

Elthorne Park High School



Safeguarding & Child Protection Policy

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ELTHORNE PARK HIGH SCHOOL CHILD PROTECTION POLICY

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Location: C Block

NAME: Steve Ward (Headteacher)
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DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSL)

KEY STAGE DESIGNATED SAFEGUARDING LEADS

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NOMINATED GOVERNOR FOR CHILD PROTECTION

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KEY CONTACTS WITHIN THE LOCAL AUTHORITY

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EALING CHILDREN'S INTEGRATED RESPONSE SERVICE 0208 825 8000

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CONTENTS PAGE

Contents	Page Number
Key Contacts Within the School	1-2
Contents page	3-5
1. INTRODUCTION	6
1.1 Policy Statement	6
1.2 Terminology	8
1.3 Purpose and Aims	8
1.4 Other policies that relate to Safeguarding	10
2. RECOGNISING ABUSE	10
2.1 Recognising signs of abuse	10
2.2 Expert advice and professional organisations	10
2.3 Types of abuse and neglect	11
2.4 Indicators of abuse: when to be concerned	11
2.5 Impact of Abuse	11
3. CHILD PROTECTION PROCEDURES	11
3.1 Referral processes	11
Flowchart 1 Actions when there are concerns about a child	14
3.2 Dealing with a disclosure and making a child protection referral - procedures	15
Flowchart 2 Reporting a child protection concern	17
3.3 Confidentiality	18
3.4 Allegations against a member of staff	18
3.5 Allegations against students	19
4. ROLES AND RESPONSIBILITIES	19
4.1 Responsibilities of all staff	19
4.2 The Head teacher	19
4.3 The Designated Safeguarding Lead (DSL)	20
4.4 The Deputy Designated Safeguarding Lead (DDSL)	20
4.5 The Child Protection Administrator (CPA)	21
4.6 Year Leaders, Assistant Year Leaders And Pastoral Support Workers	22
4.7 The Governing Body	22
5. SAFEGUARDING & PREVENTION	23
5.1 Report to Governors	23
5.2 Training, guidance and support	23
5.3 Safeguarding and Child Protection Training Schedule	24

5.4 Supporting a member of staff - disclosure	25
5.5 Records and Monitoring	25
5.6 Attendance at child protection conferences & core groups	25
5.7 Student who is subject to a child protection plan	26
5.8 Inter-agency liaison	26
5.9 Children who are subject to court orders	26
5.10 Self harm – care pathway	27
5.11 Supporting students at risk	27
5.12 Good practice guidelines for staff and adults working with students	27
5.13 Abuse of trust	28
5.14 Safer recruitment of staff	28
5.15 Bullying & Peer on Peer Abuse	29
5.16 E-Safety – online safety	30
5.17 School watch	31
5.18 Extended school and off site trips and activities	31
5.19 Vulnerable Students Looked After Children (LAC) & SEN	31
5.20 Attendance, registration and site security	32
6. SPECIFIC SAFEGUARDING ISSUES	33
6.01 Specific Safeguarding Issues	33
6.02 Children Missing in Education (CME)	33
6.03 Female Genital Mutilation (FGM)	33
6.04 Child Sexual Exploitation (CSE)	34
6.05 Prevent - Student Radicalisation	34
6.06 Offensive Weapons Protocol	35
6.07 Child on Child Sexual Violence and Sexual Harassment	35
6.08 Sexual Misconduct	36
6.09 Domestic Abuse	36
6.10 Mental Health	37
6.11 Child Sexual Exploitation	37
6.12 Homelessness	37
6.13 Forced Marriage	37
6.14 Honour Based Abuse	38
6.15 Drugs and County Lines	38
6.16 Serious Violence	38
6.17 Modern Slavery	38

7. FILTERING & MONITORING	39
Filtering and monitoring	39
8 FIRE EVACUATION & LOCKDOWN PROCEDURES	40
8.1 Fire evacuation procedures	40
8.2 Lockdown procedures	40
8.3 Fire and evacuation guidance and drills	40
9. SCHOOL PREMISES HIRE, WHISTLEBLOWING, COMPLAINTS AND POLICY REVIEW	41
9.01 Use of whole school premises by other organisations	41
9.02 Whistleblowing	41
9.03 Making Complaints Against a Member of Staff	41
9.04 Policy review	41
APPENDIX	42
1 Useful contacts	42
2 Types of Abuse and Neglect	43
3 Signs and Symptoms of Abuse	44
4 Child protection referral – initial concerns form	45
5 Body Map	47
6 Safeguarding and Child Protection: Expert Advice and Professional Organisations	48
7 Self Harm – Immediate Intervention Flowchart	50
8 Staff response to an E-Safety incident	51
9 Staff confirmation of receipt of Safeguarding and Child Protection Policy, DFE guidance and the Staff Code of Conduct.	52
10. Flowchart of Disclosure and Barring Service – Criminal record and barred list checks	53

SAFEGUARDING & CHILD PROTECTION POLICY

1. INTRODUCTION

Elthorne Park High School is an inclusive community which seeks to develop the potential of every student in its care within a safe, supportive and caring environment.

Our shared school values outline how we expect all members of our school community to behave at school and in the local community. We expect all members of the school community to be:

Proud - I proudly celebrate my achievements and those of people around me.

Persevering - I am resilient, confident and independent in my learning.

Principled - My actions show I know the difference between right and wrong.

Prepared - I have high expectations of myself and others and am prepared for each school day.

Participate - I actively engage with wider opportunities and understand how I can be successful in the next stage of life.

These values set out our expectations that all students are principled in their daily actions and behave in a respectful, responsible, caring and compassionate way towards other members of the school community.

The governors and senior staff believe that each student at our school is entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all staff and stakeholders that this takes place in an atmosphere which is caring and protective.

In order to achieve this goal, all members of the school community, students, staff and parents need to have an understanding of the school's safeguarding policy and procedures.

1.1 POLICY STATEMENT

The governors and staff at Elthorne Park High School believe that the highest priority must be given at all times to our statutory duty to safeguard and promote the welfare and safety of our students.

Safeguarding and the protection of students is the **responsibility of all members of staff** and everyone who comes into contact with our students and their families.

Safeguarding incidents can happen anywhere, staff have a **responsibility to report incidents** that may have taken place either in or outside of school.

All staff and adults dealing with students should maintain an attitude of **'it could happen here.'**

This policy is to be read in conjunction with the general duty of all schools under sections 175 and 157 of the Education Act 2002, the school's own sex and relationship education policy, pupil behaviour policy, homework policy, drugs education policy, health and safety policy, internet use policies and attendance policy. The school also has policies and procedures in place to promote safe recruitment and to deal with any allegations of abuse made against teachers and other staff.

All members of staff must annually access and adhere to Statutory guidance and expectations set out in the the following three documents:

- Keeping children safe in education (DfE) - chapter 1
- Staff code of conduct - local authority guidance policy
- The schools safeguarding policy

This policy is informed by the following government legislation:

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023), and the Maintained Schools Governance Guide.

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 1 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 Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

The Governing board has responsibility for drawing up child protection procedures.

However, the headteacher, or another senior member of teaching staff, and a governor, have designated responsibility for child protection.

- It is a mandatory requirement for all staff to know the identity of the DSL (and deputies as appropriate) in their school.
- Regular termly updates to the school's safeguarding policy and procedures must also be produced and staff kept informed and provided with training. Reports and circulars from the DfE give guidance to governors, headteachers and DSLs.

The DSL and Deputy DSLs co-ordinate action within the school and liaise with agencies such as the social services department and the three way safeguarding partnerships. These bodies should have agreed local procedures for dealing with cases of suspected or alleged abuse.

1.2 TERMINOLOGY

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

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

The local authority (LA)

Integrated care boards (previously known as clinical commissioning groups) for an area within the LA

The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

1.3 PURPOSE AND AIMS

Our policy applies to all staff, governors and volunteers working in the school.

The five main aims of this policy are to:

1. Ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
2. Raise awareness of child protection issues and equip children with the skills needed to keep them safe
3. Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
4. Support students who have been abused in accordance with the agreed child protection plan
5. Establish a safe environment in which children can learn and develop.

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

We recognise that, because of their day-to-day contact with students, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include statutory opportunities in the personal, social, health, citizenship and economic programme (PSHCE & Personal Development curriculum) and wider curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure that staff are trained annually and briefed periodically on the latest safeguarding risks to students and actions required to keep children safe.

We follow procedures set out by the Ealing Safeguarding Children Board (ESCB) and take account of guidance issued by the DfE to ensure that we:

- Have a Designated Safeguarding Lead and a Deputy Designated Safeguarding Leads who have received appropriate training and support for this role
- Have a nominated governor responsible for safeguarding and child protection
- Inform every member of staff (including temporary, supply staff and volunteers) and the governing so that everybody knows the name of the designated senior person responsible for safeguarding and child protection and their role

- Provide guidance for staff and volunteers so they understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- Ensure parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- Notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register.
- Notify a student's allocated social worker if they are suspended or excluded.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely, separate from the main student file, and in locked locations and in secure IT systems.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence or abuse may find it difficult to develop a sense of self-worth. The school will endeavour to support the student through:

- The content of the curriculum aimed at keeping children safe;
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the student such as social services, Supportive Action for Families in Ealing (SAFE), Child and Adult Mental Health Service (CAMHS), counselling and education welfare and educational psychology services;
- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Statement of Intent:

The school is also guided by three important principles outlined in the Children Act 1989:

- the welfare of the child should be paramount
- confidentiality should be respected as far as possible (without compromising the first principle)
- work done with children and families should be open practice

Fundamental to our school's values and practice is the principle of working with parents, children and outside agencies in partnership to ensure the welfare of all children.

