

# Ruislip Gardens Primary School



## Safeguarding and Child Protection Policy

Schools HR Policy	Yes	No ✓
Author	Hazel Deville	
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Reviewed by	FGB	
Signature		
Date		

## Important contacts

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## Safeguarding at Ruislip Gardens Primary School during the COVID-19 pandemic

This policy, along with Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

Ruislip Gardens Primary School has had to adapt daily operations swiftly in response to coronavirus (COVID-19), however, a number of important safeguarding principles have remained the same:

- the best interests of children must always continue to come first
- if anyone has a safeguarding concern about any child they should continue to act and act immediately following the process outlined in the school Safeguarding Policy including making a report via CPOMS which can be done remotely
- a DSL or deputy will always be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online whether this be at home or at school

## Online Safety

Ruislip Gardens Primary School will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using electronic devices in school, appropriate supervision will be in place. Online safety forms part of the ICT and PSHE curriculum within school and safeguarding newsletters are sent home termly which include advice and guidance on how to keep children safe online at home.

## Policy aims

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 recognising and reporting safeguarding issues

## Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published.

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](#).

## Definitions

**Safeguarding and promoting the welfare of children** means:

- Taking action to enable all children to have the best outcomes
- Preventing impairment to children's **mental and physical** health or development
- Ensuring children are growing up in circumstances consistent with safe and effective care
- Protecting children from maltreatment

**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.

**Possible signs of abuse include (but are not limited to):**

- the pupil says s/he has been abused or asks a question which gives rise to that inference.
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- the pupil's development is delayed.
- the pupil loses or gains weight.
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
- the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.
- The pupil is reluctant to go to school.

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

Responsible staff need to be especially concerned about:

- injuries which do not match the explanation given for them
- bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence
- bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks or belt marks
- burns or scalds with clear outlines
- bite marks and bruises like love-bites.
- bruising in or around the mouth.

**Emotional Abuse:** Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Responsible staff should be especially concerned about a child who:

- is continually depressed and withdrawn.
- runs away or who is frightened to go home.
- is reluctant to attend school.
- is persistently blamed for things that go wrong.
- is made to carry out tasks inappropriate to their age.
- is not allowed to do normal childhood activities.

- displays excessive fear of their parents or carers.
- is excessively clingy and tearful.
- Is exposed to or cites harmful ideologies.

**Sexual Abuse:** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The abuser may use different ways to persuade the child to cooperate such as bribery, threats or physical force. Sexual abuse can take different forms, from touching to intercourse, and often does not cause any outward signs of physical injury. It can happen to boys as well as girls and to children of any age, from birth to 18 years old. Sexual abuse can have long lasting effects. Some children who have been abused go on to abuse other children. Some find as they grow up that they are unable to have close relationships with other people. Others deliberately injure themselves because they feel so awful about themselves.

Responsible staff should be especially concerned about a child who:

- has inappropriate sexual knowledge for his or her age.
- exhibits sexually explicit behaviour
- attempts suicide or self-inflicts injuries.
- repeatedly runs away from home.

### **Child Sexual Exploitation (CSE)**

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

Responsible staff need to be especially concerned about:

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

**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. Neglect may affect a foetus during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate care-givers).
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Responsible staff should be especially concerned about a child who:

- is constantly hungry, greedy or stealing food.
- has lingering illnesses which have not been treated.
- is continually smelly, scruffy and dirty.
- is often dressed in inadequate or unsuitable clothing for the weather conditions.
- suffers repeated accidents, suggesting a lack of proper supervision.
- is constantly tired.
- does not respond when given attention or, on the other hand, craves attention and affection from any adult.

### **Child criminal exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, 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.

### **Children missing in Education**

All schools must inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the Local Authority. At Ruislip Gardens Primary School, we have a Welfare Officer who works closely with the Participation Team at the Local Authority to monitor absenteeism.

## Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will electronically inform the school via 'The Box', which is checked each working day by a DSL, before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#). The DSL will provide support according to the child's needs and update records about their circumstances.

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies 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 a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## Private Fostering

Under the Children Act 1989, there is a legal requirement for Local Authorities to be notified of any private fostering arrangements. Children's Social Care, within the local authority, has a duty to undertake assessments and checks, and also provide support and advice to the child and to the private foster carer. Privately fostered children may be particularly vulnerable. Private fostering is when a child under the age of 16 (or under 18 if the child is disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. It is not a private fostering arrangement if the child is placed with a close relative defined under the Children Act 1989, such as a grandparent, brother, sister, aunt or uncle (whether of 'full blood' or 'half-blood' or by marriage) or step-parent (Every Child Matters, 2005). The duties of Local Authorities (LA) in relation to privately fostered children are laid out in Part IX of the Children Act 1989. The Act places a duty on parents and private foster carers to notify the LA of a private fostering arrangement. It also states that the Local Authority has a responsibility to satisfy itself that the child is being safeguarded and their welfare promoted, and that their carers are given appropriate advice and support.

