



Safeguarding and Child Protection policy

1. This policy has been authorised by the named governor (Sumit Parmar), and is addressed to all pupils, members of staff, governors, volunteers and visitors to the school. It is freely available and is published on the School website. It applies wherever staff or volunteers are working with pupils even when they are away from the School, for example at an activity centre or on an educational visit.
2. Yeading Infant school and nursery are committed to safeguarding children and young people. Everyone who works within our school ensures this procedure is enforced while acting on the best interest of the child.

Yeading Infant School and Nursery pupils are taught about safeguarding as part of our broad and balanced curriculum.

Definition of safeguarding

In relation to children (under the age of 18 years) and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

"The welfare of the child is paramount"

3. The welfare of our pupils will always be our central concern informed by the School's ethos and by legal requirements. Pupils are actively encouraged to raise personal or general concerns with members of staff.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they

have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

'School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Keeping Children Safe in Education September 2023.'

The Safeguarding Team includes the Headteacher who is Designated Safeguarding Lead (Mrs Rupinder Ahluwalia), Deputy Safeguarding Lead (Mrs Kuldip Cheema) and Welfare Officer (Ms Howard) have very important roles in being available to all members of the school community to offer advice on matters relating to safeguarding. They will be available during school hours to discuss all safeguarding concerns. All staff have the Designated Safeguarding Lead's mobile phone number for out of school hours. **Promoting the welfare of children is everyone's responsibility and everyone has a role to play in safeguarding children**

1. The Governors of **Yeading Infant and Nursery School**, are fully informed with regular updates of matters relating to Child Protection and Safeguarding. The Governors have full access to all the facts surrounding Child Protection concerns and the School's response, as and when it is appropriate. They have overall responsibility for the response made and to those in their care when events took place. To support them in that work, a Governor is identified as having a role in and commitment to Child Protection and Safeguarding with appropriate level of Safeguarding and Child Protection training.
2. The Designated Safeguarding Lead will ensure that the performance of the safeguarding and child protection regime is reported to regular meetings of the Governing Body (see the Designated Safeguarding Lead's responsibilities below).
3. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child, staff must be mindful of the importance of not leading or suggesting.

School Commitment

Promoting fundamental British Values.

At Yeading Infant and Nursery School, we promote the fundamental British values of democracy, the rule of law, mutual respect and tolerance of those with different faiths and beliefs. We have drawn reference to the Department of Education publication 'Promoting fundamental British values as part of SMSC in schools' November 2014. The main objective for teaching these values is through our PSHE and RE curriculum, whole school assemblies and on many other occasions when SMSC is an element of our teaching and learning.

3. **Yeading Infant and Nursery School** is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share that commitment. The School will take measures to:
 - a) ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in *Keeping Children Safe in Education, September 2023*.
 - b) ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with the above regulations and guidance given in *Keeping Children Safe in Education, September 2023*.
 - c) ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or pupil) because that person has engaged in conduct that harmed (or is likely to harm) a child or if they otherwise pose a risk of harm to a child, a detailed report is made to the Disclosure and Barring Service (DBS) as soon as possible and in any event within one month; ceasing to use a person's services includes dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
 - d) ensure that referrals are always made to the DBS as provided for in this Policy whether the issue to be referred is current or historical.

- e) ensure that whenever staff from another organisation are working with our pupils on another site, we have received assurances from that organisation, that appropriate child protection checks and procedures apply to those staff.
- f) follow the "London Child Protection Procedures" and the Guidance for Safer Working Practice for Adults Who Work With Children and Young People in Education Settings" (2022).
- g) protect each pupil from any form of abuse, whether from an adult or another pupil.
- h) be alert to signs of abuse both in the School and from outside.
- i) deal appropriately with each suspicion or allegation of abuse against a member of staff, volunteer or governor in accordance with "*London Child Protection Procedures and Working Together to Safeguard Children 2022*", and by consulting with the Local Authority Designated Officer (LADO) (Hannah Ives): hives@hillingdon.gov.uk 01895 250975 and mobile 07753431285). Deputy LADO is Nicole Diamond mobile: 07943097366.
- j) operate procedures which promote this policy.
- k) operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- l) support children who have been abused in accordance with an agreed multi-agency child protection plan if applicable.
- m) be alert to the medical needs of children with medical conditions.
- n) operate robust health & safety procedures.
- o) ensure that School premises are as secure as circumstances permit.
- p) provide staff with training about taking sensible steps when working with individual pupils to ensure they are not in secluded or private areas.
- q) operate clear and supportive policies on drugs, alcohol and substance misuse.

