

Burlington Infant and Nursery School

POLICY TITLE: Safeguarding and Child Protection Policy

Persons with Responsibility:

Senior Designated Safeguarding Lead: Michelle Docwra Inclusion Manager

Deputy Designated Safeguarding leads: Su Yay-Walker, Terri-Ann Easty, Claire McEvoy

Safeguarding Governor: Hannah Lee (contact via the school office)

Key Legislation:

Children Act 2011, Children Act 2004, Safeguarding Vulnerable Groups Act 2006, Education Act 2002, The Prevent Duty 2015, Female Genital Mutilation Act 2003, London Child Protection Procedure and Practice Guidance, Children Act 1989 Care Planning, Placement and Case Review Disqualification under the Childcare Act (2006) (as amended, 2018)

Documents consulted:

DfES Working Together to Safeguard Children 2018, London Child Protection (Safeguarding) Procedures and Practice Guidance, Use of Reasonable Force 2013, What to do if You're Worried a Child is Being Abused, Keeping Children Safe in Education (2019)

Key System Documents:

- Single Central Record
- EYFS Welfare Policy (2014)
- Staff Code of Conduct
- Visitors Guidelines
- Disqualification by Association under the Childcare Act 2006 (as amended)

Policy History:

Issue No.	Date	Author	Summary of Changes	Next Review Date
1	Dec 2015	SYW	Replaces Safeguarding policy 2014	Autumn 2016
2	Nov 2016	MD, TE	Legislation and key documents updated	Autumn 2017
3	Sep 2017	MD	Legislation and key documents updated	Autumn 2018
4	Sep 2018	MD,SYW,TE	Legislation and key documents updated	Autumn 2019
5	Sep 2019	MD, SYW,TE	Legislation and Key Documents updated	Autumn 2020

Approved by Governors at a meeting on:

Please refer to signed minutes of this meeting

Introduction and purpose

Burlington Infant and Nursery School (BINS) fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We are able to play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults and an ethos of protection.

Definition of safeguarding

- In relation to children 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 grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Policy aims

1. To ensure that all staff, governors and volunteers working in the school understand their role and responsibility in reporting possible cases of abuse.
2. To ensure that all staff working with children are suitable persons and have appropriate supervision.
3. To explain the correct procedures for those who encounter an issue of child protection
4. To ensure effective communication between all staff when dealing with safeguarding issues, to work in cooperation with parents and other agencies on behalf of the child and to share information appropriately.
5. To ensure that children are protected and safe when on school premises.

Staff Induction

As part of our school induction we ensure that all staff, students and volunteers are trained and informed of school safeguarding procedures. We will take steps to ensure that any groups or individuals who hire and/or use our building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties.

We will ensure that all staff, students and volunteers read, understand and are aware of:

- BINS Safeguarding and Child Protection policy
- Keeping Children Safe in Education (2019) [Part One] and school leaders and staff that work directly with children will also read Annex A
- BINS code of conduct
- BINS's Physical Intervention Policy
- The Childcare Disqualifications Regulations Document
- BINS Behaviour Policy
- the safeguarding response to children who go missing from education
- the role of the Designated Safeguarding Lead
- the identity of BINS Designated Safeguarding Lead and Deputies

BINS will publish our Safeguarding and Child Protection policy on our website and hard copies will be available on request from the school office.

The roles of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will be explicit in their job descriptions and we will ensure that they have the time and resources to fulfil their duties.

Roles and responsibilities

The Governing Body

The Governing Body of BINS understands and fulfils its responsibilities, namely to ensure:

- the reviewing and monitoring of the Safeguarding Policy together with a Staff Code of Conduct
- safeguarding, recruitment and managing allegations policies and procedures, including the staff code of conduct, are consistent with Kingston's and Richmond's Safeguarding Children's Board and statutory requirements. The Safeguarding Policy is publically available on the school website
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children (and disqualification by association regulations where applicable) and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- BINS has procedures for dealing with allegations of abuse against staff (including the Head Teacher), volunteers and students
- the Governing Body has a nominated governor responsible for safeguarding who has undertaken appropriate training for the role. The chair of governors is responsible in the event of an allegation of abuse made against the Head Teacher
- an annual audit of BINS safeguarding policies, procedures and practices is undertaken and that this is submitted to Kingston's and Richmond's LSCB
- a member of the senior leadership team has been appointed as the designated safeguarding lead and they will take lead responsibility for safeguarding and child protection; the role is explicit in the role holder's job description
- DSL's and their deputies undertake multi-agency (Level 3) safeguarding training which is updated every two years
- that there is a designated teacher to promote the educational achievement of children looked after who are on the school roll
- that all other staff have level 2 safeguarding training updated annually
- that at least one member of the Governing Board has completed safer recruitment training to be repeated every five years
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and/or for maintained schools through relationship and sex education (RSE)
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future
- appropriate online filtering and monitoring systems are in place
- enhanced Disclosure and Barring Service (DBS) checks are in place for all governors

The Head Teacher:

- ensures that the Safeguarding Policy and related policies and procedures are implemented and followed by all staff
- ensures that all staff understand their responsibility to report misconduct or raise any concerns in accordance with the Whistle-Blowing Policy
- ensures that as part of the curriculum, children and learners are supported at an age-appropriate level, to understand what constitutes a healthy relationship both online and offline, and to recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage,

substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them (Ofsted Inspecting safeguarding in early years, education and skills settings, September 2019)