**Signs that a Child is Privately Fostered:** Becoming aware that a child is being privately fostered requires some vigilance by practitioners. Consider this possibility dependent on your practitioner role.

### In the neighbourhood:

- A child not previously known suddenly starts living with a neighbour
- A child who lives in the neighbourhood suddenly disappears
- A neighbour has a number of different children staying with them.

### At school:

- A parent has a 'niece' or 'nephew' staying with them for a while
- A child suddenly disappears without warning
- A child says they are staying with a friend or relative, or even a stranger
- A child says that there is another child staying at home with them.
- A child mentions that the person they are with is not their parent.

### **Action to be taken by Practitioners concerned that a Child is being Privately Fostered:**

If you think that a child may be privately fostered, you can make a significant contribution to safeguard such children by:

- Talking to the adult(s) caring for the child. Check if they are aware of the legal obligation to notify the Local Authority that they are caring for a child. They may not know that what they are doing is private fostering.
- Reassure the carer that if they have been caring for the child for a while, they will be approached sensitively. The Local Authority wants to support and help private fostering arrangements as well as fulfil its legal obligation in regard to safeguarding children
- If the adults are aware of the need to notify but refuse to comply, then you should say you have a duty to pass on this information. Consent is not required
- If in doubt you should ask to see birth certificates and / or asylum registration cards, or refer directly to the appropriate Children's Social Care office.

### **The Children Act 1989 places a duty:**

- **On parents** to notify the Local Authority of an intention to place a child in private foster care. This notification should be not less than 6 weeks before the arrangement is due to start. If it is to begin within 6 weeks, they must notify the Local Authority immediately.
- **On a person who proposes to privately foster** a child to notify the Local Authority in writing at least 6 weeks before the arrangement is to begin or where the arrangement is to begin within six weeks, to notify the local authority immediately.
- **On teachers, health and other professionals** to notify the Local Authority of a privately fostered arrangement that comes to their attention, where they are not satisfied that the local authority have been or will be notified of the arrangements.

**So-called 'honour-based' abuse (including FGM and forced marriage)** So-called 'honour-based' abuse (HBA) 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 HBA 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 HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

**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. 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 (Rob Wratten)
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to the Learning Mentor to support with pastoral care

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children. Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. If you are made aware of an incident involving sexting 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.

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 head teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

**Children** includes everyone under the age of 18.

## 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

## Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, supply staff, volunteers and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

### All staff

All staff will be aware of:

- › Our systems which support safeguarding, including this child protection and safeguarding policy, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- › 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

### The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Nicky Bulpett - Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding. There are also 4 Deputy DSLs – Sheila O'Neill (Deputy Head), Angela Wilson (Safeguarding and Inclusion Assistant), Mia Elsworth (Learning Mentor) and Hazel Deville (Inclusion Leader). The DSL, deputies and other important contacts as well as how to contact them are identified at the beginning of this policy in the important contacts section.

The DSL and deputies will:

- › 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 and deputies will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

### The governing body

The governing body will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation. The link governor for safeguarding is Andrew Halford, who will monitor the effectiveness of this policy in conjunction with the full governing board. The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate. All governors will read Keeping Children Safe in Education.

### 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

## **Confidentiality**

All staff are expected to uphold the guidelines in the school's confidentiality policy, in which Ruislip Gardens Primary School respects every individual and family's right to privacy and all information about individual children is private and should only be shared with those staff that have a need to know. However, fears about breaching confidentiality should not prevent the sharing of information for the purpose of keeping children safe. Staff should note that:

- › 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
- › 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
- › If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or Deputy)

## **Recognising abuse and taking action**

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

### **If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

- › Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- › Stay calm and do not show that you are shocked or upset
- › Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- › Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- › Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. This should be recorded on CPOMS without delay. For any disclosure where a child states they have been physically harmed, this should be told to a DSL in person as soon as the disclosure is made, as well as being uploaded to CPOMS.

### **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'.

Ruislip Gardens gives full regard to the need protect young girls from undergoing FGM. FGM is illegal in the UK. FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences. From the 31st October 2015, there is a mandatory duty on education professionals to report 'known' cases of FGM **to the police**. 'Known' cases are those where either a girl informs the person that an act of FGM has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out. Schools do **not** look for physical evidence but teachers should report concerns to the Safeguarding Designated Leads, in line with the schools safeguarding policy.

## If you have concerns about radicalization, extremism or terrorism

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

**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. This also includes calling for the death of members of the armed forces

**Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Ruislip Gardens gives full regard to the need to prevent people from being drawn into terrorism, as part of the Government's PREVENT Strategy (July 2016).

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. Ruislip Gardens has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the Designated Safeguarding Leads immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with the nominated local police officer would take place and this would then determine the further response.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. If the school felt that there was a potential risk to an individual child, the school would contact Children's Services.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- › Think someone is in immediate danger
- › Think someone may be planning to travel to join an extremist group
- › See or hear something that may be terrorist-related

## If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by raising this concern with the DSL or Deputy, using CPOMS in the first instance. If you have a mental health concern that is **not** also a safeguarding concern, you should still raise this concern so that the DSL can agree a course of action.