- r) deal with any other safeguarding issues which may be specific to individual children in our Schools; have regard to guidance issued by the Secretary of State for Education (DfE) in accordance with section 157 of the Education Act 2002 and associated regulations, the main sources of guidance currently being:

'Keeping Children Safe in Education, September 2023; Working Together to Safeguard Children 2018 and London Child Protection Procedures 2022'.

- s) maintain a positive school atmosphere which will help prevent incidents from occurring, supported by the teaching and pastoral support offered to pupils.
- t) Every child protection concern, complaint, or suspicion of abuse from within or outside the School will be taken seriously and followed up and, as set out in this policy, will be referred to the Local Authority Designated Officer (LADO) Children's Services, or child protection lead for education (LADO) (Hannah Ives): hives@hillingdon.gov.uk 01895 250975 and mobile 07753431285). Deputy LADO is Nicole Diamond mobile: 07943097366.
4. In each case, the matter will be referred to Children's Services and where appropriate, Children's Services in the child's home area. This includes allegations of historic abuse. In the case of those working in a school, the employer (school) will report to the Local Authority Designated Officer (LADO) all cases where it is alleged that a person who works with children has:
- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Roles, responsibilities and Procedures

5. The Designated Safeguarding Lead for Child Protection

The School has appointed a senior member of staff with the necessary status and authority (Designated Person- Mrs Rupinder Ahluwalia) to be responsible for matters relating to child protection/welfare and she holds the ultimate responsibility for Safeguarding and Child Protection. However, it is important to note the role of the DSL and the Deputy DSL are both equivalent to equal responsibilities. (See appendix A: 23) Furthermore if the DSL or Deputy DSL are unavailable staff should promptly share their concerns in writing with another member of the safeguarding team without delay.

The main responsibilities of the Designated Safeguarding Leads are:

- a) To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- b) To be fully conversant with the London Child Protection Procedures and School Child Protection and Safeguarding Policy and procedures.
- c) All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child
- d) All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- e) Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Early help

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need

- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- 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 alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

Statutory assessments

- f) Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.
- g) To monitor the keeping, confidentiality and storage of records in relation to child protection. To liaise with the Local Authority Designated Officer (LADO) Hannah Ives: hives@hillingdon.gov.uk 01895 250975 and mobile 07753431285). Deputy LADO is Nicole Diamond mobile: 07943097366.
- h) To ensure that appropriate action is taken in the School and that procedures are followed in all Child Protection concerns and actual or suspected cases of child abuse.
- i) To contact the duty social worker within twenty-four hours to seek advice on concerns brought by staff, volunteers or pupils. To also check whether or not the pupil or pupil's family involved is known to Children's Services.
- j) To monitor records of pupils in the School who are subject to a child protection plan. To ensure that their records are maintained and updated as notification is received.
- k) To liaise with other professionals to ensure that children who are subject to a child protection plan are monitored.
- l) Where appropriate, to take part in the child protection conferences or reviews. When the Designated Safeguarding Lead cannot attend, he or she will ensure that the Deputy Designated Safeguarding Lead (Mrs Kuldip Cheema) or a key member of Safeguarding Team attends (Welfare Officer). Where this is not possible, to provide a written report to the conference from the School. (It is acknowledged that this should occur

rarely as the involvement of School staff is vital given the close involvement with the child). The Designated Safeguarding Lead has the ultimate responsibility.