1.4 OTHER POLICIES THAT RELATE TO SAFEGUARDING

This policy should be read by staff in conjunction with the following school policies:

- Anti-bullying
- Allegations of abuse against staff
- Attendance - response to those missing education
- Behaviour
- Curriculum and PSHCE policies
- Equality
- E-Safety, IT, Social media & related IT policies (staff and student) and user agreements.

- Drugs & RSE
- Health and safety and risk assessments
- Health care plans
- Recruitment
- Staff code of conduct
- Staff handbook
- Staff disciplinary
- Safer recruitment and selection
- Whistle blowing

And all other relevant policies that influence student safety and well-being.

The school has adopted and follows LA led safeguarding procedures outlined on the Ealing grid for learning safeguarding: Safeguarding and child protection | Ealing Grid for Learning

- *Ealing Child Protection procedures*
- *Ealing Child protection and Safeguarding guidance*
- *Ealing Offensive Weapons in schools protocol*
- *Staff code of conduct – London Borough of Ealing.*
- *Allegations Against Staff and Volunteers*

2 RECOGNISING ABUSE

2.1 RECOGNISING SIGNS OF ABUSE

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm.

Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns.

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation

- (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

2.2 EXPERT ADVICE AND PROFESSIONAL ORGANISATIONS

Expert advice and professional organisations are best placed to provide up to date guidance and practical support. For example the NSPCC offer information at www.nspcc.or.uk

Details of expert and professional advice websites can be found in Appendix 7 of this policy.

2.3 TYPES OF ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. The three main forms of abuse are categorised as **physical abuse; emotional abuse and sexual abuse.**

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Details of the main forms of abuse and neglect are detailed in Appendix 2 and 3 of this policy.

All staff members must familiarise themselves with the signs of abuse and neglect.

2.4 INDICATORS OF ABUSE: WHEN TO BE CONCERNED

Physical signs define some types of abuse, for example, bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained while a student has been inadequately supervised.

Staff should be aware of and consider **Appendix 3 'Signs and Symptoms of Abuse'** ; these are possible indicators of abuse and neglect that might prompt a child protection concern.

The identification of physical signs is complicated, as students may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and **report any concerns to Designated Safeguarding Leads.**

2.5 IMPACT OF ABUSE

The impact of child abuse or observing abuse should not be underestimated. Many students do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some students, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or

psychiatric difficulties.

3 CHILD PROTECTION PROCEDURES

All staff need to be aware of the signs and symptoms of child abuse, whether physical, emotional, neglect or sexual abuse (see appendix 3)

3.1 REFERRAL PROCESS

Making a Referral

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation, or suspects that abuse may have occurred against a child, must report it immediately (at the latest within 24 hours) to the Designated Safeguarding Leads or, in their absence or the Headteacher (see policy cover sheet for staff contact details).

There is one Designated Safeguarding lead with responsibility to overview referrals and support students at each Key Stage, as well as the Designated & Deputy Designated Safeguarding leads who support and work alongside the Key Stage DSLs.

In their absence, the referral should be brought to the attention of the most senior member of staff in school. Referrals also include situations that may involve a member of staff.

Recording a Referral

The person referring must record their referral using 'myconcern' an electronic referral form. (Appendix 11) When initially recording a referral, staff may use paper to record notes but must then use the electronic referral form on 'myconcern' to make a referral (Appendix 4) and a body map (Appendix 5) to detail their referral.

A referral has only been made once added to 'myconcern.' It is best practice for staff to follow up with a face to face conversation with the Safeguarding Lead following a referral.

Referral Directly to Social Care

It is important to note that any member of staff can directly make a referral to children's social care using the following contact number:

Ealing Children's Integrated Response Service (ECIRS) Tel: 0208 825 8000

The school asks that when staff make their own referral, information is also shared with the school's Designated Safeguarding Lead through completion of an electronic referral form using 'myconcern.'

If a child's situation does not appear to be improving, the staff member with concerns should press for further re-consideration.

Once a safeguarding or child protection referral has been received

The Designated Safeguarding Leads will carry out a risk assessment (Ealing threshold of needs and assessment protocol) and following discussion further evaluate the referral and then decide whether to make a referral to social care.

If a referral meets the threshold, the Designated Safeguarding Leads will immediately refer cases of suspected abuse or allegations to the Ealing Integrated Children's Response Service (ECIRS – see contacts listed at the front of this policy)

The telephone referral to ECIRS will be confirmed in writing through completion of the Child and Family Enquiry/Referral form, (located on the school's system/staff read/child protection documentation area) within 24 hours. Essential information will include the student's name, address, date of birth, family composition, the reason for the referral, whether the student's parents are aware of the referral, the name of the person who initially received the disclosure plus any advice given together with any other information specified on the relevant referral form. This written confirmation must be electronically signed and dated by the referrer.

Parents may or may not be informed depending on the nature of the referral. The school will always undertake to share the intention to refer a student to Social Care Services with parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from ECIRS or the Metropolitan Police.

Each contact with either student, parent and agencies will be recorded in the child protection referral system – 'myconcern' by the Deputy Designated Safeguarding Lead or the Child Protection or support by the Safeguarding Administrator.

A copy of the social care referral will be sent to the LBE's designated officer for child protection. This acts as confirmation of the school's actions. This is not a substitute for referral to Social Services.

During a student referral

The Designated Safeguarding Leads or staff member recording a referral will talk to the student to acknowledge the referral and address any concerns. The student should be told who knows about the incident and they should be encouraged to approach staff at any time if they wish to discuss any worries. **The child must be reassured** that they were not to blame for any abuse; they did the right thing in letting others know about it; and that the professionals informed will try to protect them.

The child's wishes: the school will ensure that the student's wishes and feelings are taken into account when determining what action to take and what services to provide to support the student but staff members must not promise confidentiality. (section 3.3 Confidentiality)

<p>A copy of the school's Safeguarding and Child Protection policy is available for parents to access on the school's website. Parents can obtain a copy of the school child protection policy on request.</p>

Actions Where There Are Concerns about a Child
Keeping Children Safe in Education 2024 (Page 24)

3.2 DEALING WITH A DISCLOSURE & MAKING A CHILD PROTECTION REFERRAL PROCEDURE

Staff actions – during the disclosure

If a student discloses that they have been abused in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the student to talk freely, listen rather than ask direct questions.
- If required, ask open not leading questions
- Reassure the student, but do not make promises which it might not be possible to keep
- **Do not promise confidentiality** – it will be necessary to refer the matter to the Designated Child Protection coordinator and other support services and agencies.
- Re-assure the student that what has happened is not their fault
- Stress that it was the right thing to talk about it.
- Do not criticise the perpetrator
- Explain what has to be done next and who has to be told.

Please remember that it is not your responsibility as a member of staff to investigate the disclosure.

Record keeping by staff member during and following a disclosure

If a student has disclosed some information which gives rise to concern, the member of staff should:

- Make some brief notes as soon as possible after the conversation
- Record the date, time, place and any noticeable verbal comments and non-verbal actions used by the student.
- Draw a diagram to show the location of any injuries on the Body form. (Appendix 5)
- Complete the Child Protection Referral electronically – Using My Concern (Appendix 4)
- Retain and attach your original notes the ‘Child Protection Referral – Initial concern form’ and ‘Body form.’
- Meet with or communicate with the Deputy Designated Child Protection Lead or Safeguarding Lead(s) following your electronic referral on the day of the disclosure.

Child protection information is stored and handled in line with the Data Protection Act 1998 and will be secure and kept no longer than necessary.

Completed child protection concern referrals must be forwarded immediately or at the latest within 24 hours and forwarded to the Designated Child Protection Coordinator. Anyone can make a child protection referral – you do not have to use the school’s Designated Child Protection Officer.

If a child is in immediate danger or at risk of harm a referral should be made immediately by the member of staff to social care and or the police.

EALING CHILDREN'S INTEGRATED RESPONSE SERVICE : 0208 825 8000

If a member of staff discovers an act of Female Genital Mutilation appears to have been carried out, on a girl under the age of 18, they must report it immediately to the police.

If after a referral the child's situation does appear to be improving, the Designated Safeguarding Lead, Designated Child Protection Co-ordinator or the person making the referral should press for reconsideration.

If you suspect a student is at risk of harm.

There will be times when you suspect a child may be at risk but have no real evidence. In these circumstances you can provide an opportunity for a child to talk to you. If the student does reveal that they are being harmed or abused; then the same steps should be followed as if a disclosure is being made.

Flow chart 2 'Reporting a Concern flowchart' that follows illustrates the process for safeguarding and promoting the welfare of children from the point when concerns are raised about a student.

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

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

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.