- will liaise with the local authority designated officer (LADO) within 24 hours, before taking any action, where an allegation is made against a member of staff or volunteer
- ensures at least one member of every recruitment panel has completed safer recruitment training in the last five years
- ensures safer recruitment practices are adhered to including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken

The Designated Safeguarding Lead (DSL):

- holds ultimate responsibility for safeguarding and child protection in BINS. This responsibility will not be delegated.
- acts as a source of support and expertise for the whole school community in regards to our safeguarding duties.
- undertakes Level 3 Safeguarding Training with updates every two years and Safer Recruitment training every 5 years
- will contact SPA or MASH if there are any safeguarding concerns about a child.
- will keep detailed records, of all concerns about a child even if there is no need to make an immediate referral.
- will ensure that all safeguarding records are kept confidential and stored securely, ensuring a link to the pupil file
- will retain the file until such a time that the new school acknowledges receipt of the original file.
- will liaise with the local authority and work with other agencies and professionals in line with WTSC.
- will attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required.
- notifies Children's Social Care if a child subject to a child protection plan is absent from school without explanation.
- will ensure that all staff have read and agree to work within the school's Safeguarding Policy, Code of Conduct and Keeping Children Safe in Education 2019 Part 1 and Annex A.
- will organise safeguarding induction for new staff and training annually for all staff.
- will oversee an annual audit of the school's Safeguarding policies, procedures and practices and ensure that this is submitted to Kingston's and Richmond's LSCB.
- will ensure that Early Help and intervention is put in place.
- will ensure that the name of the designated safeguarding lead and deputies, are clearly advertised in the school and on the website.
- will ensure the suitability of adults working with children on school sites for all lettings, ensuring safeguarding procedures are carried out and concerns are reported back to the Deputy Safeguarding Leads

All staff, students and volunteers:

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- know how to respond to a pupil who discloses abuse.
- will refer any safeguarding or child protection concerns to a designated safeguarding lead.
- will provide a safe environment where children can learn.
- ensure and follow risk assessments for off-site activities.
- fully understand their responsibility to report misconduct in line with the Whistleblowing Policy
- understand and adhere to the school's safeguarding arrangements, Staff Code of Conduct, Safeguarding Policy, Confidentiality Policy and Keeping Children Safe in Education part 1 and Annex A on induction

- attend Level 2 Safeguarding training at induction which is updated annually. In addition, they complete Anti-Radicalisation training, eSafety training, Restraint training (as appropriate) and receive safeguarding and child protection updates
- Supply staff agencies must provide a copy of their safeguarding policy statement, and details of the DBS clearance number for each supply staff. Agency staff read and sign the Safe Working Practice and Code for all Visitors and Volunteers document.

Extended school and off-site arrangements

- Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply.
- If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures.
- When our pupils attend off-site activities, we will ensure that effective child protection arrangements are in place.
- When our pupils attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff.

Photography and images

As part of our safeguarding procedures, staff, governors, parents, visitors, volunteers and students are not permitted to take photographs or make a digital recording, using personal mobile phones, tablets or personal cameras anywhere on our school premises, or when accompanying school trips. Staff must use school cameras to record children's work and store photographs of children on the shared Teacher drive. Stored photographs should be deleted one year after the child has left the school. Photographs of children should not be kept on mobile storage devices or removed from the school premises, unless in exceptional circumstances. Parents are asked to sign Photograph permission slips in starter packs, for staff to take photographs and videos to record children's work and progress. When displaying children's work, we will not display a child's name and photo together on the website or in newsletters.

For school productions and concerts held in the school, parents will be permitted to take photographs. However, in order to safeguard all our children we ask that images of children are not posted on the internet on social media websites at any time. Parents are reminded of this at the start of any school event where photographs or videos may be taken. In the event that this is not adhered to, the parent is contacted immediately and brought in to a meeting with the HT and DSL.

Teaching and Learning

- Children are explicitly taught who the safeguarding officers are and what their role is in the school, through assemblies.
- Children are taught what to do if they encounter an adult who should not be on the premises.
- All staff and helpers wear lanyards and these indicate to the children that these adults are safe to be in school.
- Through PSHE and Circle Time sessions and assemblies children are given strategies to use to keep themselves safe and maintain positive relationships.
- The KS1 Computing curriculum teaches children about how to stay safe online.
- Through weekly Good Deed assemblies the children are taught about kindness, positive relationships and the importance of taking care of themselves and others.
- Through risk assessments and local school visits, the children are taught about road safety.
- Regular preparation for and discussion around practice fire drills ensures that children have an awareness of fire safety.
- The annual whole school NSPCC assembly highlights ways that the children can keep themselves safe.
- The NSPCC 'underpants rule' is followed in all classes and children are made aware of which parts of their bodies are private. This is available on the school website.

The four categories of abuse

Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber 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, although it may occur alone.

Sexual abuse

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

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways of 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.

Neglect

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 occur 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.

Definitions taken from Working Together to Safeguard Children (HM Government, 2018)

[Working Together to Safeguard Children 2018](#)

Indicators of abuse

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 child has been inadequately supervised. The identification of physical signs is complicated, as children 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 those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including: prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the local authority or otherwise living away from home
- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- already viewed as a 'problem'

- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

At BINs staff are aware that children with special educational needs can face additional safeguarding challenges.

Children looked after and previously looked after

The most common reasons for children becoming looked after is as a result abuse and/or neglect. BINs will ensure that staff have the necessary skills and knowledge to keep children looked after and previously looked after safe. Appropriate staff will have the information they need in relation to a child looked after's legal status (for example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated) and the level of authority delegated by the caring authority to the carer.