- m) To inform the child's Social Worker in writing when a child who is subject to a child protection plan moves to another School and to inform the new School of the child's status. In consultation with the Safeguarding Team, to monitor staff development and training needs with regard to child protection issues and to ensure that training provided is current and relevant. Staff receive annual Safeguarding training.
 - n) To ensure that the curriculum offers opportunities for raising pupil awareness of child protection issues and developing strategies for ensuring their own protection, for example through the personal, social, health and citizenship education (PSHCE) programme, and reflect this in the school improvement plan.
 - o) Together the Headteacher and School Leadership Team, annually to review the School's Policy on Child Protection and Safeguarding and look at how the duties have been discharged, and to report on this to the Board of Governors.
 - p) 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.
6. In the absence of the Designated Safeguarding Lead a Deputy Designated Safeguarding Lead or member of Safeguarding Team, who must be nominated in advance, must take responsibility for child protection issues within the School.
- They will (for each respective school/department):
- advise and act upon all Child Protection concerns reported to him or her.
 - keep the Headteacher informed of all actions unless the Headteacher is the subject of a complaint. In this situation, the Designated Safeguarding Lead should consult with the Chair of Governors or in his or her absence, the Vice Chair.
 - liaise with Children's Services and other agencies on behalf of the School.
 - Carry out any other duties normally conducted by the Designated Safeguarding Lead.
7. If the Designated Safeguarding Lead is unavailable or is him/herself the subject of a complaint, his / her duties will be carried out by a Deputy

Designated Safeguarding Lead or by Safeguarding Team members who has received appropriate training in safeguarding and inter-agency working.

8. To undertake appropriate training every two years in relation to their role and the child protection procedures.

Employees, Governors, School Advisors and Volunteers

9. The Headteacher and all other employees of the School, as well as every Volunteer and School Advisor who works with pupils, is under a general legal duty:
 - a) to protect children from abuse and promote their welfare.
 - b) to be aware of the School's practice and policies on Safeguarding and Child Protection and to follow them.
 - c) to know how to access and implement the procedures, independently if necessary.
 - d) in dealing with a child protection issue to remain as objective as possible, never assuming that they know which categories of children are at risk.
 - e) to keep an appropriate record of any significant complaint, conversation or event. Information should be recorded verbatim, if possible. They should not prompt, lead or suggest information to the child.
 - f) to refer to the Designated Safeguarding Lead immediately.
 - g) in the case of allegations brought against a colleague, to refer the incident to the Designated Safeguarding Lead who will then refer this to the Headteacher immediately (please see the section below on Staff Allegations).
 - h) to undertake appropriate training including induction training and refresher training at regular intervals required by each individual course e.g. every two or three years.

Whistle blowing

- u) All staff are required to report to the Designated Safeguarding Lead any concern or allegations about school practices or the behaviour of colleagues or pupils which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Headteacher who is the Designated Safeguarding Lead Officer and the Local Authority Designated Officer (LADO) Hannah Ives: hives@hillingdon.gov.uk 01895 250975 and mobile 07753431285). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. There is a separate policy on Whistle blowing which

should be read in conjunction with this summary. The NSPCC whistleblowing helpline number is 0800 028 0285.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Training

The Designated Safeguarding Lead has undertaken child protection training and training in inter-agency working and will attend refresher training at two yearly intervals. The Deputy Designated Safeguarding Lead with responsibilities for child protection issues, as detailed in this policy, will also undertake this same training. This will normally be Working Together to Safeguard Children training as provided by Hillingdon Local Safeguarding Children Board.

