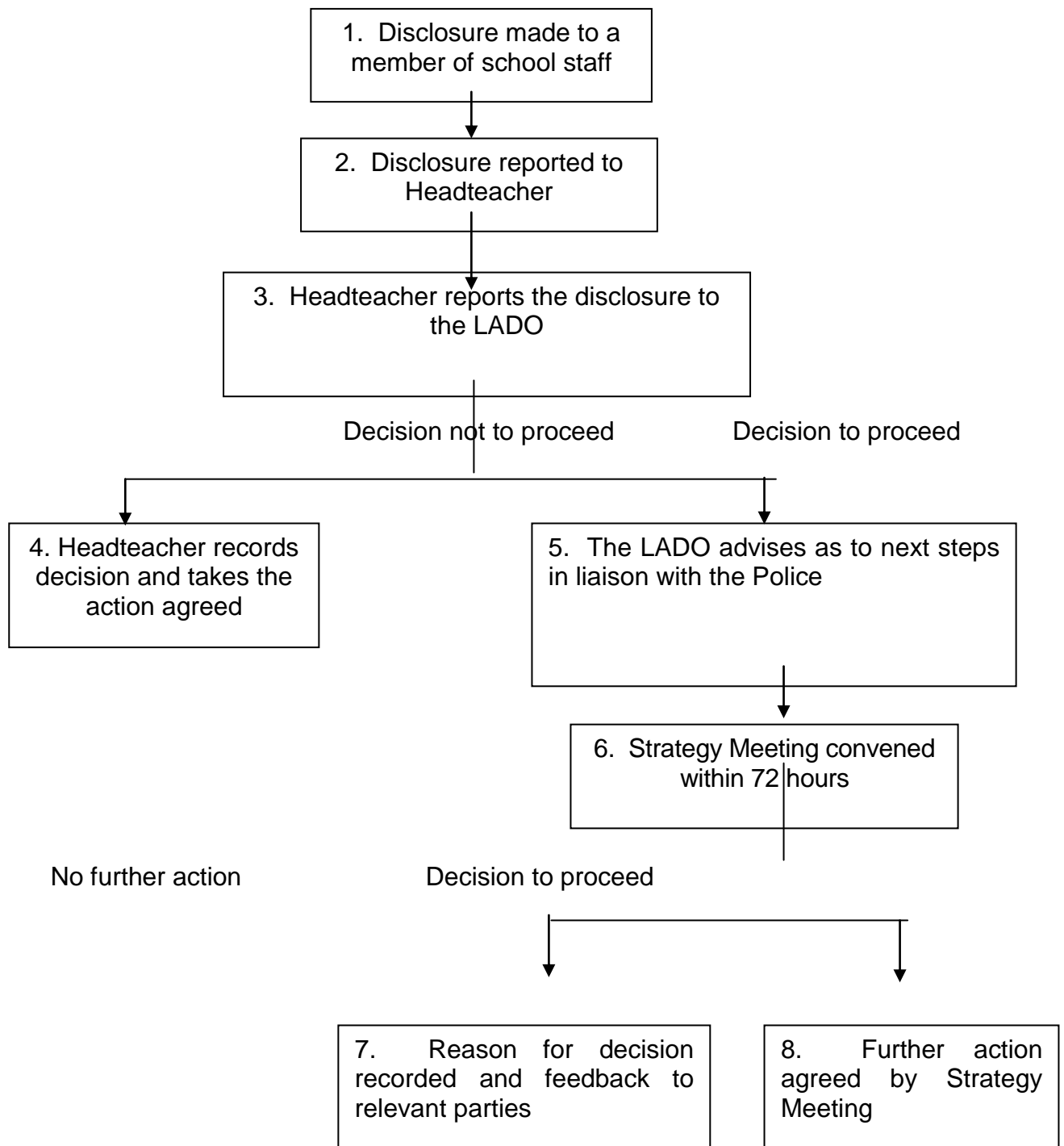
1. Member of staff discusses concerns with Designated Safeguarding Lead



Flowchart Two: Action to be taken when child/young person discloses, or a member of school staff suspects, that abuse has occurred outside of school:



Flowchart Three: Allegation of abuse by a member of school staff or volunteer (teaching or non-teaching)



Flowchart Four: Referral procedure for when a child/young person discloses to a member of school staff an allegation of abuse by a Headteacher.