The designated teachers for children looked after are Michelle Docwra and Kate Duffy. The designated governor for children looked after is Mary Arbuthnot.

The designated teacher will:

- promote a culture of high expectations and aspirations for how children looked after and previously looked after learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- have lead responsibility for the development and implementation of all children looked after's personal education plans (PEPs) within the school
- attend appropriate training and ensure that the school has the up to date details of the allocated social worker/personal adviser (care leavers) and the virtual school headteacher in the local authority that looks after the child.

Details of the AfC Virtual School can be found at: [AfC Virtual School](#)

Children missing education

We recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with AfC when patterns of absence give rise to concern.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. We will ensure, where possible that we have more than one emergency contact number for each pupil. This will give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Our attendance policy is set out in a separate document and is reviewed regularly by the Governing Board. The school operates in accordance with statutory guidance 'Children Missing Education' (DfE 2016) [Children Missing Education Statutory Guidance](#)

Peer on peer abuse

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. We ensure that any form of harmful behaviour whether physical or verbal is dealt with immediately and in line with our Behaviour Policy. This ensures that there is absolute consistency in the response to inappropriate behaviour. Please see school Behaviour Policy and Equality Policy.

Examples of safeguarding issues against a pupil under this category could include:

- **physical abuse:** violence, particularly pre-planned
- **emotional abuse:** blackmail or threats and intimidation
- **sexual abuse:** indecent exposure, indecent touching or serious sexual assaults

What to do:

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact children's services to discuss the case. It is possible that children's services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a children's services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to BIN's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

Domestic violence and abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

BINs recognises that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Sexual harassment

Sexual harassment is not acceptable. Behaviours such as making inappropriate remarks, touching bottoms and genitalia is not appropriate play and is not tolerated.

Sexual harassment is 'unwanted conduct of a sexual nature'. 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.

Sexual harassment can include:

- physical behaviour, such as: deliberately touching someone inappropriately and/or interfering with someone's clothes

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. A useful tool is: [Brook Traffic Light Tool](#)

The RSE curriculum covers the following issues according to the age and stage of development of the pupils:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, equality
- body confidence and self-esteem
- prejudiced behaviour

[Children with family members in prison](#)

BINS recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as [NICCO](#) to help mitigate negative consequences for those children.

[Upskirting](#)

BINS will ensure that all staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. The [Criminal Prosecution Service \(CPS\)](#) defines 'up skirting' as: "a term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission.

Incidents of up skirting in the school will not be tolerated. BINS will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required.

[Child sexual exploitation \(CSE\)](#)

Staff receive information relating to child sexual exploitation as part of the annual Level Two Safeguarding Training. They know that CSE is when people use the power they have over young people to sexually abuse them. They know that this power may result from a difference in age, gender, intellect, strength, money or other resources. We acknowledge that some of the following may be more relevant to older children but is important for all staff to have a comprehensive understanding of CSE. All staff are trained in eSafety and our curriculum content is carefully planned to ensure the safety of children online.

Signs and Symptoms of CSE may involve children:

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a [sexually transmitted infection](#)
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns

Children are believed to be at greater risk of being affected if they:

- are homeless
- have feelings of low self-esteem
- have had a recent bereavement or loss
- are in care

- are a young carer

At BINS we take advice from the NSPCC on protecting children from CSE. Our staff help children to understand their bodies and relationships in an age appropriate way. We develop open, trusting and appropriate relationships with our children so that they can share their worries. Our RSE curriculum supports children in developing self-respect and the confidence to say no. We stress to our parents the importance of supervising internet, mobile and television use for all children.

County Lines: child criminal exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes.

Online safety

Our eSafety policy explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Pupils are not permitted to bring their own electronic devices into school. Parents are invited to attend an annual eSafety parent meeting and information relating to the safe use of technology regularly features in our weekly newsletters.

So-called 'honour based' violence

So-called 'honour based' violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Crimes include female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. Staff will record and report any concerns about a child who might be at risk of HBV to the DSL as with any other safeguarding concern.

Female genital mutilation (FGM)

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.

Signs and Symptoms of FGM

- Pupil's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan) **and/or**:
- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- A child's academic work suffering
- Knowledge that the pupil's sibling has undergone FGM

The child may mention:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

Indicators FGM may have taken place

A girl or woman who's had female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting

- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

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. All staff have received FGM training. Any concerns should be reported to the Designated Safeguarding Leads. Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 to report to the DSL where they are concerned that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting. Concerns will be reported to the police by the DSL.

Private fostering

Looking after someone else's child

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, we will advise parents and private foster carers of our mandatory duty as a school to inform the local authority of children in such arrangements.

Looking after someone else's child

Radicalisation and extremism

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

Aims and Principles

The main aims of this statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- Pupils are encouraged to adopt and live out our Core Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through PSHE assemblies and through the elected School Council members
- Pupils are taught how to keep themselves safe, in school and when using the internet
- Pupils participate in local community events and celebrations so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making 'good choices', so they understand the impact and consequences of their actions on others. 'Good Deed' assemblies celebrate good choices and acts of kindness.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

Procedures and Referrals

Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns using our yellow **Record of Concerns** forms to a Designated Lead.

The role of the curriculum

Our curriculum promotes respect, tolerance and diversity and promotes fundamental British Values. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our children with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet. They are taught to seek adult help if they are upset or concerned about anything they see or read on the internet.

Staff training

All staff undergo the Prevent online training. This also forms part of the annual Safeguarding training.