- v) Staff and volunteers undertake training in child protection and safeguarding and this is updated annually by Deputy LADO – Deputy LADO is Nicole Diamond mobile: 07943097366.
- 10. Staff are updated by the Headteacher during Staff Meetings as and when needed.
- 11. Records of training will be monitored by Governors.
- 12. Every year at the beginning of the school year, all staff and volunteers who work in the school are reminded of the provisions in this Child Protection and Safeguarding Policy.
- 13. Every recruitment panel includes at least one member of staff who has undergone safer recruitment training under the scheme currently operated by The Children's Workforce Development Council with refresher training every three years.
- 14. The Governors will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every three years.
- 15. If they have not attended the training for staff generally, temporary and voluntary staff who work with children are made aware of the School's arrangements for safeguarding and their responsibilities as above whilst they are waiting to attend the next available safeguarding course.

16. The school office will keep a central record of all safeguarding training undertaken by members of staff and others.
17. The Designated Safeguarding Lead or Safeguarding Team members will attend, wherever possible, the Safeguarding Schools Cluster Meeting, which will meet at least termly and whose members can be gathered for advice at any time. This meeting is a good opportunity to share good practice and to outline concerns.
18. **Child abuse: Categories and definitions**
Child abuse is a term used to describe ways in which someone, often in a position of power, harms children. It may not be our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. ***The health, safety and protection of a child are paramount found in: 'Keeping Children Safe in Education September 2023.'***
19. Possible signs of abuse include (but are not limited to):
- the pupil says s/he has been abused or asks a question which gives rise to that inference.
 - there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
 - the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
 - the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
 - the pupil's development is delayed.
 - the pupil loses or gains weight.
 - the pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
 - the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.
 - The pupil is reluctant to go to school.

Indicators of abuse and neglect.

20. 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. 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

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

Possible signs of Physical Abuse:

22. Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Sometimes someone burns a child, perhaps by holding a part of the body against something very hot or by scalding. Poisoning a child, perhaps by giving them alcohol or drugs, is also physical abuse. Older children may seek to conceal such injuries by keeping their arms and legs covered or being reluctant to change for sport. Responsible staff need to be especially concerned about:
- injuries which do not match the explanation given for them
 - bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence
 - bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks or belt marks
 - burns or scalds with clear outlines
 - bite marks and bruises like love-bites.
- bruising in or around the mouth.

Emotional Abuse

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

Possible signs of Emotional Abuse:

24. This form of abuse may result in a child becoming withdrawn, nervous, and unhappy or lacking in confidence. It may result in a child being unable to make friends, perhaps because they behave aggressively or inappropriately towards other children. Emotional abuse may happen when a carer behaves in a persistently indifferent or hostile way towards a child, perhaps through bullying, rejecting, frightening, criticising or scapegoating the child. It may happen when a carer's behaviour is inconsistent so that the child never knows what reaction to expect. It may happen when carers are very possessive or over-protective. In severe cases, children may be subjected to cruel treatment and punishment, like being locked in cold, dark surroundings or being made to do endless, inappropriate household tasks. A child living with domestic violence is also suffering emotional harm. Responsible staff should be especially concerned about a child who:

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

Sexual Abuse

25. The definition given in *Working Together to Safeguard Children* September 2022 is as follows.

Sexual Violence and Sexual Harassment Between Children has now become part of KCSiE 2023.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the

production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The key elements in any definition of sexual abuse are:

- the betrayal of trust and responsibility.
- abuse of power for the purpose of the sexual gratification of the abuser.

Possible signs of sexual abuse:

26. The abuser may use different ways to persuade the child to cooperate such as bribery, threats or physical force. Sexual abuse can take different forms, from touching to intercourse, and often does not cause any outward signs of physical injury. It can happen to boys as well as girls and to children of any age, from birth to 18 years old. Sexual abuse can have long lasting effects. Some children who have been abused go on to abuse other children. Some find as they grow up that they are unable to have close relationships with other people. Others deliberately injure themselves because they feel so awful about themselves.

Be especially concerned about a child who:

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

All staff should be able to reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

Neglect

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment).

- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate care-givers).
- ensure access to appropriate medical care or treatment.