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

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of

FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

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

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

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 the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE 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. 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:

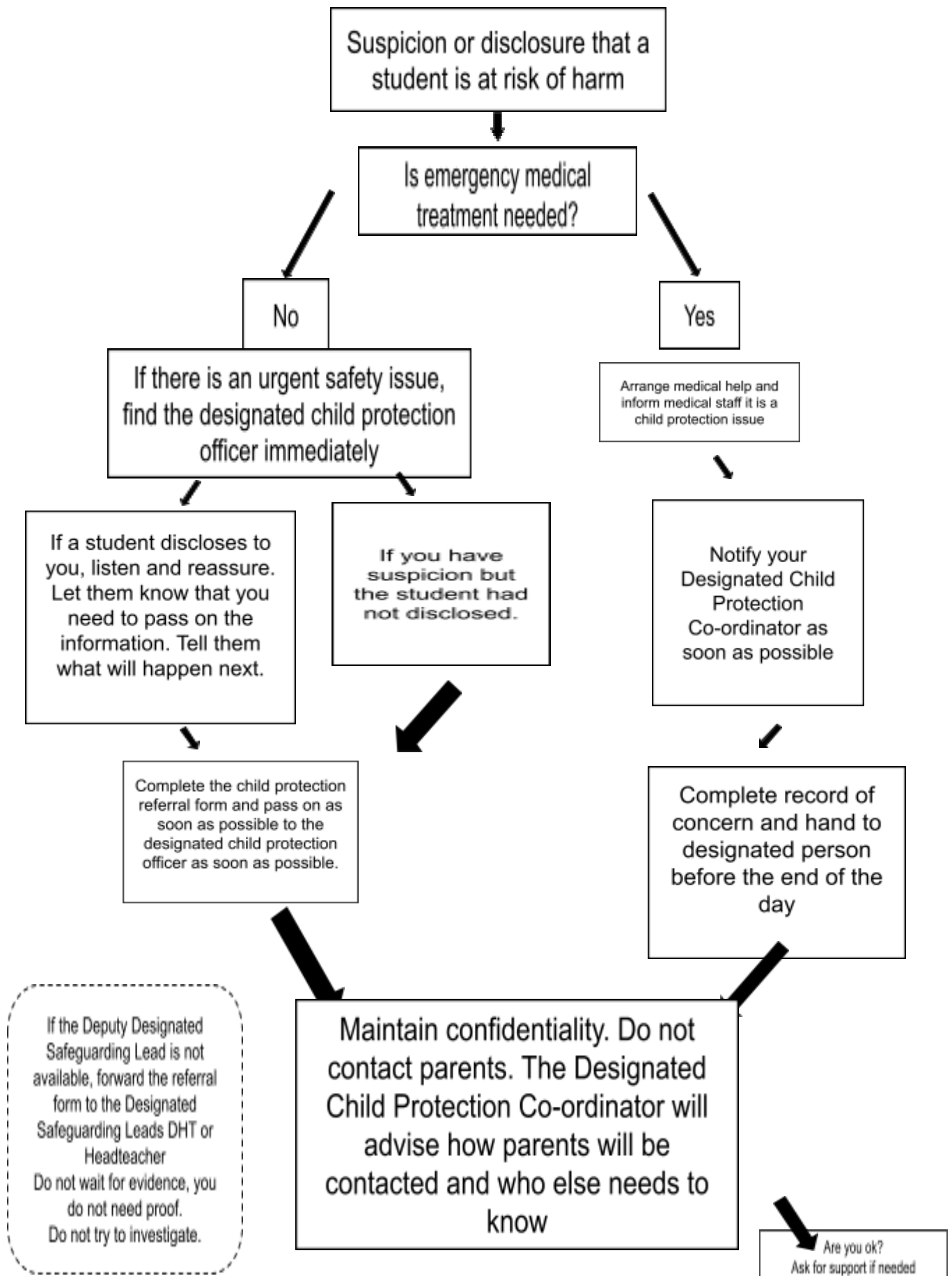
Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

Flowchart 2

Reporting a Child Protection Concern - Procedural Flowchart



Action taken by the school is taken in line with the following guidance:

- Ealing Safeguarding Children Board (ESCB) Guidelines.
- Safeguarding Children in Education (DfES/0027/2004)
- Pan-London Child Protection Procedures (2021 update)
- Keeping Children Safe in Education (DfE 2024)

WHEN TO CALL THE POLICE?

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police helps designated safeguarding leads understand when they should consider calling the police and what to expect when they do:

[Guidance for Schools & Colleges: When to Call the Police • Government Events](#)

NPCC When to Call the Police - Guidance for Schools and Colleges.

3.3 CONFIDENTIALITY

The purpose of confidentiality in this respect is to benefit the student. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret when a referral is being made.

Students and their families are entitled to confidentiality but school staff have a duty to pass on confidential information if a student is at risk. Staff will be informed of relevant information in respect of individual cases regarding child protection on a “need to know basis” only. Any information shared with a member of staff in this way must be held confidentially to themselves.

If an allegation of abuse is made against a member of staff, they also have a right to confidentiality.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There’s no definitive answer, because even if a victim doesn’t consent to sharing information, staff may still lawfully share it if there’s another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim’s wishes against their duty to protect the victim and other children
- The DSL should consider that:
- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children’s social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Child protection files both paper and electronic must be stored where they cannot be read by unauthorised persons. Under the Data Protection Act, parents have a right to see all notes, unless the content could jeopardise a child’s safety.

3.4 ALLEGATIONS AGAINST A MEMBER OF STAFF

It is essential that high standards of concern, confidentiality and professional responsibility are adopted with regard to child abuse allegations made by a student against a member of staff.

Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the student simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

The procedure to be followed in the event of an allegation being made against a member of staff is set out in a specific policy. (Allegations of abuse by staff policy)

Matters need to be considered fairly and resolved quickly. There is a duty of confidentiality where a member of staff has an allegation made against them. The duty of confidentiality relates to parents as well as the school, including discussing the matter on social and printed media.

<p>Suspected abuse by a member of staff should be reported immediately to the Headteacher or in their absence the Designated Safeguarding Lead.</p> <p>The Local Authority Designated Officer (LADO) should be informed within one day.</p>

The Headteacher or Designated Safeguarding Lead will in the first instance contact the ECIRS. Through discussion and consultation, a decision will be made whether to make a referral to Ealing Social Care Services. The Local Authority Designated Officer (LADO) will be informed within one day. Where the allegation is against the Head teacher, the Chair of Governors will take this action.

If for any reason it is decided that a referral to Ealing social care services is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.

The Head teacher will make a referral to the Disclosure and Barring service (DBS) if a person in regulated activity has been dismissed or removed from post due to safeguarding concerns, or would have been had they not resigned. This is a legal duty; failure to refer is a criminal offence.

3.5 ALLEGATIONS AGAINST STUDENTS

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", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

A student, against whom an allegation of abuse has been made, may be excluded pending further investigation by the school. In these circumstances procedures outlined in the school's behaviour policy will be applied. The school will take advice from the Local Authority Designated Officer (LADO) and/or the School's Safety Officer. All appropriate action will be taken to ensure the safety and welfare of all students involved, including the student or students accused of abuse.

If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of the LADO/SSO, parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult.

4 ROLES & RESPONSIBILITIES

4.1 RESPONSIBILITIES OF ALL STAFF

Safeguarding and child protection is the responsibility of all adults and especially those working with children. All staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE). All staff will be aware of:

All staff will be aware of our systems that support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety that includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and the safeguarding response to children who go missing from education

There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this policy document.

The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Ealing Safeguarding Children Board (ESCB).

SPECIFIC RESPONSIBILITIES

4.2 THE HEADTEACHER

- Ensure that the Safeguarding & Child Protection policy and procedures are implemented and followed by all staff;
- Allocates sufficient time and resources to enable the DSLs and DDSLs to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and if necessary in accordance with the whistle blowing procedures.
- Act on disclosure and barring service cases (cases where a person is dismissed or left due to risk/harm to a student); ensure that the LA and future employers are informed.
- Ensure that all relevant employment checks are carried out on staff (including temporary and voluntary workers) before they have access to students. As part of the schools' recruitment and vetting process, enhanced Disclosure & Barring Service (DBS), DfE List 99 and other statutory lists and local intelligence checks will be sought on all staff that have substantial and unsupervised access to students.
- Retain a central record if retained of CP training and guidance provided for staff (CP policy/staff code of conduct) provided for staff (including temporary and voluntary workers)
- Overseeing the safe use of technology, mobile phones and cameras in the setting

4.3 THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DESIGNATED SAFEGUARDING LEAD CHILD PROTECTION LEAD (DDSL)

Throughout this note, reference to the DSL refers to the designated senior leader for

safeguarding and child protection or their deputy. The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

The ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead. This responsibility should not be delegated.

The DSL must: be appropriately trained **at least every two years** and have an understanding of LA safeguarding and child protection procedures.

The broad areas of responsibility for the DSL are:

- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff
- Ensure that the Ealing LADO procedures are followed by the school
- Managing referrals supported by the Deputy Designated Safeguarding lead.
- Provide guidance advice and support for the DDSL on child protection referrals.
- Communication with the local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member including volunteers);
- Police (cases where a crime may have been committed). Liaise with the Head teacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Raising awareness of Safeguarding concerns and changes to legislation.
- The designated safeguarding lead should ensure that Safeguarding and Child Protection policies are updated, known and used appropriately by staff:
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the LA and school's CPD co-ordinator to make sure staff are aware of training opportunities and the latest local policies on safeguarding. Centralise records of staff attendance at Safeguarding & Child Protection training
- Ensure that the Senior Leadership team are kept fully informed of any problems, difficulties or concerns;
- Act as a liaison officer for that team and take appropriate action based on the decision(s) made by that team;
- Provide guidance to parents, children and staff about obtaining suitable support;
- Provide support and guidance for the DDSL in relation to cases referred.

In the event of the absence or long-term absence of the Designated Safeguarding Lead (DSL) – the Deputy Safeguarding Lead or Head teacher will assume all of the functions of the DSL.

4.4 THE DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSL)

Throughout this note, reference to the DDSL refers to the Deputy Designated Safeguarding Lead.

The Deputy Designated Safeguarding Leads are responsible for dealing with referrals & liaison relating to students in their allocated key stage. The school has a DSL attached to each key stage KS3, KS4 and KS5.

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

Managing referrals

- Refer all cases of suspected abuse to social care (ECIRS Ealing Children's Integrated Response Service) and the local authority
- Process child protection referrals received by the school
- Share information regarding referrals with the DSL and relevant staff (student forum and line management meetings)
- Lead on the development of Ealing Early Help Assessment Plans (EHAP) for complex multi-agency cases.
- Liaise with the Education Welfare Services and Social Services over suspected cases of child abuse;
- In the case of any specific concern consult with the DSL and convene a case team or conference;
- Submit reports to, and attend Child Protection case conferences or allocate relevant pastoral staff to attend case/review conferences and submit pre meeting reports.
- Keep detailed, accurate, secure written records of concerns and referrals. Ensure that records of concerns relating to individual children are kept in a secure place, separate from the student's main file and marked 'strictly confidential' Overview of 'myconcern' the school's electronic child protection database.
- Ensure that children are effectively monitored who have been identified as at risk (via student forum supported by Year Leaders)
- Liaise with social care and professional agencies regarding case reviews, case conferences and professional feedback
- Act as a source of support, advice and expertise to staff on matters on child protection, safety and safeguarding and provide staff members with safeguarding and child protection updates e.g. via email, safeguarding e-bulletins or staff meetings.
- Ensure a student's child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file when a student leaves the school to join a new educational establishment.