[Protecting children from radicalisation: the prevent duty](#)

[Educate against hate](#)

Self-harm

Risk factors that indicate a child or young person may be at risk of taking actions to harm themselves can cover a wide range of life events such as: bereavement, bullying, cyber bullying, mental health problems including eating disorders, family problems such as domestic violence, any form of abuse or conflict between the child and parents.

The most common forms of self-harm are:

- cutting
- biting self
- burning, scalding, branding
- picking at skin, reopening old wounds
- breaking bones, punching
- hair pulling
- head banging

Fabricated or induced illnesses

Staff at BINs are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- fabrication of signs and symptoms, including fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- induction of illness by a variety of means

Early help and interagency working

At BINs we aim to identify children who may benefit from early help. Staff are aware of the importance of considering the wider environmental factors in a child's life that may be a threat to their safety and/or welfare. Early help means providing support as soon as a problem emerges at any point in a child's life.

We are aware of the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child (a child who is looked after by adults other than their parents for 28 days or more)

Staff may be required to support other agencies and professionals in an Early Help Assessment (EHA) [Early help assessment](#).

[Procedures for staff when there is a disclosure and/or concern \(yellow Record of Concerns\):](#)

Do:

- take what you are being told or what you have seen seriously
- listen carefully and acknowledge what you have been told
- remain calm, reassure and explain what you will do with the information
- make a record of what has been seen and/or said
- all verbal conversations **must** be promptly recorded in writing
- pass the information on to a DSL immediately even if this means interrupting an ongoing meeting

Do not:

- ask questions, investigate or probe yourself
- look shocked, distasteful or make negative comments
- hold onto information and not pass it on
- speculate or form an opinion about the alleged perpetrator
- make promises you can't keep
- delay in getting help

In the event of a DSL not being contactable, the junior school DSLs will step in and deal with the concern that has been raised. The junior DSLs are contactable on 0208 942 2687 and follow: Pip Utting, Matt Blow, Terri Easty and Caroline Case.

[Notifying parents](#)

Wherever possible the school will seek to discuss any concerns about a pupil with their parents. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Single Point of Access (Kingston) and MASH (Merton).

[Making a referral to the Single Point of Access \(SPA\)](#)

Concerns about a pupil or a disclosure should be discussed with the DSL who will decide whether advice is sought from the Single Point of Access. If SPA advise that a referral is needed, then the DSL will make it.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the pupil.

If after a referral the pupil's situation does not appear to be improving the DSL should press for re-consideration to ensure their concerns have been addressed, and most importantly the pupil's situation improves.

If a pupil is in immediate danger or is at risk of harm a referral should be made to SPA and/or the police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Confidentiality

BINs recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2019) and share information between professionals and agencies where there are concerns.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR is not a barrier to sharing information where the failure to do so would place a child at risk of harm. 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.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the headteacher or DSLs will only disclose information about a pupil to other members of staff on a need to know basis.

Record Keeping

Pupils' safeguarding and child protection records will be stored securely and access to them will be appropriately limited.

When pupils leave, the school will ensure that their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from their main pupil file, ensuring secure transit and a confirmation of receipt will be requested and retained. Where appropriate, the DSL will share information in advance of the pupil transferring so support can be put in place.

If BINs is the last school that the pupil attends, their child protection file will be securely stored by the school until their 26th birthday is reached when it will be securely disposed of.

'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.' (Keeping Children Safe in Education 2019) 'This includes allowing practitioners to share information without consent.' (Keeping Children Safe in Education 2019)

Procedure for dealing with complaints and allegations about staff

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

- behaved in a way that may have harmed a child
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- All staff should adhere to the guidance contained in the school's Code of Conduct and Whistleblowing Policy and through Level 2 Safeguarding training. All staff are aware of the Behaviour Policy.

Allegations made against school staff will be reported to the Head Teacher. If the allegation made concerns the Head Teacher, the person receiving the allegation will immediately inform the chair of governors (contactable via the school office) who will consult the LADO as above, without notifying the Head Teacher first.

BINs will follow the London child protection procedures for managing allegations against staff [London child protection procedures: allegations](#) and procedures set out in [Keeping Children Safe in Education 2019](#)

Linked Policies and Documents			
<ul style="list-style-type: none">• Behaviour• Whistleblowing• Staff Code of Conduct• Keeping Children Safe in Education (2019)• Children Missing in Education Document	<ul style="list-style-type: none">• Health & safety• Allegations against staff• Attendance• Curriculum• Anti-bullying	<ul style="list-style-type: none">• PSHE• Teaching and learning• Medical Policy• Sex and relationships education	<ul style="list-style-type: none">• Physical intervention• E-Safety• Risk assessment• Safer Recruitment• Contenance Policy

Those policies and documents in bold must be read by all staff in conjunction with this policy.

Appendix 1

Concern reporting form

Please complete this form as soon as possible if you have any concerns about a pupil

Pupil's name			
Pupil's DOB		Day/Date/Time	
Pupil's class			
Name of member of staff noting concern			

Details of concern

(Please describe as fully as possible and use the pupil's own words where applicable. Include names of witnesses, if relevant, and any immediate action taken.)

Body map attached: Yes

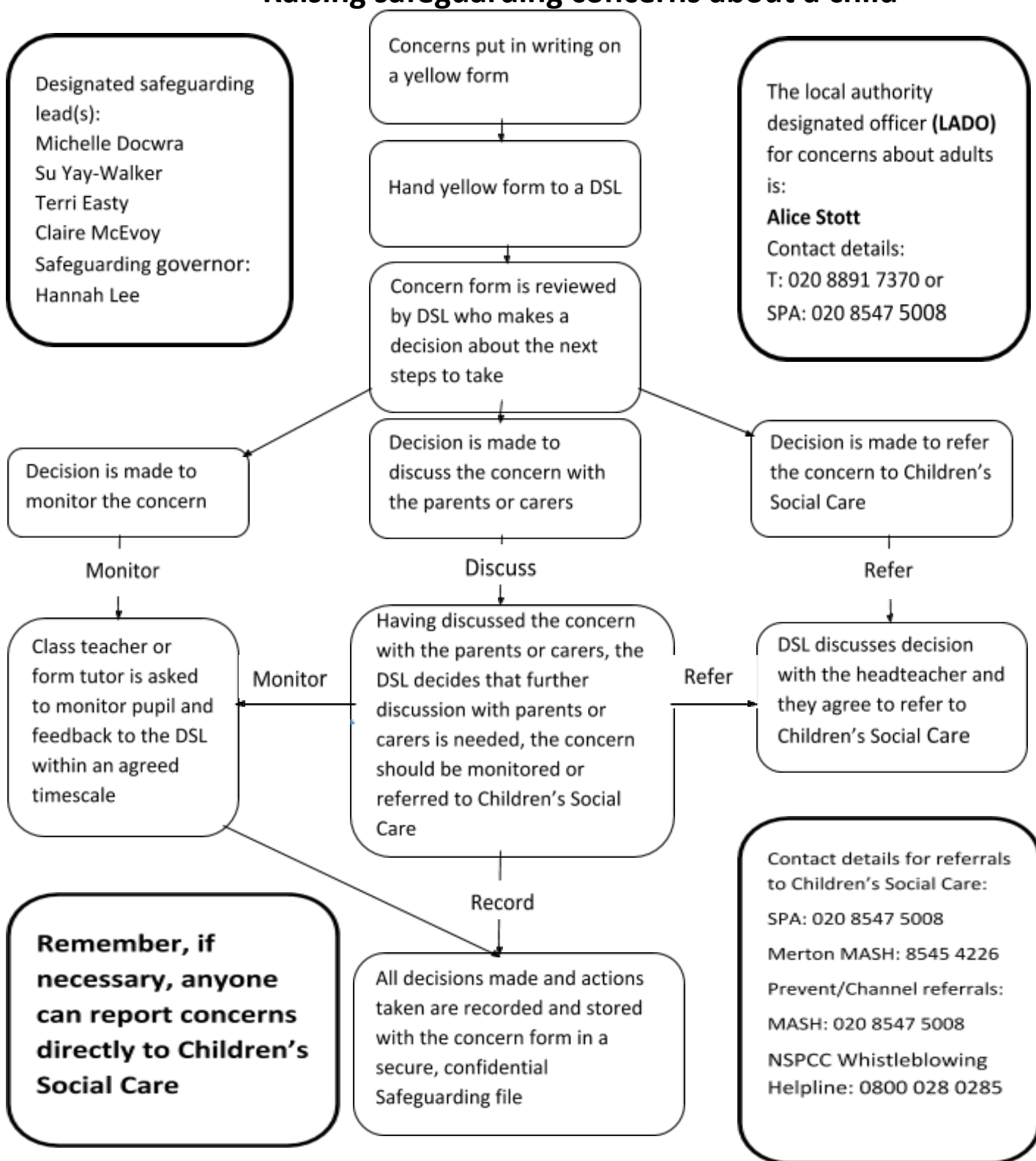
Signature:

Date:

Please ensure that the completed form is given to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads

Concerns flowchart

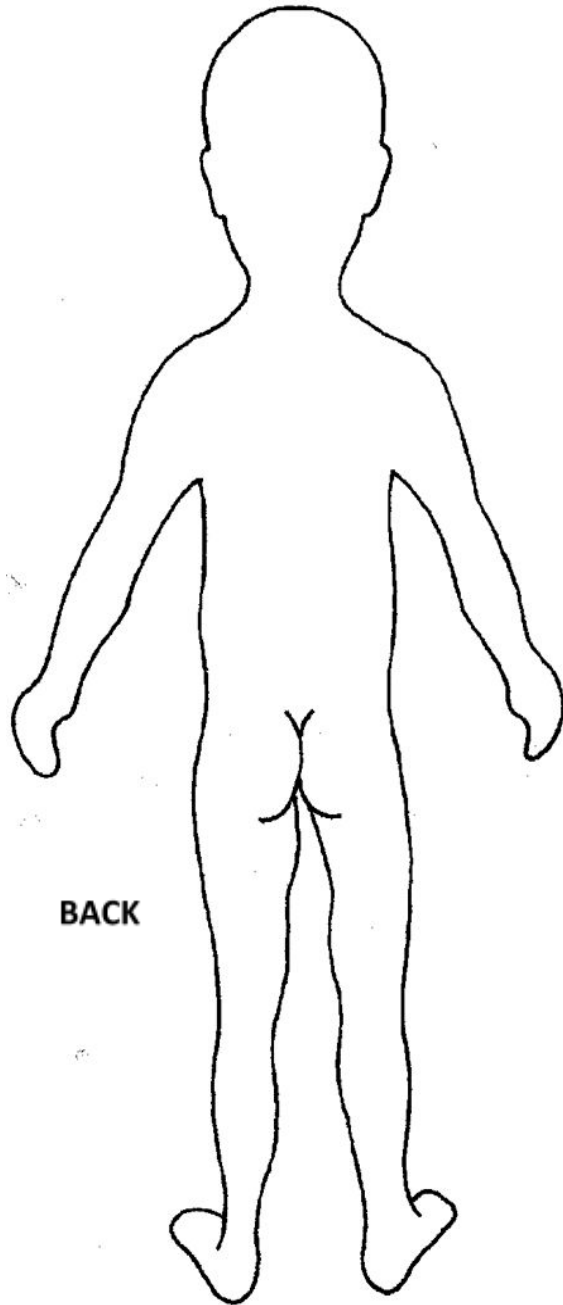
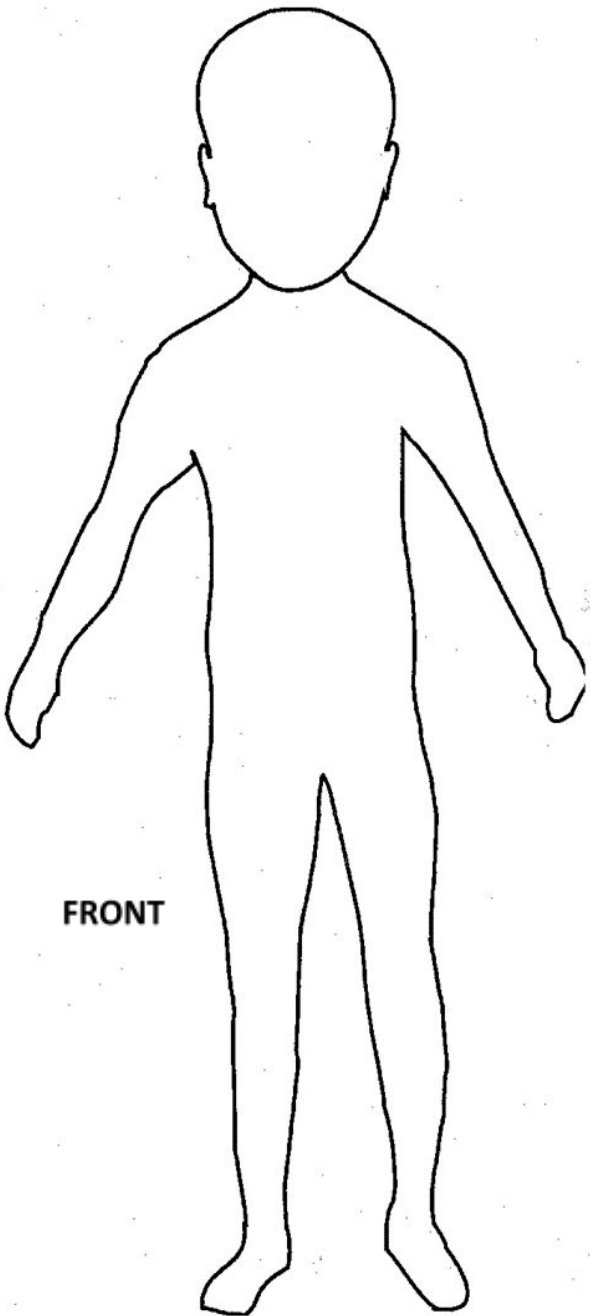
Raising safeguarding concerns about a child



Body map

(This must be completed at time of observation)

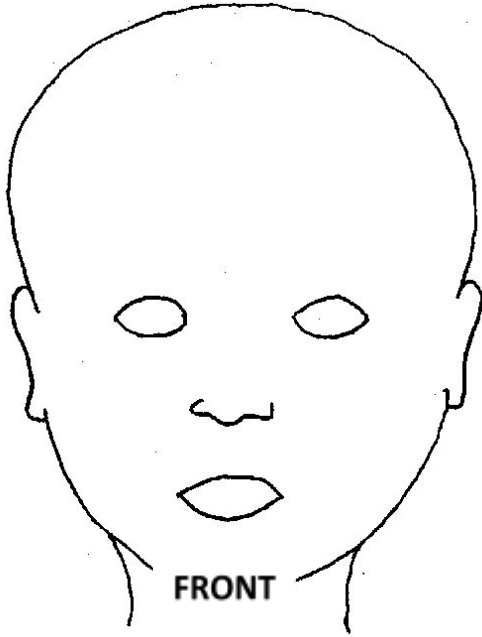
Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	



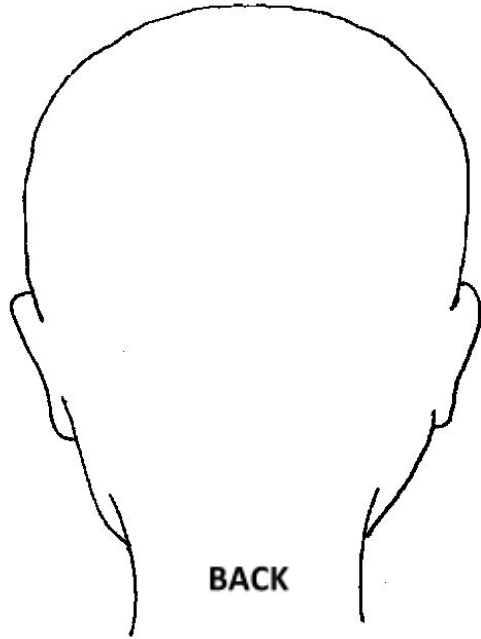
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Date : _____