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

Possible signs of neglect:

28. Responsible staff should be especially concerned about a child who:

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

DISCLOSURES – WHAT TO DO

Listen To the child. Allow them to talk freely.

Ask "Can you tell me who it was?" If they won't answer, don't push them or offer suggestions.

Stop Don't ask any more questions. We are here to gather information in order to make a referral and not to investigate.

Tell The child they are not to blame.

Take Seriously What the child has said. We should not make judgments about the information given.

Affirm "I'm glad you've told me. It was right to tell me. You have been brave and strong to tell me".

Refer Tell the child you must tell other people who can help. Tell the person responsible for Child Protection within your school; they will make the decision whether to refer or not.

Put in Writing What the child has told you within 24hrs, by using the Inter-Agency Referral Form.

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Governing bodies and proprietors¹ (in Part two, unless otherwise stated, includes management committees) must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

Staff and volunteer responsibility

Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns. None of the signs listed above may actually prove that a child is being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action.

Emotional abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment, which ostracises or belittles a child. This is usually the result of extremes of inappropriate care by the parents and so very difficult to confront.

29. ALL abuse is emotional abuse irrespective of whether or not it is accompanied by physical injury, sexual abuse or neglect.

Preserving evidence

30. All evidence (for example scribbled notes, mobile phones containing text messages, clothing, and computers) must be safeguarded and preserved.

Recording

31. It is essential to create a full, contemporaneous report of the meeting. To do this:
- a) Make brief notes as soon as possible after the meeting. This may be possible in the meeting itself.
 - b) Write up your notes in full and include time, date, place and signature on Record of Concern Form.
 - c) Describe observable behaviour e.g. was shaking, continued to cry, constantly moved around the room (Do not interpret these features).
 - d) Record the actual words spoken by the child wherever possible.
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It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Schools need to be mindful when transferring data to other schools.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Reporting

32. All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead, or if the complaint involves the Designated Officer, to the Deputy Designated Lead.

Action by the Designated Safeguarding Lead

33. The action to be taken will:

1. conform to the London Child Protection Procedures.
2. ensure that the school will not investigate concerns but refer them to the Local Authority Designated Officer (LADO), Children's Services or Police; respect the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
3. respect duties of confidentiality, so far as applicable.
4. ensure that a child's interests are paramount.
5. ensure that, if there is room for doubt as to whether a referral to Children's services should be made, the Designated Safeguarding Lead will consult with the Child Protection Lead for Education Local Authority Designated Officer (LADO) (Hannah Ives): hives@hillingdon.gov.uk 01895 250975 and mobile 07753431285). or in the case of an allegation against a professional, the LADO, or other appropriate professionals on a

no names basis without identifying the pupil. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made as soon as possible. If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to Children's Services within 24 hours using the Interagency Referral Form. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact Social Services again. The Designated Safeguarding Lead will agree with the recipient of the referral what the child and parents will be told, by whom and when.

Referral guidelines

34. Our policy is to refer all matters of concern to the appropriate agency. If it is a matter of child protection it will be referred to Children's Services. If the concern relates to an allegation against a member of staff it will be referred to the Local Authority Designated Officer (LADO).

Low Level Monitoring

35. Any indication of a potential child protection issue must be discussed with the Designated Safeguarding Lead. If the Designated Safeguarding Lead has concerns he or she will contact either the Child Protection Lead for Education Local Authority Designated Officer (LADO) (Hannah Ives): hives@hillingdon.gov.uk 01895 250975 and mobile 07753431285), duty social worker at the Triage Team or the LADO as appropriate to seek clarification on what action should be taken.
36. **Early Help – Referral** staff need to provide support for pupils as soon as a problem is identified, at any point in a child's life, from early years through to pupils in their teenage years. Staff will discuss early help requirements with the designated safeguarding lead and support other agencies undertaking an early help assessment. Early intervention officer: Belinda Hearn 01895 556144/07956029556. The school's designated safeguarding officer has a key responsibility to support staff to liaise with other agencies and set up inter – agency assessments such as contacting the Stronger Families Hub 01895 556006. Staff will attend safeguarding training (annually) and updates will be given at staff meetings.

Allegations against staff members, volunteers or Governors

37. The School follows procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from malicious or unfounded allegations. These procedures follow the guidance in *Working Together to Safeguard Children*

and also from the London Child Protection Procedures. See also 13(g) above. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned.

38. Where an allegation or complaint is made against the Designated Safeguarding Lead, the matter will be reported immediately to the Deputy Designated Lead and Chair of Governors or in his or her absence the Vice Chair without first notifying the Headteacher.
39. Staff should also have a copy and have read the document 'Safer Working Practices for Adults Who Work With Children and Young People'.
40. If the School ceases to use the services of a member of staff (or a governor or volunteer) because that person has engaged in conduct that harmed (or is likely to harm) a child, or if they otherwise pose a risk of harm to a child, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.
41. If an allegation against a member of staff is found to have been malicious it will be removed from personnel records. Then on a case by case basis if an allegation is not substantiated, is unfounded or malicious, the decision will be made as to whether it will be referred to in any employment reference.

Allegations against pupils

42. A pupil against whom an allegation of abuse has been made may be suspended from the School and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from Children's Services or the Local Authority Designated Officer (LADO) as appropriate on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Services or the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her.
43. If a pupil is suspended from school as a result of an allegation of abuse, the Chair of Governors and at least one Designated Governor will be informed as soon as practicable.

Harm from outside the school

44. A member of staff who suspects that a pupil is suffering harm from outside the School should refer the matter to the Designated Safeguarding Lead.

Supporting pupils at risk

45. **Yeading Infant and Nursery School** recognises that children 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 children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn. Staff will reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment. This school will endeavour to support pupils 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 pupils and adults a sense of being respected and valued.
- the implementation of the school's behaviour management policies.
- a consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- regular liaison with other professionals and agencies that support the pupils and their families.
- 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 children with behavioural difficulties, SEN and disabilities are most vulnerable to abuse so staff who work in any capacity with children 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 abuse, drug or alcohol abuse, and any other difficulties experienced by families, children may also be vulnerable and in need of support and/or protection.
- 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.
- It can happen to anyone - regardless of gender, age or culture - and can exist in any relationship - with partners, ex-partners or relatives. Domestic abuse can take many forms and includes, but is not limited to:
Physical - Assault, punching, kicking, hitting, forced imprisonment, biting, strangling, burning, dragging, using weapons, throwing objects
Sexual - Rape, sexual assault, forced prostitution, degradation, using objects, forced to watch or act in pornography
Psychological - Verbal or emotional abuse, threats to kill, blaming, mind games, criticism, accusations, jealousy and obsessive behaviours, manipulation, sleep deprivation
Financial - Preventing a person from getting or keeping a job, taking money, not permitting access to or withholding family income
Isolation - Not being allowed to see others, to see who you want, denied any form of contact with family or friends and any other support networks
Domestic abuse is **never** acceptable.
How does it affect children?
Children who witness domestic abuse are being **emotionally abused**. In the majority of reported domestic abuse incidents, children have either been present in the same or a nearby room.
Children who witness, intervene or hear incidents are affected in many ways, even after a short time.

Short-term effects:

- Anxiety or depression
- Feeling frightened
- Becoming withdrawn
- Bed wetting
- Running away
- Aggressiveness or behavioural difficulties
- Problems with school, poor concentration
- Difficulty sleeping, emotional turmoil
- Eating disorders or alcohol or drug misuse

Long-term effects

- Lack of respect for the parent
- Loss of self confidence
- An inability to trust and form relationships
- Becoming over protective or feeling responsible for the parent
- Feeling a 'loss of childhood'
- Problems at school, low education attainment
- Running away

46. This policy should be considered alongside other related policies in school. These are the policies for the teaching of PSHE, the wellbeing and behaviour policy, the physical intervention policy, the anti-bullying policy and the health and safety policy.

47. **Online safety** Schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies ensure appropriate filters and appropriate monitoring systems are in place.

48. Child on Child abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This 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)
- 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 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).

49. Further information on child sexual exploitation and female genital mutilation - Child Sexual Exploitation (CSE) can be found Definition and Guide for Practitioners (DfE 2017) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases, simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

50. School is very vigilant of any signs or reporting of so called **Honour Based Violence**. (Children missing in education (CME) Keeping Children safe in Education 2023).

51. School is vigilant to identify any children that are absent or missing education. Children that are absent or missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children that are absent or missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. This can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. Names of children who are moving are not taken off school roll until they start at a new school. Attendance is monitored very carefully and if we are not able to get in touch with child's family it is referred to the Education Welfare Officer at the

Local Authority. Staff must report this to the Designated Safeguarding Lead.

52. School is vigilant to identify if a 'Privately Fostered' child is a child under the age of 16 (18 if disabled) who is cared for and accommodated by someone other than a parent or close relative* for more than 28 days. *Close Relatives are Step Parents, Grandparents, Brothers/Sisters or Aunts/Uncles. There are a variety of reasons why a parent may be unable to care for their own child on a short or long term basis and a private fostering arrangement can be a positive response from friends and the local community to a family in need of support. However, any child separated from their parents is potentially vulnerable and we all have responsibilities to ensure the alternative care they receive meets their welfare and safety needs. Staff must report this to the Designated Safeguarding Lead.
53. Breast Ironing Breast Ironing is carried out in some African countries usually by mothers/grandmothers on girls to stop breast development. Tight strapping and hot implements are often used in this process. Where a member of staff discovers this practice a report must be made to the Designated Safeguarding Lead.
54. Child Criminal Exploitation is where children are deceived, coerced, manipulated into criminal activity in return for something the victim wants/needs, and/or for the financial or other advantage of the perpetrator. This can include 'county lines', forced stealing or illegal work. Signs of CCE can be children with unexplained gifts/new possessions, changes in emotional well-being, substance misuse or time off school.
55. **Female genital mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present, this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.
- Where a teacher discovers that an act of FGM appears to have been carried out on a girl under 18, there is a statutory duty that the individual **must** be reported to the police - Under section 74 Serious Crime Act

2015. Cases should still be considered/discussed with the School's designated safeguarding lead and involve children's social care.

56. Preventing Radicalisation and Channel

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism defined in The Counter Extremism Strategy 2015. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act accordingly which may include making a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

57. Forced marriage

A marriage conducted without full consent of both parties, where duress is a factor and the child is under 18. Forced marriage is a crime in the UK SECTION 121 Antisocial Behaviour Crime and Policy Act 2014. This is to be treated as significant harm or risk of significant harm under section 47.

57. **Mental Health** Staff will be aware of the possible effects of mental health and will look out for behavioural signs, including fearfulness, withdrawn, aggression, self-harming, etc. They should alert the designated teacher for child protection. Actions by the designated teacher might include: ▪ Contacting parents; ▪ Contacting Child Mental Health Services; ▪ Contacting Social Care if the child meets the referral criteria.

Monitoring

1. The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and make an annual report to the Board of Governors.
2. The Board of Governors will undertake an annual review of this policy and how the related duties under it have been discharged. The Governors will

ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

3. A single record will be implemented giving a full history of child protection matters at the School which will be available to successive Headteachers and Chairs of Trustees. This record will help the School in upholding the highest standards of safeguarding.

Use of the school premises by other organisations

4. 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 children and child protection. When children use the schools network to access the internet they are protected from inappropriate content by our filtering and monitoring systems to minimise inappropriate use within school.
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Date ratified by Governors: September 2023

Review: September 2024

Signed:

A handwritten signature in blue ink, consisting of stylized, overlapping loops and a long horizontal stroke extending to the right.

Appendix 1

Actions where there are concerns about a child