The Deputy Designated Safeguarding leads must also receive appropriate **training carried out at least every two years** in order to:

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

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

4.5 CHILD PROTECTION ADMINISTRATOR

The school has a dedicated child protection and safeguarding administrator based in the main school office. The administrator is responsible for organisation of student files (paper and electronic), MyConcern admin update and the transfer and receipt of paper and electronic files to other educational establishments, both incoming and outgoing. The administrator also supports the preparation and generation of reports relating to safeguarding standards.

4.6 YEAR LEADERS, ASSISTANT YEAR LEADERS AND PASTORAL SUPPORT WORKERS

The broad areas of responsibility for Year Leaders, Assistant Year Leaders and Pastoral Support Workers are:

- To record child protection referrals and feedback received about a child from parents and external professionals and share this with DSSL or DSL.
- Keep detailed, accurate, secure written records of concerns and referrals are made using 'my concern' and share relevant documents for confidential filing in child protection files.
- To attend as requested by the DSL or DDSL child protection case reviews and conferences and submit progress and information reports to support these meetings.
- Ensure that children are effectively monitored who have been identified as at risk (student forum and line management meetings, case conference and professional's feedback meetings)
- Act as a source of support and advice for members of your team on matters of safety, safeguarding and child protection and identify and support delivery of awareness training delivery.
- Coordinate and engage in preventive and supportive interventions to meet students' needs when at risk of or have child protection concerns i.e. counsellor, parenting programme referrals.
- Support the development of the PSHCE & Personal Development curriculum to meet student's safeguarding and child protection educational needs and provide information for students as part of the Year group's SMSC programme
- Allocate and lead (as requested) on referrals to key support agencies such as SAFE (Supportive Action for Families), CAMHS (Children and Adolescent Mental Health Services), Counselling services, Ealing Drugs and Alcohol Team (DAAT), Ealing parenting services, Ealing Young Carers, Ealing Youth and Connexions, EOTAS medical, SSO and relevant voluntary support organisations.
- Contribute to Early Help Assessment Plans (EHAP) forms for students in the Year group and develop and review Care Plans for students with identified SEMH and mental health concerns.
- Ensure a student's child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file

4.7 THE GOVERNING BODY

The Governing body must ensure that they comply with their duties under legislation set out

in 'Keeping Children Safe in Education 2024' to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The Governing body must ensure that:

- A DSL for Child Protection is appointed, who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic Child Protection training, this person will undertake the role of safeguarding lead
- The school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2023
- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Ealing Safeguarding Children Board (ESCB)
- There is a training strategy in place that ensures all staff receive annual Child Protection training including online safety, with refresher training. Specialist training is completed every two years for the DSL and DDSL.
- People who pose a risk of harm are prevented from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised
- There are procedures in place to handle allegations against members of staff, including the Head teacher, and volunteers
- There are procedures in place to handle allegations against other children.
- The child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback
- Members do not promise confidentiality to the child and always act in the interests of the child
- A designated teacher (DDSL) is appointed to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training and that staff have the skills, knowledge and understanding necessary to keeping looked after children safe
- Appropriate safeguarding responses to children who go missing are put in place, particularly on repeat occasions, to help identify any risk of abuse and neglect

Further governor responsibilities:

- A Governor is appointed as Safeguarding and Child Protection Governor (SCPG) who has specific responsibility for Safeguarding and Child Protection.
- At agreed Resource Committee meetings or full Governing Body meetings of the

Governors, there is a standing agenda item on Child Protection issues including policy review.

- The DSL and DDSL report to Governors termly and annually about child protection incidents and the outcome of the action taken.
- The Safeguarding and Child Protection policy itself is reviewed annually by the Resource Committee of Governors and at full Governing Body meetings..
- The Chair of the Governing body is nominated as the person responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Head teacher.

5 SAFEGUARDING AND PREVENTION

5.1 REPORT TO THE GOVERNING BODY

The Headteacher's report to governors will deliver a termly and annual report to governors that outlines:

- Training provided for staff and who delivered it
- Child protection cases reported to social care and resulting actions (anonymised)
- Key support agency referrals
- How staff have been safely recruited
- Safer recruitment training undertaken
- Governing body training and audit
- Report from school governor visits

5.2 TRAINING, GUIDANCE & SUPPORT

It is important that all staff have training to enable them to recognise possible signs of abuse and neglect and to know what to do if they have a concern.

All staff will be made aware of the process of making referrals to children's social care and the statutory assessment under the Children's Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them they are being abused or neglected and understand the appropriate way to record (not promising confidentiality) and make a referral to the Deputy Designated Safeguarding Leads.

All new staff (teaching/non-teaching) permanent and temporary (including voluntary staff) will receive child protection training by the school before meeting students. Staff training on Safeguarding and Child Protection procedures must be completed annually by all staff.

Child protection training at Elthorne Park High school is provided annually and as part of our staff induction process.

All staff will be provided with advice and guidance on the boundaries of appropriate behaviour and conduct outlined in the LA's Staff code of conduct, a copy of the school's Child Protection Policy and national guidance for schools Keeping Children Safe in Education 2024 (section 1). Staff (permanent and voluntary) will be asked to read and sign that they have read this guidance at the start of each new academic year and when they join the school. Staff will be informed of the names and office locations of the DSL and DDSLs who receive child protection referrals.

In addition, all staff members will receive safeguarding and child protection updates from the DDSL e.g. via email, e-bulletins or staff briefings.

Temporary staff and volunteers who work with students in the school will be made aware of the school's arrangements for child protection and their responsibilities before meeting with students.

The school will ensure that the DSL and DDSL undertake training in inter-agency working that is provided by the LA Safeguarding Service, and refresher training at **two yearly intervals** to keep knowledge and skills up to date.

The Headteacher and all other staff who work with students will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at a minimum of **three yearly intervals** as set out in Safeguarding Children in Education.

Guidance and support is available throughout the year for all staff from the designated child protection officer or designated safeguarding and child protection lead.

Governors with responsibility for Safeguarding and child protection, training and staff appointments will carry out training at a minimum of **two yearly intervals**.

5.3 SAFEGUARDING AND CHILD PROTECTION TRAINING SCHEDULE

All Staff training (permanent, temporary and volunteers)	Will be provided annually to all staff and as part of new staff induction training. Themed safeguarding training will be identified and provided during the academic year. On appointment as part of induction training, before the staff member has access to students. All staff should also receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings). Temporary and voluntary staff who work with children are also made aware of the School's arrangements for safeguarding and their responsibilities as above.
DSL and DDSL	At least every two years <i>Must attend DSL Safeguarding and CP Training and Prevent training.</i>
Governor and Headteacher training	At regular intervals, at least every two years Every recruitment panel includes at least one member of staff who has undergone safer recruitment training with refresher training every 5 years.

The school's CPD co-ordinator and Headteacher's PA will keep a central record of all safeguarding training undertaken by members of staff.

5.4 SUPPORTING A MEMBER OF STAFF - FOLLOWING A DISCLOSURE

Dealing with a disclosure from a child, and being involved in a child protection case in general can be a stressful experience. The member of staff should seek support through the DSL, DDSL or the Headteacher.

5.5 RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a student or students within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken.

Referrals must be completed electronically recorded on 'myconcern.'

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. Information is kept confidential and stored securely. Records include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

The school uses MyConcern to record and store child protection referrals as well as keeping individual paper records for each child.

Referrals, disclosure notes and child protection records are kept confidentially both electronically and in a confidential file, which is separate to other files, and stored in a secure place in the DDSLs office. In the same way, notes must be kept of any student who is being monitored for child protection reasons. Minutes will be taken at student panel and relevant professionals meetings (DSL and DDSLs) to inform child protection records and again recorded and relevant information uploaded onto 'myconcern.'

If a student transfers from the school, these files will be copied for the new establishment and forwarded (safeguarding administrator) to the student's new school marked confidential and for the attention of the receiving school's DSL.

5.6 ATTENDANCE AT CHILD PROTECTION CONFERENCES & CORE GROUPS

It is the responsibility of the Deputy Designated Safeguarding Lead or Designated Safeguarding leads (Key Stage DSLs) to ensure that the school is represented or a report is submitted to any child protection conference called for students on their school roll or previously known to them. Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to make decisions at the conference.

When a child is placed on the Child Protection Register and is, therefore, a child with a plan, (Child in Need or Child Protection plan) it is the Deputy Designated Safeguarding Lead responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. The DDSL will be supported by the Year Leader, PSW with safeguarding responsibilities and pastoral team members in this process.

If the school is part of the core group then the Deputy Designated Safeguarding Lead should ensure that the school is represented at core group meetings, and that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Deputy Designated Safeguarding Lead must inform the child's key worker **immediately** and then record that they have done so and the actions agreed.

5.7 STUDENT WHO IS SUBJECT TO A CHILD PROTECTION PLAN

Particular attention will be paid by all teachers to the attendance, welfare, progress and development of any child who has been identified as at risk or who is a "Child who is Subject to a Child Protection Plan"

Staff will be informed on a need to know basis to ensure the student is carefully monitored but also to support student confidentiality.

Student progress will be reviewed by the DDSL and Year Leader at student panel meetings and Child Protection line management meetings.

The student's Child Protection file will be transferred to receiving schools by the DDSL when a student leaves the school.

5.8 INTER-AGENCY LIAISON

The school follows inter agency procedures set up by Ealing's Local Safeguarding Children Board. An offer of early help when additional needs of children are identified will be provided by the school for external agencies.

Social Care Meetings

At times school staff will be called to participate in meetings and chaired by social care or lead professionals; these might be:

- Strategy discussions (student forum meetings)
- Child protection conference or review conference;
- Professionals meetings i.e. EHAP review meetings

The Designated Safeguarding Lead (Key Stage DSL) will inform a student's allocated social worker if they are suspended or excluded from school.

Prior to the meetings, representatives from the school should be ready to report providing information about:

- Attendance and punctuality
- Academic progress
- Parental communication
- Relationships with staff and students
- Student's appearance, engagement and motivation
- Identification of risk factors
- Any specific incidents that have been reported
- External agency feedback

A chronology of Child Protection intervention, support and communication is confidentially recorded on the school's centralised Child Protection database – 'myconcern.'

5.9 CHILDREN WHO ARE THE SUBJECT OF COURT ORDERS

To ensure that students are not collected or have contact with a parent subject to a court order, details of the court order will be confidentially recorded in the school's central record system (SIMs)

Relevant staff will be informed by the Year Leader and DSL or DDSL when court orders apply.

5.10 SELF HARM - CARE PATHWAY

A disclosure by a student in relation to self-harm is a serious child protection concern and should be reported immediately to the designated child protection coordinator. Medical attention should be arranged before the referral is made.

The DDSL will meet with the student to support and reassure the student and will follow guidance outlined in the local authorities'

The school follows guidance to support students and families outlined in Ealing's – Managing Self Harm publication 2014.

Self-harm | Ealing Grid for Learning

5.11 SUPPORTING STUDENTS AT RISK

Our school recognises that students who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

This school may be the only stable, secure and predictable element in the lives of a student at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may appear withdrawn.

This school will endeavour to support students through:

- The curriculum, to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of the school's behaviour management, anti-bullying and equality policies.
- A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies who support the students and their families such as CAMHS, SAFE, Counselling services and the Educational Psychology service
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that, statistically, students with behavioural difficulties and disabilities are most vulnerable to abuse, so staff who work in any capacity with students with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, students may also be vulnerable and in need of support or protection.

5.12 GOOD PRACTICE GUIDELINES FOR STAFF AND ADULTS WORKING WITH STUDENTS

To meet and maintain our responsibilities towards students we need to agree standards of good practice. **Good practice includes:**

- Treating all students with respect
- Setting a good example by conducting ourselves appropriately
- Involving students in decisions that affect them
- Encouraging positive and safe behaviour among students
- Being a good listener
- Being alert to changes in students' behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Asking the student's permission before doing anything for them of a physical nature, such as physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between students
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Reading, understanding and following our Safeguarding & Child Protection policy, Staff Code of Conduct and 'Keeping Children Safe in Education' 2024 (part 1)

5.13 ABUSE OF TRUST

All our staff are aware through the staff code of conduct that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach. 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 student under 18 may be a criminal offence, even if that student is over the age of consent.

The Staff Code of Conduct - Ealing's LA's Staff Code of Conduct sets out our expectations for all staff in relation to appropriate conduct with students. Staff are provided with a copy of this policy and required to adhere to policy expectations.

5.14 SAFER RECRUITMENT OF STAFF

Elthorne Park High School endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education 2024 together with local authority guidelines on Safer Recruitment and Selection.

All staff responsible for recruitment will engage in safer recruitment training and attend refresher courses if training has exceeded 5 years.

Appointment Panels

At least one member of any appointment panel must have undertaken safer recruitment training.

Safer recruitment means that all applicants will:

- Complete an application form;
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- Provide evidence of identity and qualifications; (photographic proof)
- Examination of all career breaks in applications as part of the induction process
- Be checked pre-employment: DBS and Barred list checks, Enhanced disclosure & barring list check number, prohibition order checks for teachers, verification of the person's right to work in the UK, overseas record checks, verification of qualifications, obtaining written references, verification that the person has mental and physical fitness for the role.
- Be interviewed. Staff interviewing panels will include at least one member of staff trained in Safer Recruitment procedures.

There is a legal duty for the school to refer to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

Employment checks will be carried out for all staff employed by the school.

- **Staff employed through agencies will** require confirmation of a DBS check that the individual is eligible to work in the UK. A DBS barred list check will be carried out by the school.
- **Supply staff** – we will ensure that the agency confirms that all staff used have appropriate DBS checks. Supply agencies must provide written confirmation that all their staff have these checks and have provided staff with the school's CP policy, Staff code of conduct and National guidance (Keeping Children Safe in Education 2024)
- **Volunteers** – any volunteer who has regular contact with children (4 times or more in a 30 day period) will have a DBS check if deemed necessary by the Head, but no

- volunteer who has not been DBS checked will be left unattended with a child.
- **Contractors** – will not have contact with students unless absolutely necessary in which case all such staff will be subject to appropriate checks. Contractor on site must follow best practice when employing staff they will supply to the school.
- **Governors** – meeting or having unsupervised contact with students are required to have enhanced criminal record certificates from the DBS. Governors who are volunteers should be treated the same as volunteers.
- **Staff or Helpers Supporting an Overnight activity** – staff supporting trips who support an overnight activity.
- **Contractors who work at the school are subject to DBS checks.** Contractors engaging in regulated activity will require an enhanced DBS certificate.

See flowchart – **Appendix 10 Flowchart** of Disclosure and Barring Service – Criminal record and barred list checks.

Single Central Record

The school will maintain a single, central record for all staff.

All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding & Child Protection Policy and Child Protection training.

There should be frequent monitoring by SLT and the direct line managers of newly appointed staff and volunteer workers to ensure students are safe in their care particularly in situations where the school is still waiting to receive the staff member's DBS certificate.

Under no circumstances should a volunteer or contractor of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

It is an offence to permit a staff member to carry out any form of regulated activity if they are known to be barred.

All staff must sign a 'Confirmation of receipt of Safeguarding & Child Protection Policy, Keeping Children Safe in Education 2024 (section 1) and Staff Code of Conduct' form annually or on arrival at the school to show that they have fully understood the school's safeguarding and child protection procedures (Appendix 9)

5.15 BULLYING

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can lead to students self-harming and suicide.

All incidences of bullying should be reported by members of staff and investigated as per the school's Anti-bullying policy. Bullying incidents must be logged on SIMs and correctly labelled as a bullying incident.

Staff should recognise that students are capable of abusing their peers and it can manifest itself in many different ways e.g. online bullying, sexting, inappropriate sexual touching etc.

CHILD ON CHILD ABUSE

All staff should be aware that children can abuse other children (previously referred to as peer on peer abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As

such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹³ (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Bullying themes are addressed at regular intervals by the personal, social, health and citizenship education programme (PSHCE), assemblies, tutor time - personal development curriculum, and as themes across the curriculum.

If bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, child protection procedures and referral procedures should be followed. The school’s Anti-bullying policy is available for parents on the school’s website.

Procedures for dealing with allegations of child-on-child abuse

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

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

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:

How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”

That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report.

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution

- we will liaise with the police and/or local authority children’s social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

Sharing of nudes and semi-nudes (‘sexting’)

If a staff member is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as ‘sexting’ or ‘youth produced sexual imagery’), will report it to the DSL immediately.

Staff will **not**:

- View, copy, print, share, store or save 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

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff

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

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 4 for more information on assessing adult-involved incidents
- 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 SEN)
- What the DSL knows about the images or videos 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 images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

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

They will hold interviews with the pupils involved (if appropriate).

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

Informing parents/carers

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the Safer Schools Team or contacting 101

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our PSHCE and computing programmes.

5.16 eSAFETY: ONLINE SAFETY

As a school we are increasingly aware of the growing risks to children working online. The school provides protection for students in a number of ways; procedures are outlined in the school's eSafety, IT, Social media, IT agreements and anti-bullying policies. The school's personal development and PSHCE programmes provide guidance on how to stay safe online. If a child is deemed to be at risk a child protection referral should be made to the DDSL or DSL.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The school delivers a comprehensive curriculum programme for students around online

safety (Computing lessons, PSHCE lessons, personal development curriculum and assemblies) & related safeguarding issues, so that all students are aware of the risks and know what to do if they experience a problem online.

The school uses many of the suggested activities and approaches outlined in the non-statutory guidance for schools Teaching Online Safety in Schools (DfE 2019) to ensure our students are informed and remain safe when using online technology.

The school uses a commercial monitoring and filtering system provided by (Smoothwall & Impero) to identify inappropriate use of IT and internet systems by students or staff, this report is actioned on a weekly basis by the DSL.

It is important that all students observe and follow the ICT appropriate use agreement. Staff must read, observe and follow this agreement and guidance outlined in the school's e-Safety policy and the Staff Code of Conduct relating to safe use of technology and appropriate communication. The school has a clear policy on the use of mobile phones detailed in the school's parent/carers handbook and e-Safety, IT and Social media policies. Staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

Most students use mobile phones and computers to support their studies and to communicate with other people. They can be a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children.

Chat-rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's IT, social media and e-Safety policies explain how we try to keep students safe in school.

Cyber-bullying by students (via texts and emails), will be treated as seriously as any other type of bullying and will be managed through our behaviour and anti-bullying procedures. Staff are required to follow guidance in flowchart (Appendix 8) 'Staff response to an e-Safety incident if an e-Safety incident takes place where a child is at risk.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

We recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Elthorne Park High School will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.

The school's safeguarding leads use the '360 safe website' to review its e-Safety procedures.

5.17 COMMUNITY INCIDENTS - SCHOOL WATCH

Separate arrangements exist where children may be at risk from strangers who have approached other children in the neighbourhood or who have been seen acting suspiciously in other parts of Ealing. Through the School Watch system, run by the Metropolitan Police in conjunction with the Education Welfare Service and institutions themselves, information is passed rapidly from school to school so that warnings can be given to teachers, parents and students as appropriate. The DSL and DDSL are the school leads for this arrangement and will inform staff and the school's safety officer, should risks to students and staff arise.

5.18 EXTENDED SCHOOL AND OFF-SITE TRIPS AND ACTIVITIES

Where trips and extended school activities are provided by and managed by the school, our own Safeguarding & Child Protection policy and procedures apply.

If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, we will check that effective Child Protection and risk assessment arrangements are in place in line with the school's Trips and Visits policy and guidance outlined in Keeping Children Safe in Education 2024.

There is specific guidance that trip organisers must follow if students are staying with host families. Staff arranging the visit must follow guidance outlined in Annexe E in 'Children staying with host families' in Keeping Children Safe in Education 2024. Trip leaders must ensure this has been followed, details in the School's Trips Policy.

5.19 VULNERABLE GROUPS OF STUDENTS

LOOKED AFTER CHILDREN (CLA) and children with SPECIAL EDUCATIONAL NEEDS

Staff need to be aware that specific groups of students may be at greater risk of abuse or neglect.

- Looked after Children (CLA)
- Special Educational Needs and disabilities

The school's LAC co-ordinator (Associate DHT - Ms Reeves) provides staff with information on LAC students and how we can best support their needs and keep them safe. Ms Carvey White is the school's Special Educational Needs Co-ordinator.

LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and or neglect.

We have a Designated Lead responsible for Looked After Children,(Ms Reeves) and a governor with overall responsibility. The school keeps a central record of students who are looked after by the local authority.

In light of research that shows that LACs are more vulnerable to abuse and fare less well at schools than their peers, close monitoring of their progress and wellbeing will take place by the LAC co-ordinator:

- Attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- Monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- Monitoring their academic grades carefully to try to ensure they are making expected

- progress
- Liaising with their tutor and subject staff to ensure they are safe and making expected progress
- Knowing the exact legal status of each looked after child in school
- Recording contact arrangements with birth parents or those with parental responsibility
- Knowing the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- Having details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Staff need to be aware that children with SEN and disabilities can face additional safeguarding challenges and may be more prone to bullying and other forms of abuse.

5.20 ATTENDANCE, REGISTRATION, VISITORS AND SITE SECURITY

ATTENDANCE REGISTERS

It is a statutory duty for staff to register students at am and pm registration. Staff must also register students in their classes during the first ten minutes of each lesson. This enables the school to quickly identify any students missing from lessons.

If a child is suspected missing the staff member must inform the main office immediately so a search of the site and CCTV can be carried out by staff on 'call out', the Attendance Officer and the School's Safety Officer. If a student is missing, parents will be informed immediately following the school's search.

VISITORS AND SITE SECURITY

With the exception of sixth formers, students are not permitted to leave the school site during the school day. Signed parental permission is required on entry to the school for students to be permitted supervised use of the playing fields and MUGA at lunchtime; permission is recorded on student ID cards.

All staff and students must wear their ID badges at all times when on school site.

Visitors must sign in at reception on arrival and will be issued with a temporary ID badge and a safeguarding guidance leaflet covering the expectations during their visit. Visitors must follow the guidance provided on the visitor leaflet that will share on arrival at reception.

CCTV cameras are used in buildings and across the school site to support site security.

Should a member of the public try to illegally enter the school site, the School's Safety Officer, or DSL must be informed immediately and following assessment of the situation the police may be called.

6. SPECIFIC SAFEGUARDING CONCERNS

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

6.01 SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of the following safeguarding issues:

<p>Bullying including cyber bullying Children missing from education Children missing from home or care Child sexual exploitation Child on child abuse Domestic violence Drugs Fabricated or induced illness Faith abuse Female genital mutilation (FGM) Forced marriage Gangs and youth violence</p>	<p>Gender based violence/violence against women and girls. (VAWG) Honour Based Violence Hate Mental health Missing children and adults Private fostering Preventing radicalisation Relationship abuse Sexual harassment including sexting Trafficking</p>
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Staff should be aware that behaviour linked to drug taking, alcohol abuse, truanting and sexting put children in real danger.

Appendix 6 provides further guidance and information in relation to these safeguarding themes.

6.02 CHILDREN MISSING FROM EDUCATION

A child missing education is a potential indicator of neglect.

Any child absent from school will be subject to procedures outlined in the school's Attendance Policy and eventually intervention by the school's Attendance Officer.

If a child is absent from school for a significant period of time (10 sessions) or on repeat occasions without communication from parents, the school will report the child to the local authority as a child 'missing in education.'

This report will initiate further investigation by the local authority CME safeguarding team and police to locate the student and family. See procedures outlined in the school's Attendance Policy.

The school provides regular returns to the local authority on children missing from education and reasonable enquiries made by the school. The school provides weekly returns of admissions and new arrivals to the school.

6.03 FEMALE GENITAL MUTILATION

FGM involves cutting and sometimes sewing of the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision.' It is now more correctly termed female genital mutilation (FGM).

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it an offence, not only to carry out FGM in the UK but also to take a girl out of the UK to have FGM performed abroad, even in countries where it is legal.

The indicators of FGM initially mirror those of sexual abuse. You may notice the girl or

young woman shows:

- Signs of pain and discomfort
- Needs to visit the toilet constantly (possible vaginal blood loss)
- Unable to sit comfortably
- Make excuses to avoid showers in PE
- May be evasive or fearful following enquiries
- Seems to be in pain but has not visited her family doctor
- There may be a pattern of absence from school or late to return after the school holiday (possible regions of FGM practice listed above)

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.

Any concerns or suspicions should be reported, as an initial concern. Identify cases of FGM will also be reported to the police by the teacher with support from the DSL

6.04 CHILD SEXUAL EXPLOITATION (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship

The Deputy Designated Safeguarding Lead or Designated Safeguarding Lead will undertake child exploitation training as part of their training cycle.

6.05 PREVENT - STUDENT RADICALISATION

If the school suspects a student is at risk of radicalisation or their associated actions may place them or others at risk, the school will act in accordance with statutory DfE guidance - 'The Prevent Duty - Departmental advice for schools and childcare providers.' (DfE: June 2015 The Prevent Duty for Schools)

If a member of staff has a concern about a particular student they must follow the school's normal safeguarding procedures, including discussing their concerns with the school's designated safeguarding lead, and where deemed necessary, with children's social workers.

The school will inform the Local Authority Prevent lead who can also provide support. The school may also contact the local police force or dial 101 (the non-emergency number) for further guidance.

General enquiries

Email: preventschoolsinfo@ealing.gov.uk (link sends e-mail)

Anisa Sayed

Paul Smith

Prevent safeguarding manager – all issues related to CHANNEL case management

Email: smithpa@ealing.gov.uk(link sends e-mail)

Tel: 020 8825 7590

Radicalisation - the Prevent duty | Ealing Grid for Learning

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. The helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident.

6.06 OFFENSIVE WEAPONS IN SCHOOL PROTOCOL

The school adheres to guidance set out in the Local Authority 'Offensive Weapons in School's Protocol.'

Safeguarding and child protection | Ealing Grid for Learning

This state's actions that the school will take in relation to offensive weapon possession by a member of the school community.

The guidance states:

- Definition of an offensive weapon
- Staff powers
- Guidance of searches
- Procedures to be followed when an offensive weapon is discovered & subsequent actions.
- Police actions
- Non-arrest decisions by the school.

Actions are followed in association with guidance outlined in the school's behaviour policy.

If an offensive weapon is found on school site staff must:

- Make an immediate call out for SLT support.
- Parents are informed.
- Appropriate action is taken to search and confiscate the offensive weapon.
- The school will inform the police and the School's Safety Officer.
- The Designated Safeguarding Lead is informed.

Subsequent actions in relation to the whole school will be actioned after a full investigation by the school.

6.07 CHILD ON CHILD SEXUAL VIOLENCE & SEXUAL HARASSMENT.

If possible two members of staff will be present when recording incidents. **Inform the designated safeguarding lead or designated child protection officer a deputy immediately.**

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Where the report includes an online element, being aware of searching screening and

confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT+ children are at greater risk.

What is sexual violence and sexual harassment?

Sexual violence

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below and includes, rape, assault by penetration and sexual assault.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Any cases reported must be actioned as follows:

Member of staff immediately reports the incident to the Deputy Designated Safeguarding

Lead or Safeguarding lead and the student's Year Leader. The parents of the perpetrator will be informed.

The police will be informed and our attached School Safety Officer. A full investigation will be completed by the school. Actions taken in line with whole school behaviour policy following investigation.

6.09 DOMESTIC ABUSE

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Operation Encompass – Elthorne Park High school works in partnership with the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic incidents; this scheme is called Operation Encompass. The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, or witness to a domestic incident.

6.10 MENTAL HEALTH

All staff should also be aware that 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

6.11 CHILD CRIMINAL EXPLOITATION (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very

different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

6.12 HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity as appropriate. Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

6.13 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 they must report this to the DSL who will speak to the pupil about the concerns in a secure and private place and activate the local safeguarding procedures and refer the case to the local authority's designated officer and seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk

6.14 HONOUR BASED ABUSE

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. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

6.15 DRUGS AND COUNTY LINES

Student use of drugs and alcohol can place them at risk of harm. It is important that any reports of students using or holding illegal drugs are reported immediately to the DSL or DDSL. Following a report protocols outlined in the school's behaviour policy and DfE and ACPO guidance will be followed [DfE and ACPO drug advice for schools - GOV.UK](#).

COUNTY LINES

This term is used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move

drugs and money between locations.

6.16 SERIOUS VIOLENCE

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of selfharm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

6.17 MODERN SLAVERY

Modern Slavery and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

7. FILTERING AND MONITORING - IT USE & ONLINE SAFETY

The school has put in place a number of filtering and monitoring systems to ensure that IT users and the school systems stay safe and protected. These are effectively managed by the schools IT Network Manager supported by designated safeguarding leads. The school complies with DFE filtering and monitoring standards (Including PREVENT monitoring) and ensures that systems have the following in place:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

The school's IT network lead ensures that the school systems follow guidance provided by:

- e-security from the National Education Network.
- Cyber security standards for schools and colleges. GOV.UK.
- Cyber security training for school staff - NCSC. GOV.UK.

The school uses the following recommended filtering and monitoring systems:

Monitoring and filtering system	Purpose	Monitoring method and person responsible for monitoring	Evidence
LGFL Webscreen 2.0 (Broadband)	Blanket filtering and block policies based on standard inappropriate content and	Realtime filtering setup and maintained by the school's IT support team.	System wide settings.

Filtering)	categorisation.		
Smoothwall (Filtering)	Granular filtering by users (who, what, where).	Realtime filtering setup and maintained by the school's IT support team.	Weekly audits and escalation reports on violation / suspicious activities to the designated safeguarding lead.
Impero In class screen monitoring by staff.	Screen and keyboard monitoring.	Real Time monitoring installed and maintained by the school's IT support team.	Weekly audits and escalation reports on violation / suspicious activities to the designated safeguarding lead.

Where safeguarding concerns arise, staff are required to report using normal safeguarding reporting procedures. In addition weekly reports generated by smoothwall are shared with designating safeguarding leads for follow-up and action.

8. FIRE EVACUATION AND LOCKDOWN SAFETY PROCEDURES

8.1 Fire Evacuation Procedure

All members of the school community including visitors are required to observe the following fire evacuation procedures.

A sustained continuous ringing of the school bell indicates that the following fire evacuation procedures must be followed:

- All members of the school community including visitors, must leave the building they are in, using the nearest stairwell and building exits.(bags and possessions must be left behind)
- They must then exit the school site using their nearest external exit gates and must immediately move to the muster point which is located on the back playing field adjacent to the community multi use games area. (behind the sports hall)
- Students are required to line up in register order (in year group areas as stated during fire drills) so that registers can be taken whilst buildings are being checked.
- Staff and visitors assemble at the age of the community multi use games area to be registered.
- Students and staff are required to remain silent whilst registers are being taken.
- All members of the community must remain in this area until the all clear is given, or advised to move to an alternative area by senior staff or members of the emergency services.

8.2 Lockdown Safety Procedures

Lockdown is necessary when children and staff need to be **locked** within buildings for their own safety i.e. in an emergency situation such as a hostile intruder, terrorist attack or other criminal activity.

The school bell ringing continuously in the following pattern: three seconds on, three seconds off repeatedly until paused - indicates that all members of the school community must immediately follow the school's lockdown procedure:

Lockdown procedure:

Safe location

- All children will be required to remain in allocated classrooms until otherwise notified.
- All children will be required to remain in allocated classrooms until otherwise notified.
- Children engaged in PE lessons on the school field will be asked to link to the sports hall.
- Children in outdoor lessons, return to their classroom.
- During break or lunchtime, students move directly to the nearest large indoor space: C101, canteen and sports hall and then follow classroom procedures.

Protection in safe location

- Staff inside rooms, where possible, will lock (where possible) and barricade doors and windows
- Windows will be closed and blinds pulled.(where possible)
- Lights will be turned off as well as fans or air conditioning.

Student and staff safety

- Students will be told to sit on the floor under their desks away from windows.
- Students and staff must stay as silent as possible. Mobile devices to be placed on silent and screens in rooms turned off.
- Staff will advise on exit point in case the intruder manages to gain access.
- If possible, staff check for missing and injured students, staff and visitors. This must take place without endangering individuals or deviating from the classroom lockdown procedure.
- Keep doors and windows locked and shut and remain inside until all clear was given or unless told to evacuate by the emergency services.

All clear

The signal for all clear will be issued by a circulating member of senior staff or emergency services, who will inform individual teachers and classes when lockdown procedures can stop.

8.3 Fire and lockdown drills

- Drills will take place each term, rotating between fire and lockdown drill to ensure that all members of the school community are familiar with procedures.
- All members of staff must be familiar with both procedures and must also read the school's fire safety procedures. At the start of each academic year, tutors are required to familiarise their tutees with newly assigned muster points.

9. SCHOOL PREMISES, WHISTLEBLOWING, COMPLAINTS AND POLICY REVIEW

9.01 USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding students and child protection.

9.02 WHISTLEBLOWING

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Concerns should be reported immediately, including low level concerns to the Headteacher or in their absence the Designated Safeguarding Lead. If there is a concern regarding the Headteacher the Chair of Governors should be contacted.

All staff should also be aware of their duty to raise concerns about the attitude or actions of colleagues, including low level concerns, if they witness or suspect abuse or inappropriate handling of cases.

7.03 MAKING COMPLAINTS AGAINST A MEMBER OF STAFF

If a member of staff, parent or student has a complaint regarding a member of staff, they should use and follow the school's Complaint procedures, a copy of this procedure is available on the school website. Procedures to deal with allegations against teachers, headteachers, volunteers and other staff are outlined in this policy.

Such allegations will be referred to the designated officers (LADO) at the local authority for investigation.

7.04 POLICY REVIEW

The Governing Body is responsible for ensuring annual review of this policy. As part of the review process staff and staff representatives (Staff Governors) will be asked to contribute to and shape Child Protection and Safeguarding procedures.

Date when current policy was reviewed and adopted by Governors.	November 2024
Next review date:	November 2025

Appendix 1

USEFUL CONTACTS

Ealing Children's Integrated Response Service

EALING CHILD PROTECTION ADVICE AND CONSULTATION SERVICE 0208 825
6134

EALING CHILDREN'S INTEGRATED RESPONSE SERVICE 0208 825
8000
Child Protection enquiries, concerns and referrals

EALING LADO – LOCAL AUTHORITY DESIGNATED OFFICER 0208 825
8930
asv@ealing.gov.uk

Ealing Social Services Offices

Acton Children's Services
Acton Town Hall Winchester Street
London
W3 6NE
FAX: 0208 993 2606
T: 0208 8000

Greenford Children's Services
301 Ruislip Road
Greenford
UB6 9SE
FAX: 0208 578 2654
T: 0208 8000

Ealing Police Station	Tel: 101
CAMHS – West London	Tel: 020 8354 8160
NSPCC	Tel: 0808 9005000
Childline:	Tel: 0800 1111
Prevent Ealing	Tel: 020 8825 9849

Appendix 2

TYPES OF ABUSE AND NEGLECT

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

28. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

file:///N:/Downloads/Keeping_children_safe_in_education_2024.pdf

Appendix 3

SIGNS AND SYMPTOMS OF ABUSE

Possible signs of physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Admission of punishment which seems excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying
- Over compliant behaviour or a 'watchful' attitude
- Running away
- Significant changes in behaviour without explanation
- Deterioration in work
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries

Possible signs of emotional abuse:

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- 'Neurotic' behaviour – obsessive rocking, thumb-sucking and so on
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including overeating and lack of appetite
- Depression, withdrawal

Possible signs of neglect:

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

Possible signs of sexual abuse:

- Bruises, scratches, burns or bite marks on the body
- Scratches, abrasions or persistent infections in the anal or genital regions
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
- Sexual awareness inappropriate to the child's age – shown e.g. in drawings, vocabulary, games and so on
- Frequent public masturbation
- Attempts to teach other children about sexual activity

- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

Appendix 4 Using 'myconcern' to report a safeguarding concern (staff) Child Protection Referral - 'myconcern' electronic referral form

If you are approached by a child or parent and are concerned that it may be a Safeguarding or Child Protection issue, please complete an electronic referral to the Deputy Designated Safeguarding Lead or Designated Safeguarding Lead using **'myconcern.'**

Complete the electronic form using 'myconcern' immediately after you receive a referral or if you have concerns about a child's safety or welfare.

Please record statements and observations rather than interpretations or assumptions.

Please attach or sketch and upload a 'body map' form indicating injuries if relevant.

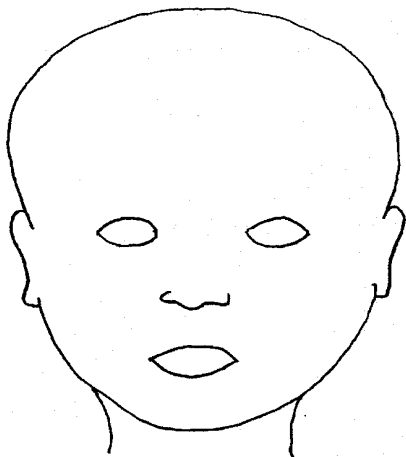
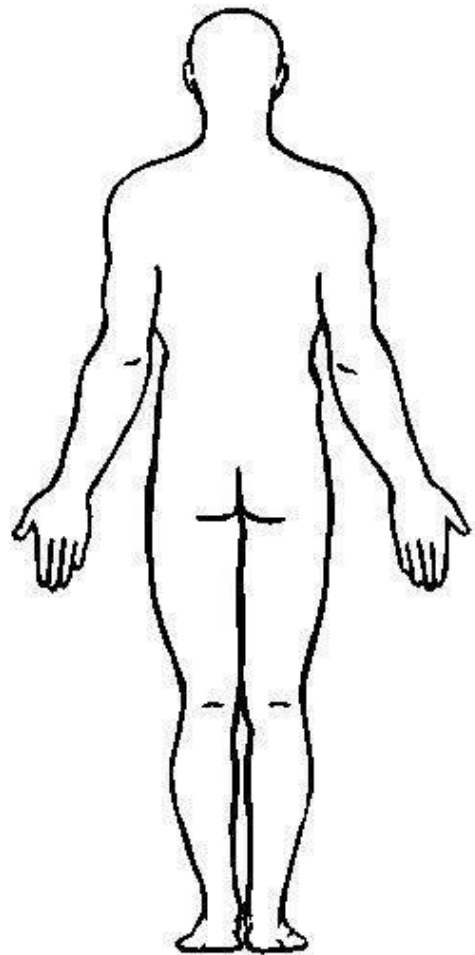
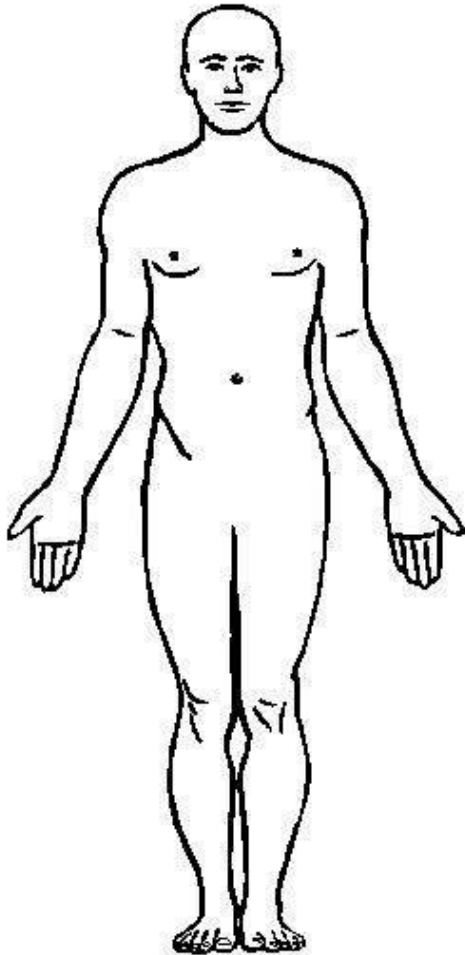
Follow up with a face to face meeting or communication with the Deputy Designated Safeguarding Lead or Safeguarding Lead after your referral on the same day of the referral.



Appendix 5 Body Map

Member of staff referring:	Date:
Student's name:	Year/Tutor group:

Please use it in conjunction with our child protection referral form. Locate and label any injuries outlined during the child protection disclosure process.



Appendix 6

Safeguarding and Child Protection: Expert Advice and Professional Organisations

Child Sexual Exploitation:

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Child on Child Sexual Abuse

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf>

Bullying, including cyberbullying:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

County Lines Toolkit DfE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101687/Child_Exploitation_Disruption_Toolkit_082022.pdf

Domestic Violence <https://www.gov.uk/domestic-violence-and-abuse>

Drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>

Ealing Grid for Learning/Safeguarding

<http://www.egfl.org.uk/categories/student/safeguarding/>

Fabricated or Induced Illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Faith Abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Female Genital Mutilation (FGM)

<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>

Forced Marriage

<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible>

Gangs and Youth Violence:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf

Gender-based violence/violence against women and girls (VAWG)

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

Mental health

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

NSPCC: www.nspcc.org.uk

Operation Compass <https://www.operationencompass.org/about-us>

Private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Radicalisation <https://www.gov.uk/government/publications/channel-guidance>

Prevent and the Prevent Duty

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Sexting <http://ceop.police.uk/>

Sexual Abuse <https://www.csacentre.org.uk/>

Teenage relationship abuse

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

Trafficking

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Appendix 7
Self-Harm – Immediate Intervention Flowchart

Elthorne Park High

Appendix 2

Listen, talk to and include the young person throughout the process

Immediate Intervention Flow Chart for _____ School

1. Discover or informed of a self-harm incident

2. Assess the need for urgent action

Does the pupil require immediate medical care?

NO

YES

Heavy bleeding, overdose
OR
unconscious - call 999 for an ambulance*

3. Are YOU the right person to deal with this incident? Are you the Child Protection (CP) Lead or self-harm designated member of staff?

YES

NO

Contact your CP Lead

Reassure the pupil and decide on best course of action

Discuss with CP Lead to determine best course of action

4. Decide on what is the best course of action based on the young person's injuries and emotional state? Is the young person at imminent danger?

YES

NO

Take the young person to A&E

Administer First Aid at school

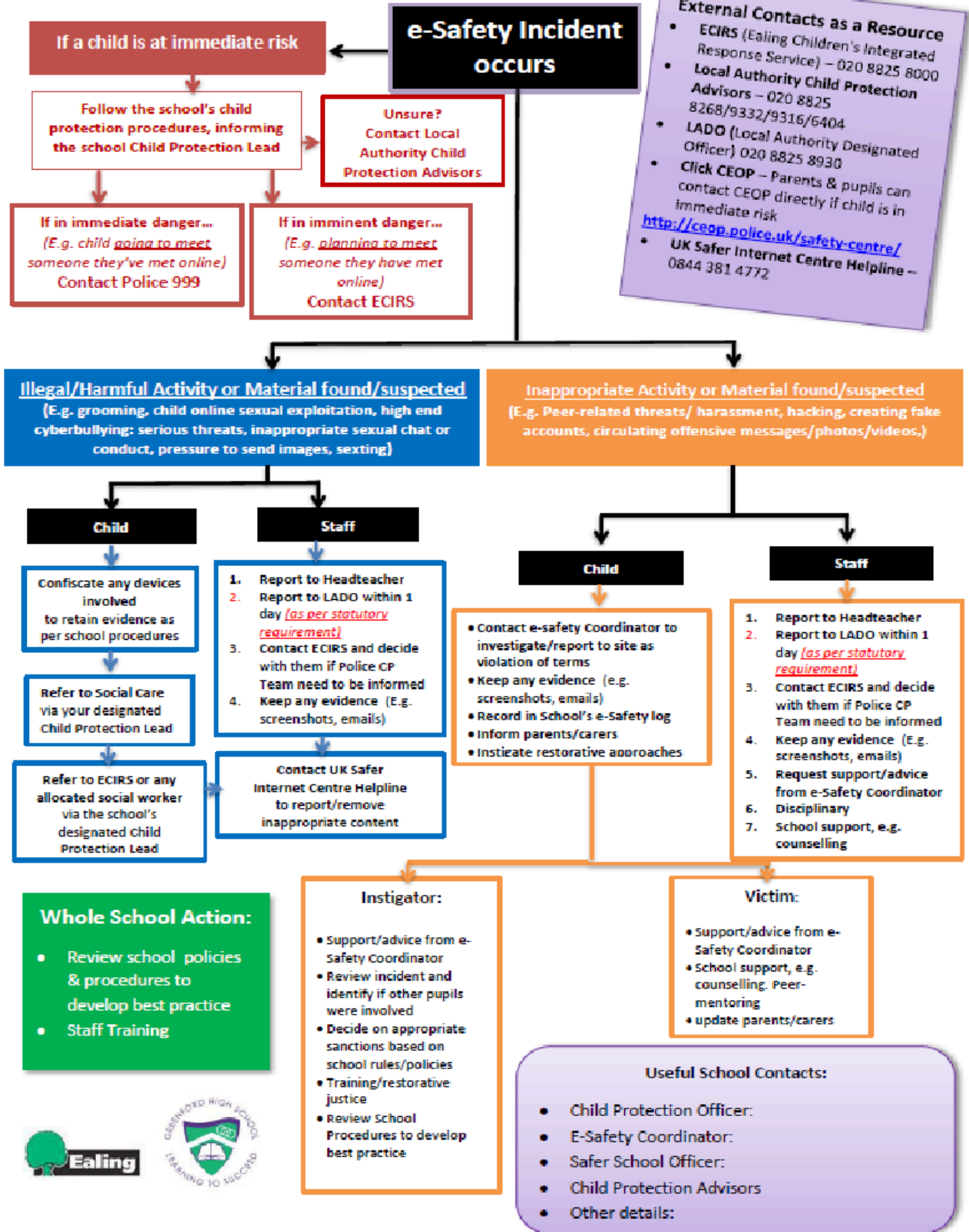
5. Once the young person is stabilised, both physically & emotionally, you need to gather more information and plan ongoing support.

Refer to the ongoing support guidance

*NICE guidance suggests all cases of children or young people under the age of 16 that attend A&E after harming themselves should be admitted to a paediatric ward for assessment (WLMHT & Ealing Children's Social Care 2013).

Appendix 8 Staff Response to an E-Safety Incident

Staff Response to an E-Safety Incident of Concern:



Appendix 9

Confirmation of Receipt of Safeguarding and Child Protection Policy/Guidance and the Staff Code of Conduct

Staff are asked to complete an electronic version of this form to confirm completion of statutory training and receipt of the three core statutory safeguarding documents:

- Safeguarding and Child Protection Policy 2024
- Keeping Children Safe in Education (DfE) 2024 (chapter 1) and the
- Staff Code of Conduct

Name:	
Position:	
	Please initial
I have attended and completed my annual statutory safeguarding training at Elthorne Park High school.	
I confirm that I have read and am aware of expectations and procedures outlined in Elthorne Park High School's Safeguarding and Child Protection Policy. 2024	
I have read and am aware of the government's statutory guidance in ' Keeping Children Safe in Education' (DfE 2024) guidance – section 1	
I have received and am aware of the Staff Code of Conduct for staff working in education. (Ealing Local Authority)	
Signature of staff member to confirm receipt of and awareness of expectations and procedures outlined in the safeguarding and child protection documents listed above: Staff signature: Date:	
Please initial and electronically sign (Safeguarding administrator)	

Appendix 10

Flowchart of Disclosure and Barring Service – Criminal record and barred list checks Keeping Children Safe in Education 2024 Page 70