## Concerns about a staff member, supply teacher or volunteer

The School follows procedures for dealing with allegations against staff (and supply teachers and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from malicious or unfounded allegations. These procedures follow the guidance in *Dealing with Allegations of Abuse against Teachers and Other Staff* and also from the All London Child Protection Procedures. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned.

Where an allegation or complaint is made against the Designated Safeguarding Lead, the matter will be reported immediately to the Headteacher. Where an allegation or complaint is made against the Headteacher, the person receiving the allegation should immediately inform the Chair of Governors, or in his or her absence the Vice Chair, without first notifying the Headteacher.

If the School ceases to use the services of a member of staff (or a governor, supply staff or volunteer) because that person has engaged in conduct that harmed (or is likely to harm) a child, or if they otherwise pose a risk of harm to a child, a compromise agreement will not be used and there will be a prompt and detailed report to the Independent Safeguarding Authority. Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the Governors without delay.

If an allegation against a member of staff (or a governor, supply staff or volunteer) is found to have been malicious it will be removed from personnel records. Then on a case by case basis if an allegation is not substantiated, is unfounded or malicious, the decision will be made as to whether it will be referred to in any employment reference.

## 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”. 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 via CPOMS, but do not investigate it
- The school will take advice from Children’s Services or the Local Authority Designated Officer (LADO) as appropriate on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If a pupil is suspended from school as a result of an allegation of abuse, the Chair of Governors and at least one Designated Governor will be informed as soon as practicable.

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
- › Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- › 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

## **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 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 take advice from Children's Services or the Local Authority Designated Officer (LADO) 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.

## **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

## **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

## **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 and deputies have details of children's social workers and relevant virtual school heads
- We have a designated teacher, Sheila O'Neill – Deputy Head and DDSL, 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 closely with the DSL and deputies to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- 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

## Photography and videos

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.

Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well-being of children and young people. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use.

Adults should:

- be clear about the purpose of the activity and about what will happen to the images when the activity is concluded
- be able to justify images of children on school cameras
- avoid making images in one to one situations or which show a single child with no surrounding context
- ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.
- only use equipment provided or authorised by the organisation
- report any concerns about any inappropriate or intrusive photographs found
- always ensure they have parental permission to take and/or display photographs

Adults should not:

- display or distribute images of children unless they have consent to do so from parents/carers
- use images which may cause distress
- use mobile telephones to take images of children

- take images 'in secret', or taking images in situations that may be construed as being secretive.

## Whistle-blowing

NSPCC Whistleblowing number should be within the school policies, the number is **0800 028 0285**.

If members of staff, supply staff, volunteers or Governors have any concerns about people working in a paid or unpaid capacity with children, they have a duty of care (and in some cases a professional duty) to inform management accordingly. This can be done in writing or verbally and such issues will be managed with sensitivity and the necessary degree of confidence.

All staff are required to report to the Designated Safeguarding Lead any concern or allegations about school practices or the behaviour of colleagues or pupils which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Headteacher, the Designated Safeguarding Lead and the Local Authority Designated Lead Officer (LADO) - Rob Wratten (01895250975). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. There is a separate policy on Whistle blowing which should be read in conjunction with this summary.

## Training

### 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. 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. Volunteers will receive appropriate training, if applicable.

### The DSL and DDSLs

The DSL and deputies will undertake child protection and safeguarding training and will attend refresher training at two yearly intervals. This will normally be Designated Leads' training as provided by Hillingdon Local Safeguarding Children Board. 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. The Designated Safeguarding Lead and Deputies will attend, wherever possible, the Safeguarding Schools Cluster Meeting, which will meet at least termly and whose members can be gathered for advice at any time. This meeting is a good opportunity to share good practice and to outline concerns. It is chaired by the Child Protection Lead (Rob Wratten) for Education.

### 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 Governors will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every three years.

## Recruitment

### Safer recruitment and selection

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a

candidate has the health and physical capability for the job. It also includes undertaking interviews, enhanced DBS check with barred list information for those who will be engaged in 'regulated activity', prohibition order check, and providing honest and accurate references when individuals move on.

### **Safer recruitment practices**

- verifying a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- obtaining a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- carrying out an additional check to ensure any member of staff appointed to carry out teaching work is not prohibited from teaching.
- carrying out checks to ensure any Governors of the school are not prohibited or restricted under section 128 of the Education and Skills Act 2008.
- Ensuring that childcare disqualification checks arising from the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge (Extended Entitlement) (Amendment) Regulations 2018 and the Education Act 2006 are carried out on relevant staff

### **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.

### **Monitoring arrangements**

This policy will be reviewed **annually** by a Designated Safeguarding Lead or Deputy. At every review, it will be approved by the governing board.