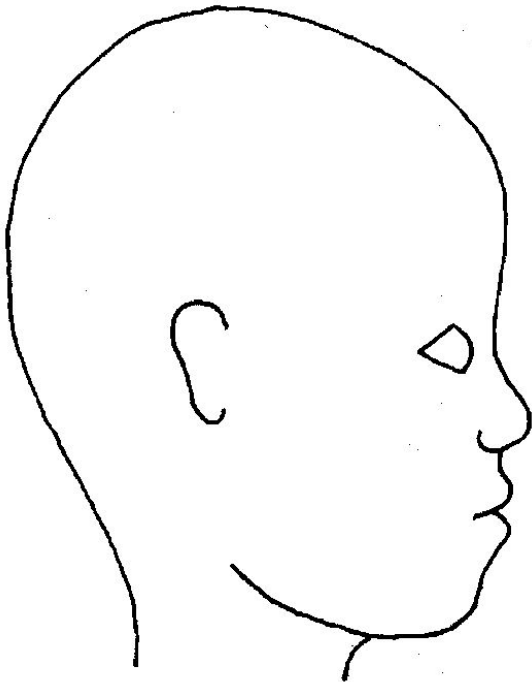
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Name of Staff:		Date and time of observation:	



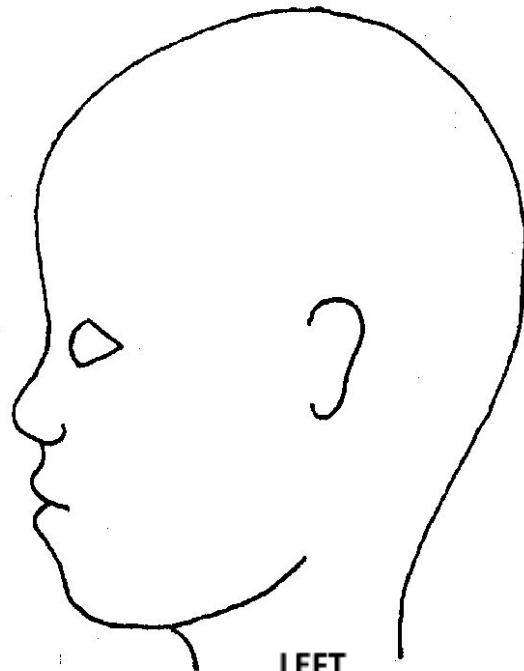
FRONT



BACK



RIGHT



LEFT

Signature

Date

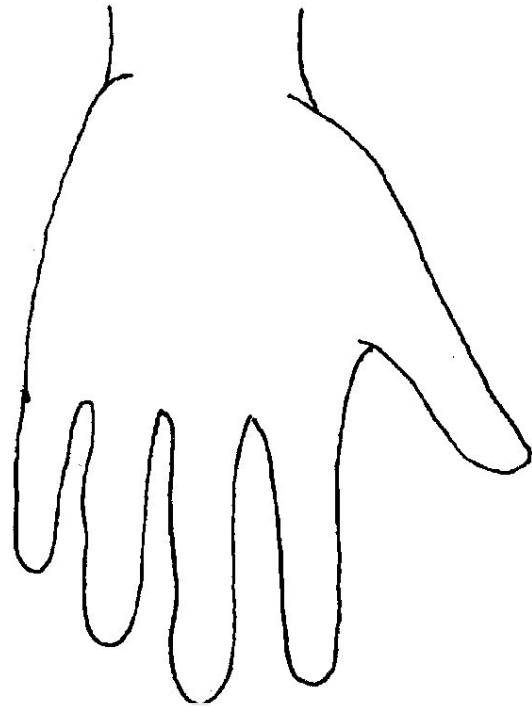
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Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	

RIGHT

LEFT

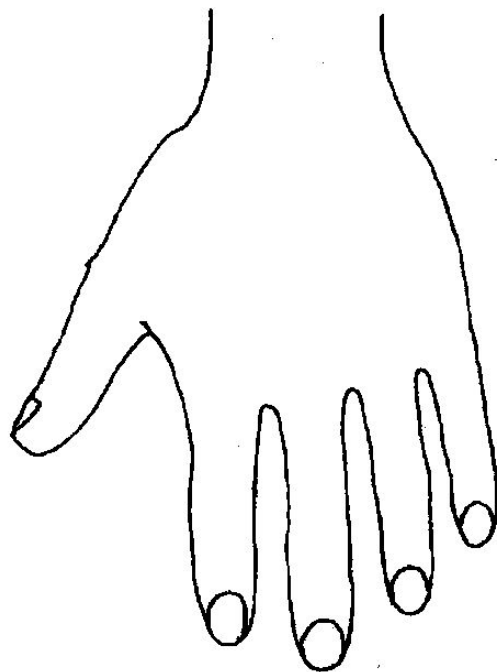
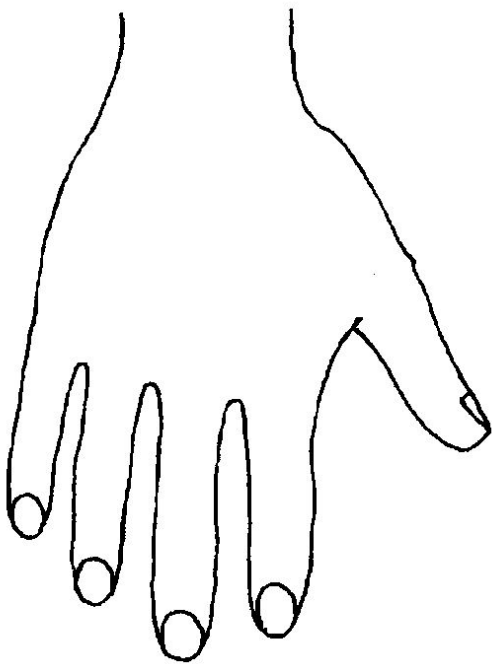
PALM



RIGHT

LEFT

BACK



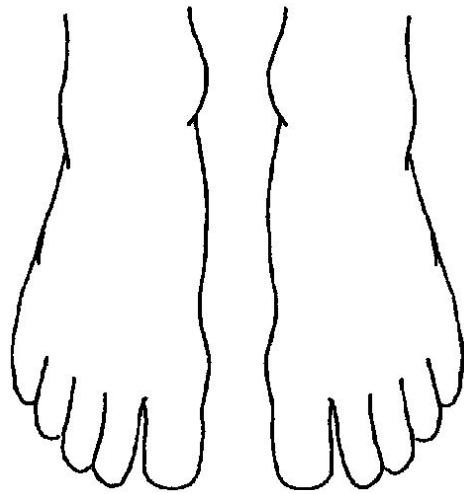
Signature

Date

:

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	

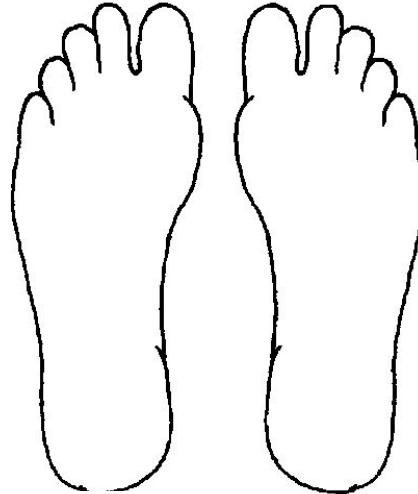
TOP



RIGHT

LEFT

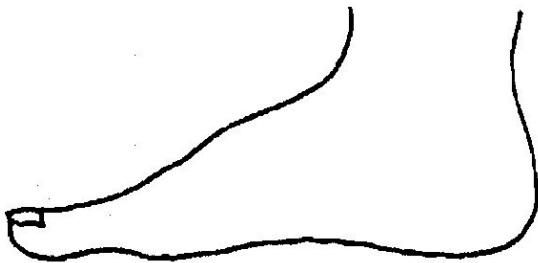
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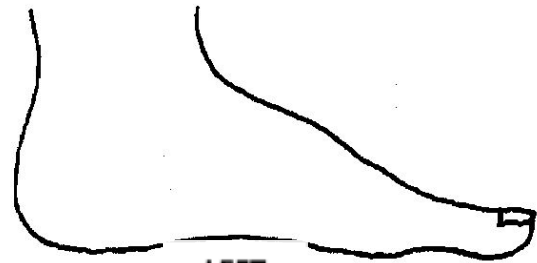
RIGHT

LEFT

INNER

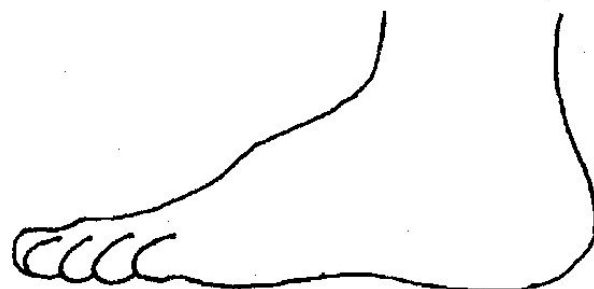
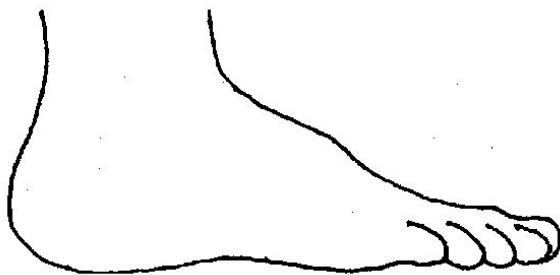


RIGHT



LEFT

OUTER



Signature

Date

: :

Appendix 4

Links

Children Act 1989 Care Planning, Placement and Case Review:

www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review

Children Act 2004: www.legislation.gov.uk/ukpga/2004/31/contents

Education Act 2002: www.legislation.gov.uk/ukpga/2002/32/section/175

London Child Protection Procedures and Practice Guidance: www.londoncp.co.uk

Keeping Children Safe in Education 2019:

www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children 2018:

www.gov.uk/government/publications/working-together-to-safeguard-children--2

What to do if You're Worried a Child is Being Abused:

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Information Sharing:

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Children Missing Education Statutory Guidance:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Safeguarding Children from Sexual Exploitation: www.londoncp.co.uk/chapters/sg_sex_exploit_ch.html

Child Sexual Exploitation Definition and Guide:

www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Sexting in School and Colleges:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Searching, Screening and Confiscation:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Female Genital Mutilation Statutory Guidance:

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Guidance Forced Marriage: www.gov.uk/guidance/forced-marriage

Looking After Someone Else's Child: www.gov.uk/looking-after-someone-elses-child

Protecting Children from Radicalisation: The Prevent Duty:

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Educate Against Hate: [Educate against hate](http://www.gov.uk/educate-against-hate)

Role and Responsibilities of the Designated Teacher:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf

AfC Virtual School: www.afcvirtualschool.org.uk

Early Help Assessment: www.achievingforchildren.org.uk/early-help-assessment

Guidance for Safer Working Practice:

www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf

London Child Protection Procedures: Allegations: www.londoncp.co.uk/chapters/alleg_staff.html

Contextual Safeguarding: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Sexual Violence and Sexual Harassment:

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges