

Hollymount Primary School



SAFEGUARDING and CHILDREN PROTECTION POLICY

Revised October 2015

Part 1: Policy & Practice

(To be read with Part 2: Appendices/reporting templates)

What to do if you are worried about a child

Hollymount Primary School has a statutory duty to “safeguard and promote the welfare of children”.

If you have any concerns about the health and safety of a child at this school or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues such as a child’s appearance, hygiene, or general behaviour can be shared with any teacher or member of support staff in the School. Please do not worry that you may be reporting a small matter – we would rather you tell us things which turn out to be small than miss a worrying situation.

However, if you think the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. Do not delay. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

The people you should talk to at this school are:

The Designated Safeguarding Lead

Name: Philippa Jackson, Headteacher

Her office is located within the main entrance block

Tel no: 020 8946 0454 ext 104

The Designated Safeguarding Deputy

Name: Ann Pope, deputy Headteacher

Her office is located at the playground end of the ground floor corridor in the main teaching block.

Tel no: 020 8946 0454 ext 106

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Head Teacher, Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

Head Teacher/Principal/Senior Manager:

responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Philippa Jackson

020 8946 0454

Designated Safeguarding Lead (DSL):

a member of the leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

Philippa Jackson

Designated Safeguarding Deputy:

a member of the teaching, support or pastoral staff, in a post which requires assessment of children and with sufficient status & authority to effectively deputise for the DSL role above. This cannot be an administrative or finance worker.

Ann Pope

020 8946 0454

Special Educational Needs Coordinator (SENCo):

a staff member who provides advice, liaison & support for school staff and other agencies working with pupils with special education needs and their parents or carers.

Ann Pope

Learning Mentor (or equivalent):

addresses difficulties preventing a child from reaching their full potential e.g. behaviour, attendance, achievement, timekeeping, homework, safeguarding issues, and develops strategies to overcome these barriers.

Emotional Literacy Support Assistants:

Sharon Boughedda

Helen Sadler

020 8946 0454

The Safeguarding Children Team also links in with the:**Safeguarding/Child Protection Governor:**

ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Revd Richard Lane

020 8946 4491

Chair of Governors:

takes the lead in dealing with allegations of abuse made against the Head Teacher/Principal/Senior Manager (and other members of staff when the Head Teacher is not available), in liaison with the Local Authority; and on safe recruitment practices with the Head Teacher/Principal/Senior Manager.

Revd Richard Lane

Policy Review

This policy is available on our school website and is available on request from the school office. Parents and carers are informed about this policy when their children join our school and through our school newsletter.

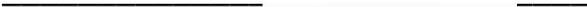
The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct and Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE, July 2015

This policy will be reviewed annually unless an incident or new statutory guidance or local policy creates the need for an earlier review.

This policy was last reviewed and agreed by the Governing Body on **18th June 2015**. Following changes to statutory guidance it was updated in **October 2015** and will be due for review in October 2016. The latest amendments to this policy will be tabled at the next Full Governing Body meeting on **10th February 2016**.

Signature: (Head Teacher)

Am Jackson



Signature: (Chair of Governors)

Date 10.02.16

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1. Purpose and aims of policy

1.1 The purpose of this policy is to ensure every child at Hollymount Primary School is safe and protected from harm. It applies to all staff, governors and volunteers and visitors to the school. The main aims of the policy are prevention, protection and support. To meet these aims, the school will:

- a) Ensure we practice safer recruitment in checking the suitability of staff and volunteers to work with children.
- b) Raise awareness of child protection issues and equipping children with the skills needed to keep them safe.
- c) Implementing effective procedures for identifying and reporting cases, or suspected cases, of abuse.
- d) Support pupils who have been abused or for who there are welfare concerns in accordance with their agreed child protection; child in need plan or other care plan.
- e) Establish a safe environment in which children can learn and develop.
- f) Ensure all staff members are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

2. Our ethos

Hollymount Primary School is committed to safeguarding and promoting the welfare of all its pupils. We recognise that some children may be especially vulnerable to abuse and that children who are abused or neglected may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school their behaviour may be challenging and we recognise that some children who have experienced abuse may harm others. The school will always take a considered and sensitive approach in order that we can support all our pupils and recognise that each pupil's welfare is of paramount importance. Our school will establish and maintain an ethos where:

- a) Pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.
- b) We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are encouraged to maintain an attitude of '**it could happen here**' where safeguarding is concerned.
- c) Through robust training and induction, all staff and regular visitors will know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information.
- d) Every child will know what the adult will have to do with any information the child/young person has disclosed.
- e) At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with *Working Together to Safeguard Children (2015)*.

3. Terminology

Safeguarding: In relation to children and young people, the School adopts the definition used in the [Children Act 2004](#) and the Department for Education (DfE) guidance document: *Working Together to Safeguard Children 2015* which define safeguarding and promoting children and young people's welfare as:

- protecting children from maltreatment
- preventing impairment of children's health or development

- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Pupils' health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, taking into account the local context.

Child Protection: The above statutory guidance defines child protection as part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Designated Officer works within Children's Social Care and should be alerted to all cases in which there is an allegation of abuse of a child by a person who works with children where there is a concern that the person may have:

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

The Designated Officer captures concerns, allegations or offences emanating from outside of work. The Designated Officer is involved from the initial phase of the allegation through to the conclusion of the case.

4. Abuse of trust

4.1 All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

4.2 In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

4.3 The school's Code of Conduct sets out our expectations of staff and is signed by all staff members.

5. Children who may be particularly vulnerable

Hollymount Primary School recognises that some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- a) disabled or have special educational needs
- b) young carers
- c) living in a domestic abuse situation
- d) affected by parental substance misuse
- e) affected by mental health issues
- f) asylum seekers
- g) living away from home
- h) vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist bullying
- i) living in temporary accommodation
- j) live transient lifestyles
- k) missing education
- l) living in chaotic and unsupportive home situations
- m) vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- n) vulnerable to extremism or radicalisation.
- o) involved directly or indirectly in sexual exploitation or trafficking
- p) do not have English as a first language
- q) at risk of female genital mutilation (FGM) or forced marriage.

6. Children Missing Education (CME)

6.1 Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect, and in older children may raise concerns around child sexual exploitation. To safeguard pupils who are missing education, School will ensure compliance with local authority policy and procedures for Children Missing Education

6.2 The Designated Safeguarding Lead will monitor unauthorised absence and follow procedures, particularly where children go missing on repeated occasions.

6.3 The school will ensure there are procedures to inform the local authority when it is proposed to take pupils off-roll because they are:

- a) leaving school to be home educated;
- b) no longer living close enough to the school to reasonably attend;
- c) likely to remain medically unfit beyond compulsory school age;
- d) in custody for four months or more (and will not return to the school afterwards); or

e) permanently excluded.

6.4 The school will ensure that all staff:

- a) understand what to do when children do not attend regularly.
- b) know the signs and triggers for travelling to conflict zones, Female Genital Mutilation (FGM) and forced marriage and domestic servitude.
- c) inform the local authority of any pupil who fails to attend school 'regularly' or does not attend school for 10 consecutive days without authorisation.

7. Roles and Responsibilities

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. The detailed roles of the Designated Safeguarding Lead; the Head Teacher/Principal and the Governing Body are listed in Appendix 2.

8. The School Commitment

Hollymount Primary School will follow the child protection procedures set out by the [Merton Children Safeguarding Board](#) and will take account of Keeping Children Safe in Education, July 2015 - the current statutory guidance issued by the Department for Education to:-

8.1 Ensure that school provides a safe environment in which children can learn.

8.2 Ensure that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils. We will work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm or for whom there is a welfare concern.

8.3 Ensure we have a Designated Safeguarding Lead for child protection who is a senior member of staff and a Deputy Designated Safeguarding who will fulfil the role when the Designated Safeguarding Lead is unavailable. All designated staff will have received and access regular and appropriate training and support for this role.

8.4 Ensure we have a nominated Governor taking a lead role for child protection and safeguarding, including:-

- a) Championing child protection issues within the school and providing support and challenge to the Designated Safeguarding Lead and Head Teacher/Principal.
- b) Having an overview of the Safeguarding and Child Protection and all related policies, ensuring this is updated annually and in line with latest statutory and local authority guidance.
- c) Ensuring that all staff undertake appropriate child protection training that is updated regularly;
- d) Auditing safeguarding measures annually alongside the Designated Safeguarding Lead/Head Teacher and reporting back to the full governing body.

8.5 Ensure every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead and the deputy responsible for safeguarding and their role.

8.6 The school will pay particular attention 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 and a written record will be kept.

- 8.7** If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the child's case and securely transfer the appropriate records to the Designated Safeguarding Lead at the receiving school separately from the child's academic file.
- 8.8** The Designated Safeguarding Lead will ensure that the senior leadership team is aware of trends in behaviour that may affect pupil welfare. Training will be arranged where a particular need is identified.
- 8.9** Ensuring that we operate Safer Recruitment procedures.
- 8.10** Ensure that any member of staff found not suitable to work with children is reported to the Disclosure and Barring Service (DBS) for consideration for barring, including following resignation, dismissal or in the case of a volunteer, when we cease to use their services as a result of a substantiated allegation.
- 8.11** Ensure all staff and volunteers understand their responsibilities for being alert to the signs of abuse or neglect as well as lower level child welfare concerns and their responsibility for recording any concerns and referring any concerns to the Designated Safeguarding Lead responsible for child protection and safeguarding.
- 8.12** Notify Children's Social Care if a child on a protection plan has an unexplained absence of more than two days.
- 8.13** Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core group meetings.
- 8.14** Ensure that any allegations against members of staff with a potential child protection aspect are dealt with urgently following the procedures outlined by the Merton Safeguarding Children Board and in part 4 of *'Keeping Children Safe in Education'*, DfE (2015). – Concerns about staff must be reported to the Head, and concerns about the Head reported to the Chair of Governors.
- 8.15** Ensure that the school building and site are appropriately secure, with a clear record kept of any risk assessments carried out. The school will ensure that any third party hiring the school building for any purpose will observe the safeguarding children policy.
- 8.16** Ensure that other school policies which have a safeguarding element are all consistent with this policy and with each other and where appropriate make cross-references to this policy.
- 8.17** Ensure the Governing Body carries out an annual child protection and safeguarding audit, and tracks progress against a safeguarding action plan that is reviewed mid-year.
- 8.18** Ensure that parents receive information from the school about the responsibility placed on the school and staff for child protection by publishing the school's safeguarding Policy on our school website.

9. Training and Induction

- 9.1 When new staff or regular visitors join our school, they will be informed of the safeguarding arrangements in place, provided copies of the policy the Code of Conduct and Part One of 'Keeping Children Safe in Education' (2015). They will be expected to read this and to sign a declaration that they have read and understood the contents.
- 9.2 Every new member of staff or volunteer in the school will have an induction period that will include essential information relating to signs and symptoms of abuse; how to manage a disclosure from a child; how to record and how to manage issues of confidentiality. The induction will also advise staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead.
- 9.3 In addition to the safeguarding induction, the school will ensure that all staff access safeguarding and child protection training in accordance with the [Merton Child Protection Training Pathway](#) as set out by the Merton Safeguarding Children Board (MSCB).
- 9.4 The Designated Safeguarding Lead, their deputy/ies will undertake regular child protection training in compliance with the statutory requirements for the role. They along with any other member of the senior leadership team who may be in a position to make referrals or attend child protection conferences or core group meetings will attend one of the multi-agency training courses organised by the Merton Safeguarding Children Board, including those looking at the child protection process.
- 9.5 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of the names and location of our designated safeguarding staff members and given details of the reporting and recording system.
- 9.6 The Designated Safeguarding Lead will provide regular safeguarding briefings and updates for staff to enable staff to keep up to date with the most recent local and national safeguarding advice and guidance on specific safeguarding issues including but not limited to extremism and radicalisation; child sexual exploitation and Female Genital Mutilation.
- 9.7 Our governing body will also undertake appropriate training to ensure they are able to carry out their duties to safeguard all of the children at our school. Training for Governors can be accessed via Merton Governor Services - 020 8545 3923

10. School Procedures – staff responsibilities

- 10.1 Any staff member concerned about a child must follow the school procedures outlined in Appendix 3 and without delay, inform the Designated Safeguarding Lead of their concern, no matter how small.
- 10.2 The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Social Care via the MASH/First Response Team. Any referral made to this Team will be discussed with the parent/s, unless to do so would place the child at further risk of harm. Where threshold for a MASH referral is not met, the Designated Safeguarding Lead, with consent from the parent, may convene a Team Around Child meeting to progress the schools early help offer to the child and family. This will be managed under a Common and Shared Assessment (CASA).
- 10.3 All staff members have a duty to refer safeguarding concerns to the Designated Safeguarding Lead and to follow up with the Designated Safeguarding Lead or contact Merton Children's Social

Care directly via the MASH/First Response Team if there is a concern that:-

- a) concerns raised have not been taken seriously, or
- b) action to safeguard the child is not taken by professionals, and
- c) the child is considered to be at continuing risk of harm

10.4 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.

11. When to be concerned

11.1 All staff and volunteers should be aware of the main categories of abuse, namely physical; emotional; sexual abuse and neglect. (Appendix 4)

11.2 All staff and volunteers should be concerned about a child if s/he presents with indicators of possible significant harm, noting in particular that a child in an abusive relationship may:

- a) Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- b) 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)
- c) Display insufficient sense of 'boundaries', lack stranger awareness
- d) Appear wary of adults and display 'frozen watchfulness'

12. Dealing with a Disclosure

12.1 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

12.2 During their conversations with the pupils it is best practice for staff to:-

- a) allow pupils to speak freely
- b) remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- c) give reassuring nods or words of comfort – 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- d) Not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- e) Clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way or ask investigative or leading questions – such as.. whether it happens to siblings too, or what does the pupil's mother think about it.
- f) at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on

- g) not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- h) avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- i) Tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- j) write up their conversation as soon as possible on the **record of concern form** and hand it to the designated lead
- k) seek support if they feel distressed

13. Working with Parents and Carers

- 13.1** The school is committed to working positively, openly and in partnership with parents and carers. The school will support parents and carers to understand our legal duty to safeguard and promote the welfare of pupils in our school. This includes our duty to make referrals to Children’s Social Care and to assist our colleagues in other agencies with child protection enquiries.
- 13.2** When pupils join our school, their parents and carers will be informed of the safeguarding and child protection policy and signposted to the school website or upon request at the school office, receive a copy of the policy.
- 13.3** The school respects parents’ rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so or it is necessary to do so in order to safeguard a child from harm.
- 13.4** In the event of a concern, suspicion or disclosure by a child, School will seek to share the concern with the parent/carer unless to do so may place the child at increased risk of harm. A lack of parental engagement or agreement on the concerns the school has about a child will not prevent the Designated Safeguarding Lead from making a referral to Children’s Social Care in circumstances where it is appropriate to do so.
- 13.5** The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent with parental responsibility has given written permission which includes the full details of any other adult with whom information about a pupil can be shared.
- 13.6** In order to keep our pupils safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding the:
- Full names and contact details of all adults with whom the child normally lives and the child’s relationship to the adult with whom s/he lives;
 - Full names and contact details of all persons with parental responsibility (if different from above);
 - Emergency contact details (if different from above);
 - Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

14. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils, their families, and staff by:

- a) taking all suspicions and disclosures seriously
- b) Nominating a link person (DSL) who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- c) responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- d) maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- e) maintaining and storing records securely
- f) offering details of helplines, counselling or other avenues of external support
- g) following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- h) Cooperating fully with relevant statutory agencies.

15. Complaints procedure

15.1 Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Head Teacher and governors.

15.2 Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

16. Concerns about colleagues & Managing Allegations involving Staff

16.1 Hollymount Primary School aims is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We recognise however that sometimes the behaviour of adults may lead to an allegation of abuse being made. Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

16.2 Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's **whistleblowing code** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

16.3 School will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the [Merton Safeguarding Children Board: Procedures for Allegations Against Persons who Work with Children](#) and Part Four of DfE '[Keeping Children Safe in Education](#)', (2015) are adhered to and will seek appropriate advice from the **Designated Officer** who is:-

Name: **Donna Davies**

Tel. No: **020 8545 3211**

16.4 The Head Teacher/Principal must be informed without delay when an allegation is made or information is received which indicates that an adult working in our School may be unsuitable to work with children. If an allegation is made against the Head Teacher, this must be reported to the Chair of Governors. Where either the Head Teacher or Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head Teacher or the Vice Chair of Governors. The Chair of Governors for the School is:

Name: **Revd Richard Lane**

Tel No.: **020 8946 4491**

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

Name: **Robert Hatley**

Tel No.: **020 8944 6663**

16.5 The Head Teacher or Chair of Governors will seek advice from the Designated Officer within one working day. No member of staff or the governing body may carry out investigations before receiving advice from the Designated Officer.

16.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Head Teacher or Chair of Governors should contact the Designated Officer directly.

16.7 The School has a legal duty to refer to the Disclosure and Barring Service, anyone who has harmed; or poses a risk of harm to a child; or if there is reason to believe a member of staff has committed one of a number of listed offences; has been removed from working (paid or unpaid) in regulated activity; or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the Designated Officer or Human Resources.

17. Support for Staff

Dealing with a disclosure from a child, and safeguarding issues can be distressing. Staff members should recognise their own emotions and seek support from Designated Safeguarding Lead, who will also be proactive in offering support to staff to whom distressing disclosures have been made.

18. Confidentiality and Sharing information

18.1 All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

18.2 Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

18.3 *Keeping Children Safe in Education (DfE, 2015)* states that **any** member of staff can contact Children's Social Care if they are concerned about a child. This should then be shared with the Designated Safeguarding Lead so that an overview is kept.

18.4 Child protection information will be stored and handled in line with Data Protection Act 1998

principles, which require that information is:-

- a) processed for limited purposes
- b) adequate, relevant and not excessive
- c) accurate
- d) kept no longer than necessary
- e) processed in accordance with the data subject's rights
- f) secure.

- 18.5 Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.
- 18.6 Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.
- 18.7 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher or Designated Safeguarding Lead.
- 18.8 The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions in Child Protection proceedings where this method is too slow. In cases where agencies ring the school requesting information reception staff will take a message and inform the Designated Safeguarding Lead (DSL) *immediately*, the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

The school's policy on confidentiality and information-sharing forms part of the e-Safety Policy and is available to parents and pupils on the school's website.

19. Reporting directly to Children's Social Care

- 19.1 The Designated safeguarding Lead will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil Subject to their age and understanding, the pupil and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- 19.2 Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, Police or the NSPCC if:
- a) the situation is an emergency and the Designated Safeguarding Lead, their deputy, and the Headteacher are all unavailable.
 - b) they are convinced that a direct report is the only way to ensure the child's safety.
 - c) for any other reason they make a judgement that direct referral is in the best interests of the child.

19.3 Staff will record any referral made in accordance with paragraph 19.2 and notify the Designated Safeguarding Lead so that there is oversight of referrals made.

20. Record Keeping and Monitoring

20.1 Hollymount School staff will make timely and accurate recording of safeguarding concerns raised about a child in the school. Our staff will be supported to understand the importance of timely, comprehensive and accurate recording in line with messages from serious case reviews on issues of recording and sharing information.

20.2 A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on a chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

20.3 Recordings of safeguarding concerns will be kept in a separate file known as a '**concern file**'. Written records of concern will be made even where there is no immediate need to refer to Children's Social Care.

20.4 The concern file will be securely stored away from the main pupil file. The main pupil file will be marked with a **red 'C'** in the top right hand corner to denote a separate file exists.

20.5 A 'concern' file will be started in the event of:

- a) A referral to Children's Social Care.
- b) An accumulation of number of minor concerns on the child's main school file.
- c) An intervention by a Social Worker from Children's Social Care and the child has an open case.

20.6 Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead to evidence and support actions taken by staff in discharging the school's safeguarding arrangements. Original notes will be retained on the concern file as they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

20.7 Staff members recording concerns about a child may not keep copies of recordings made. All recordings must be handed over to the DSL who will store them securely in the child's 'concern' file.

20.8 The concern file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

20.9 If the child moves to another school, the concern file will be securely sent (tracked posting) or taken, as part of the admission/transition arrangements, to the DSL at the new establishment/school within two weeks. There will be a timely liaison between each school DSL for Safeguarding to ensure a smooth and safe transition for the child.

21. Children with sexually harmful behaviour

- 21.1 Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.
- 21.2 The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.
- 21.3 Staff who become concerned about a pupil's sexualised behaviour should speak to the Designated Safeguarding Lead as soon as possible.

22. Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the Designated Safeguarding Lead.

23. Extremism and Radicalisation

- 23.1 At Hollymount Primary School we fully consider radicalisation, extremism and exposure to extremist materials to be safeguarding issues that can lead to poor outcomes for our pupils. We will work to ensure that members of staff are fully engaged in being vigilant about radicalisation; and maintain an attitude that "it could happen" in the school.
- 23.2 Through accessing training events such as PREVENT, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. We will work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.
- 23.3 The school will not tolerate any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff who will always be challenged and where appropriate dealt with in line with our Behaviour policy for learners and the Code of Conduct for staff.
- 23.4 We will closely follow any locally agreed procedures and agreed processes and criteria for safeguarding individuals who are vulnerable to extremism and radicalisation. As part of wider safeguarding responsibilities school staff will be alert to:
- a) Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of college, such as in their homes or community groups, especially where learners have not actively sought these out.
 - b) Graffiti symbols, writing or art work promoting extremist messages or images
 - c) Pupils accessing extremist material online, including through social networking sites
 - d) Parental reports of changes in behaviour, friendship or actions and requests for assistance

- e) Reports from police and local authority services of issues affecting pupils in the school or other education settings in the locality.
- f) Learners voicing opinions drawn from extremist ideologies and narratives
- g) Use of extremist or hate terms to exclude others or to incite violence
- h) Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- i) Attempts to impose extremist views or practices on others
- j) Anti-Western or Anti-British views

24. Safer working practice

[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings \(2009\)](#) indicates that there must be clear professional reason for all conduct of staff and volunteers. All adults working with children in school have read and signed Hollymount Primary School's current Code of Conduct for safe practice.

25. Internet / E-Safety

25.1 Hollymount Primary School encourages children to use the Internet as much as is possible but at all times in a safe way. Mobile phones, computers and tablets are a source of fun, entertainment, communication and education and our pupils have regular use of these devices. School is aware that that some adults and young people will use these technologies to harm children through hurtful or abusive communications; enticing children to engage in sexually harmful conversations; webcam photography or face-to-face meetings. The school's **e-safety policy** [*available through the website or from the school office*] explains how we aim to keep pupils safe in school while promoting ICT appropriate skills.

25.2 The school has an unequivocal response to cyber bullying and sexting by pupils, via texts and emails. This will not be tolerated and will be treated as seriously as any other type of bullying. In the absence of a child protection concern cyber bullying will be managed through our anti-bullying and confiscation procedures.

25.3 If staff members discover instances of misuse, either by staff member, volunteer or child, the issue must be reported to the Head Teacher without delay. The Head Teacher has overall responsibility for Internet safety and will have access to all email addresses and passwords provided.

26. Photography and Video imaging of children in School

26.1 We have taken a sensible and balanced approach that is based on parental consent to take pictures and video images that capture children's achievements; activities and promote success" and wherever possible, take steps to ensure anonymity when in the use of images taken by School for these described purposes.

*Please also refer the **e-Safety Policy**: section – Digital images & video.*

28.2 Hollymount Primary School acknowledges that the majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images. To help protect pupils, we will implement the following safeguards:

- a) seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)

- b) seek parental consent
- c) use only the pupil's first name with an image
- d) ensure pupils are appropriately dressed
- e) encourage pupils to tell us if they are worried about any photographs that are taken of them.
- f) Seek parents cooperation when taking images at school events to ensure that images of unrelated children are not taken without consent or posted to the Internet or other medium without consent of the parents of children involved.
- g) Have strict rules regarding staff use of mobile technology while on school premises.

27. Prevention

With reference to our values and ethos, Hollymount Primary School will:

- a) Include regular consultation with children e.g. through safety questionnaires and participation in anti-bullying activities.
- b) Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- c) Include safeguarding across the curriculum, including PSHE opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include e-safety, anti-bullying work, transition support; prevention of radicalisation etc.
- d) Ensure all staff members are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

28. Related Policies

The following policies fall under our safeguarding umbrella and we actively use them to underpin our values; ethos and our intent to ensure that pupils at our school are appropriately safeguarded:

- Staff Code of Conduct
- Anti-Bullying
- Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- E-safety
- Health and Safety
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays