



**Wellington
Primary**

Safeguarding and Child Protection Policy

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WELLINGTON PRIMARY SCHOOL

Safeguarding and Child Protection Policy 2016

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1.0 Introduction

- 1.1 Wellington Primary School fully recognises its responsibilities for child protection and safeguarding. This policy has been developed in accordance with the principles established by the Children Act 1989 and its revisions and the Education Act 2002. It reflects the government publications 'Working Together to Safeguard Children' 2015, 'What to do if You are Worried a Child is Being Abused' 2015, 'Keeping Children Safe in Education' 2016, and the London Safeguarding Children Board Child Protection Procedures 5th Edition.
- 1.2 The Governing body and all school staff takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering or at risk of significant harm, who may be in need of additional help and children who are in particular groups. This school recognises that there is a safeguarding continuum with child protection at the acute end and with prevention and early intervention at the earlier stages. We aim to create a culture of vigilance and work in the best interests of the child.
- 1.3 Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.
- 1.4 We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We will always act in the best interest of the child.
- 1.5 The governors and staff understand that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral and cultural development of the individual child.
- 1.6 At Wellington Primary School the children are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- 1.7 **The aims of this policy are:**
 - 1.7.1 to support the child's development in ways that will foster security, confidence and independence.
 - 1.7.2 to provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to and know how to approach adults if they are concerned or in difficulties, believing they will be listened to and appropriately responded to.
 - 1.7.3 to raise the awareness of all teaching and non-teaching staff regarding the duty to safeguard children and their responsibilities in identifying and reporting possible cases of abuse and children who maybe in need of additional help.
 - 1.7.4 to provide a systematic means of monitoring children known or thought to be at risk of harm and / or in need of additional help, and ensure the school contributes to assessments of need and support packages for those children.
 - 1.7.5 to emphasise the need for good levels of communication between all members of staff and between the school and partner agencies.

- 1.7.6 to provide a structured set of procedures within the school that will be followed by all members of the school community in cases of suspected abuse, children in need of additional help and children from particular groups.
- 1.7.7 to promote effective working relationships with other agencies, especially the Police and Social Care, and Hounslow's Early Intervention Service
- 1.7.8 to ensure that all staff working within our school who have substantial access to children have been checked regarding their suitability to work with children and for the purposes of fulfilling the duty to maintain a single central record of recruitment checks undertaken. This includes verification of their identity, a barred list check; an enhanced DBS check/certificate; a prohibition from teaching check; further checks on people living or working outside the UK; a check of professional qualifications; and a check to establish the person's right to work in the United Kingdom.
- 1.7.9 To establish a culture of vigilance and always work in the best interests of the child.
- 1.7.10 Through the schools curriculum we aim to teach children about safeguarding and how to keep themselves safe.
- 1.7.11 All Staff will have received and signed to say that they have read Keeping Children Safe In Education September 2016 Part One, The School's Code of Conduct and this Safeguarding Policy. Staff should also familiarise themselves with Annex A of KCSIE Sept 2016 – all of which can be found in the safeguarding folder on staff shared of the school network. Also contained in the folder is 'What to do if you are worried a child is being abused' which is also helpful. Staff will receive training on how to report concerns, where referral forms are kept and who to talk to with concerns.
- 1.7.12 All new staff will receive induction which will include the documents mentioned above in 1.7.11, and how to report concerns, where referral forms are kept and who to talk to with concerns. New staff will also receive appropriate training.

2.0 Types of Abuse and Neglect – definitions, signs and symptoms

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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 (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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.

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

Child Sexual Exploitation (CSE) – definitions, signs and symptoms

Child sexual exploitation (CSE) 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 cyberbullying 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.

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

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

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such. There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Female Genital Mutilation (FGM) – definitions, signs and symptoms

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM - FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

'Honour – based Violence' (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Children Missing Education (CME) and the schools' approach

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation. We monitor attendance carefully and address poor or irregular attendance without delay. In response to the guidance in Keeping Children Safe in Education (2016) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a) leave school to be home educated
 - b) move away from the school's location
 - c) remain medically unfit beyond compulsory school age
 - d) are in custody for four months or more (and will not return to school afterwards); or
 - e) are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further information can be found in the Local Authority Guidance saved on Staff Shared and the Children Missing Education Part A form to complete.

Counter Terrorism and Security – The Prevent Duty

There is no requirement for a separate 'Prevent Duty' policy, as a school we have drawn up a risk assessment and a referral form.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Wellington Primary School has identified through discussion with children, staff, parents and Governors, values outlined below as part of The Wellington Child. Of these two stand out as being key to develop with the school community. Respect – treating others as you would like to be treated and Compassion – focussing on what we have in common with each other and not differences. We set British Values in the context of these two key values.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes

- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others.

3.0 Safe School, Safe Staff

3.1 The school will ensure that:

- 3.1.1 all members of the governing body understand and fulfil their responsibilities, namely to ensure that:
- there is a Safeguarding and Child Protection policy together with a staff code of conduct policy
 - the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training, and that all recruitment documentation contains prominent statements of our commitment to safeguarding and promoting the welfare of children
 - the school has procedures for dealing with allegations of abuse against staff and volunteers
 - the school refers to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been dismissed or removed had they not resigned
 - a senior leader(s) has Designated Senior Lead (DSL) responsibility for safeguarding
 - on appointment, the DSL undertake interagency training (LSCB or Ofsted 'Level 3 equivalent') and also undertake single agency training on the role of the DSL. The DSL will undertake refresher **training** every 2 years
 - all other staff receive Safeguarding training annually as part of their induction and or training, this is updated regularly
 - the school will identify further training opportunities to extend knowledge, understanding of broader safeguarding and CP concerns; e.g. Child Sexual Exploitation, FGM and Radicalisation/Prevent awareness raising/ training
 - any identified weaknesses in Safeguarding are remedied immediately
 - the Chair of the Governing Board is nominated to liaise with the Local Authority in the event of an allegation of abuse made against the Headteacher
 - Safeguarding and Child Protection policies and procedures are reviewed annually and the Safeguarding and Child Protection policy is available on the school website
 - the Governing Body considers how children may be taught about safeguarding. This will be part of a broad and balanced curriculum, covering relevant issues through personal social health and economic education (PSHE) and through sex and relationship education (SRE), and will also be through the informal curriculum. Pupils' understanding of safeguarding issues and their personal resilience is developed through SMSC links as part of the school curriculum
 - enhanced DBS checks are in place for The Chair of Governors at the relevant level.
- 3.1.2 the school has a Designated Senior Lead for safeguarding. The Lead DSL is the Headteacher, Debbie Norton. The Deputy DSLs are the Deputy Head teachers Amanda Gaffney & Kuldip Kahlon and SENDCo Louise Gleeson. The Deputy DSL will assume the role in Mrs Norton's absence. Appropriate training will be undertaken.
- 3.1.3 at least one member of any recruitment panel will have been trained in safer recruitment.
- 3.1.4 all members of staff and volunteers are provided with safeguarding awareness information at induction.
- 3.1.5 all members of staff and volunteers are expected to read part 1 of 'Keeping Children Safe In Education' in order to be clear about their responsibilities with regard to safeguarding
- 3.1.6 as part of their training staff know how to report concerns.
- 3.1.7 all governors undertake appropriate safeguarding training
- 3.1.8 the school publishes prominent statements of its commitment to safeguarding and child protection in the school brochure, recruitment packs, newsletters and any other appropriate publication.

- 3.1.9 parents / carers are made aware of the responsibilities the school has in regard to child protection and safeguarding by, for instance highlighting via school website e-safety and online safety information for parents. The school's child protection policy is available on request.
 - 3.1.10 the school's lettings policy seeks to ensure the suitability of adults working with children on school sites at any time.
 - 3.1.11 community users organising activities for children are aware of the school's safeguarding and child protection guidelines and procedures and understand their responsibilities to share relevant information with the Headteacher.
 - 3.1.12 the school discusses allegations of abuse against adults working in the school with designated officers at the Local Authority and acts accordingly.
 - 3.1.13 any member of staff or volunteer found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration of barring following resignation, dismissal, or, in the case of a volunteer when we cease to use their service as a result of a substantiated allegation
 - 3.1.14 in accordance with the Disqualification Under the Childcare Act 2006 guidance (February 2015), the school undertakes an annual information gathering exercise with staff in regard to themselves and, as appropriate, in regard to others with whom they reside (disqualification by association)
 - 3.1.15 the school raises awareness with staff regarding the duty to refer or bring to the attention of the DSL children about whom there are concerns of FGM
 - 3.1.16 the school raises awareness with staff regarding the duty to refer or bring to the attention of the DSL children or associated adults in regard to whom there are concerns of grooming for radicalisation.
 - 3.1.17 the school raises awareness with staff regarding the duty to refer or bring to the attention of the DSL children or associated adults in regard to whom there are concerns of grooming for CSE.
- 3.2 The school recognises that, because of their day to contact with the children, school staff and volunteers are well placed to observe outward signs of abuse. The school will therefore:
- 3.2.1 establish and maintain an environment where children feel safe, know that their viewpoints are valued, are encouraged to talk, and are listened to.
 - 3.2.2 ensure children know that there are adults in the school whom they can approach if they are worried.
 - 3.2.3 encourage parents and children to see school as a safe place, where concerns can be raised.
 - 3.2.4 actively encourage the views of children to be listened to.
 - 3.2.5 include opportunities in the PSHE curriculum for children to develop the skills they need to recognise unsafe situations and associated risks.
- 3.3 The school's procedures will be reviewed annually by the Governing Body.
- 3.4 The names of the designated members of staff for child protection and safeguarding – the school's DSLs, the Designated Officers at the LA - and Early Help Hounslow are indicated in the staff Quick Guide provided to all staff members.
- 3.5 The safeguarding and child protection policy is available publicly on the school website.

4.0 Responsibilities of the Designated Safeguarding Lead, the Designated Governor for Child Protection and all Staff

4.1 The DSL (Headteacher – Debbie Norton, Deputy Safeguarding Lead in her absence – Amanda Gaffney, Kuldip Kahlon or Louise Gleeson) is responsible for:

- 4.1.1 Safeguarding and child protection at Wellington Primary School;
- 4.1.2 Referring a child, if there are concerns, to Early Help Hounslow and acting as a focal point for staff to discuss concerns. Managing referrals from school staff or any others from outside the school. Referrals should follow the procedure outlined below;
- 4.1.3 securely keeping written records of concerns about a child, including where there is no need to make an immediate referral;
- 4.1.4 ensuring that all such records are kept separately from the main pupil records. On transition, records are sent to the receiving school or college.

- 4.1.5 Child Protection records are retained until the child's 25th birthday, in keeping with the Records Management Society guidelines.
- 4.1.6 the existence of any sensitive information is coded on the pupil's main records.
- 4.1.7 liaising with other agencies and professionals and partners, including parents.
- 4.1.8 ensuring that they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report that has been shared with the parents as appropriate.
- 4.1.9 ensuring that any pupil currently with a child protection plan who is absent without explanation is referred to Early Help Hounslow within two days.
- 4.1.10 organising child protection induction and regular refresher training for all staff.
- 4.1.11 ensuring all staff are aware of the Prevent Duty and the duty to report concerns regarding FGM and CSE.
- 4.1.12 providing an annual report for the governing body, with termly updates, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on a child protection plan (anonymised), children with a "child in need" plan or children with in school with lower level concerns, monitoring termly.
- 4.1.13 raise awareness of safeguarding and child protection amongst the staff and parents;
- 4.1.14 ensure that child protection information is transferred to the pupil's new school

4.2 The Designated Governor for Child Protection is responsible for:

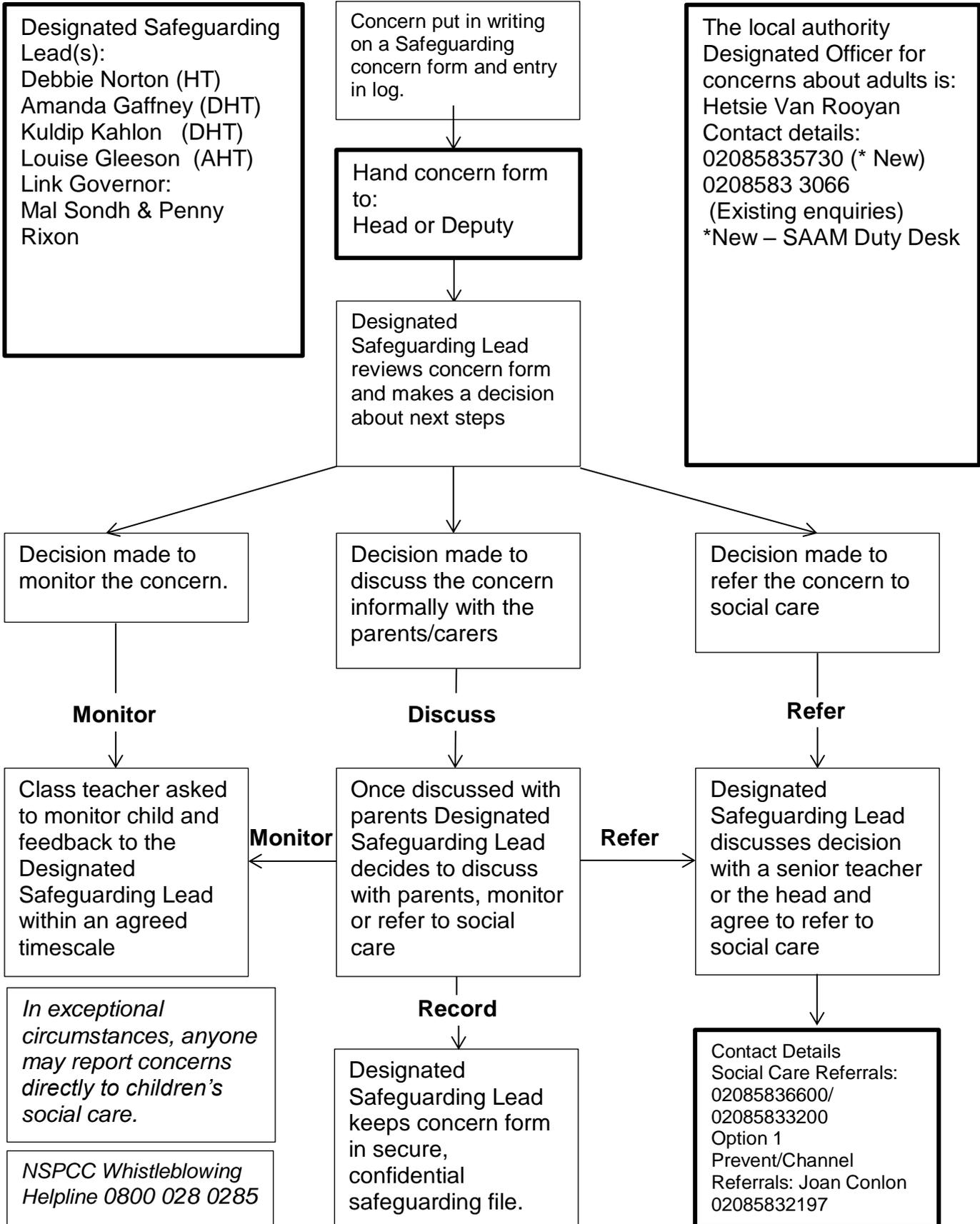
- 4.2.1 ensuring that the safeguarding policy is maintained and reviewed annually and that safeguarding policies and procedures are monitored and reviewed to ensure their effectiveness.
- 4.2.2 reviewing safeguarding practices regularly with the Headteacher and ensuring that the school is carrying out its duties with regard to safeguarding and promoting the welfare of children,
- 4.2.3 ensuring child protection and safeguarding procedures are incorporated into induction procedures for all staff and volunteers, including a new headteacher.
- 4.2.4 ensuring that the school follows the guidance and procedures of the Hounslow LSCB and the London Safeguarding Procedures.
- 4.2.5 ensuring that the DSL is given sufficient time to carry out their duties, including accessing relevant training.
- 4.2.6 the governors satisfying themselves with regards to the appropriate vetting procedures for volunteers who work with children in the school.
- 4.2.7 ensuring that the school has procedures for dealing with allegations of abuse against staff and that they are appropriately implemented.
- 4.2.8 ensuring the school has procedures for dealing with allegations made against other children and that these are appropriately implemented

4.3 All school staff, if they have a concern will report to the DSL regarding:

- poor attendance & punctuality and
- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about pupil-on-pupil abuse (including serious bullying)
- any other unexplained changes in a child

4.4 Safeguarding Flow Chart at Wellington Primary School

FLOW CHART PROTOCOL FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



5.0 Supporting Children

- 5.1 The school recognises that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 5.2 The school recognises that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 5.3 The school will support all children, particularly those with additional needs or in particular groups. We do this through:
- the agreed school aims and the values that underpin these aims
 - promoting self-esteem and self-assertiveness, through the curriculum as well as our relationships,
 - providing curriculum opportunities to support children in keeping themselves safe in a range of situations,
 - promoting a caring, safe and positive environment within the school.
 - liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - notifying Children's Social Care as soon as there is a significant concern.
 - providing continuing support to a child about whom there have been concerns and who leaves the school by ensuring that appropriate information is forwarded in a confidentially marked envelope as a matter of priority with a return confirmation slip included.
 - monitoring, recording and discussing children who do not reach the threshold of abuse, but around whom there are some concerns.

SEND and Safeguarding Challenges

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Wellington Primary School we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- identifying the children;
- mapping out individual provision and support;
- reviewing and evaluating progress and support in a given timescale;
- meeting regularly with all stakeholders to review progress or address any concerns.

Peer to Peer Abuse including 'sexting'

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched / assaulted or boys being subject to initiation-type violence. We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against children by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

We will support the victims of peer on peer abuse by:

- listening to the victim and taking their concern seriously;
- demonstrate good and timely communication with all involved;
- apply the school behaviour policy consistently and fairly
- note and record meetings and decisions
- review these procedures with senior staff

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

6.0 Confidentiality

- The school recognises that all matters relating to child protection are confidential.
- The Headteacher / DSL will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information regarding children around whom there are safeguarding or welfare concerns. (See Safeguarding Procedures)
- All staff must be aware that they cannot promise confidentiality to a child where there are safeguarding concerns.
- The school will always undertake to discuss our intention to refer a child to Social Care or Early Help Hounslow with the child's parents /carers unless there are specific reasons not to do so e.g. it could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with Early Help Hounslow on this point.

7.0 All Staff – reporting procedure

When adults in the school have a concern about a child or young person they should:

Either

Complete a safeguarding concern form in writing as quickly as possible on the day of the concern arising.

Concern Forms can be found on staff shared and placed in the HT or DHT tray in the office or preferably delivered in person. Please make sure the DSL or Deputy DSL has been told about the concern form and it has been signed.

<T:\Safeguarding Children\Safeguarding Children at Wellington Concern Log Entry form.docx>.

Or log the incident on the CPOMS system alerting the DSL or Deputy DSL from any computer

<https://wellington.cpoms.net/login>

All teaching staff can report concerns regarding using the CPOMS on line Safeguarding system alerting the DSL or Deputy DSL, LSA's or other support staff can complete a written log given to the DSL or Deputy DSL – see Referral Procedure form below.

All verbal conversations with the DSL should be promptly recorded in writing either on the log form or on CPOMS with the safeguarding category.

8.0 Supporting Staff

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered significant harm, or appears to be likely to suffer significant harm, may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

9.0 Safer Recruitment Policy

- 9.1 This school has a policy of safer recruitment, at least one member of any recruitment panel has undergone recent safer recruitment training. This training is updated every two years.
- 9.2 The school maintains a single central record of all recruitment and vetting checks on all staff and volunteers. Third party providers of staff, including contractors, are required to evidence recruitment and vetting checks that they have undertaken on their respective staff.
- 9.3 The school advertises, in appropriate literature, that it undertakes safer recruitment checks.

10.0 Allegations against staff

At Wellington Primary School we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the head teacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the head teacher should go to the Chair of Governors whose contact details are available from the school office.

- All staff should be aware of safer working practice guidelines and the school's code of conduct.

- Guidance about conduct and safe working practices, will be given at induction including the school acceptable usage policy in regard to technology.
- We understand that a pupil or and an adult may make an allegation against a member of staff. The school has procedures for this eventuality. (see section on dealing with allegations against staff as part of the Safeguarding Procedures)

Where there are concerns about the proprietor of an independent school, the member of staff should contact the local authority Designated Officer without delay. See Referral Procedure Form for raising the concern with Social Care or the Designated Officer at the Local Authority.

11.0 Training

All staff will receive mandatory Induction Training through INSET and through on line support from the Virtual College.

DSLs attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process. DSL completed Feb 2009, DS Governor completed October 2015.

12.0 Whistle-blowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy – a copy of the LA agreed policy is in the Staff Quick Guide Handbook.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

- Whistle-blowing in connection with the Headteacher should be made to the Chair of the Governing Body, whose contact details are available to staff via the school office.

13.0 Physical Intervention

- The school does not have a no touch policy. However, physical intervention must only be used as a last resort, when a child is endangering him/herself or others. See school Restraint Policy.
- All use of physical intervention is recorded on a Record of Physical Intervention form and given to the Headteacher.
- All staff will be appropriately trained in the safe use of restraint.
- Staff are expected to use their judgement regarding whether to use a physical intervention and to what degree of force is reasonable. There may well be incidence of the use of restraint that

results in the child sustaining any injury, in these cases the headteacher will consider the appropriateness of the intervention used. Appropriate additional training or action under the disciplinary proceedings may result.

- The school's policy on physical intervention reflect the DFE guidance "Use of Reasonable Force"

14.0 Anti-Bullying

- 12.1 The school has a discrete anti-bullying policy and a separate anti bullying leaflet for parents, both available on the school's website. (See Anti Bullying Policy and Leaflet for Parents) The policy covers all forms of bullying; including cyber, racist, homophobic and gender-related bullying. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

15.0 Racist Incidents

- 15.1 Staff school records racist incidents on a racist incident form. The Headteachers reports termly to the Governing Board concerning these.

16.0 Health & Safety

- 16.1 The school's Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children. (See Health and Safety Policy)

17.0 Monitoring and Evaluation

- 17.1 This policy will be reviewed annually by the Governing Board.

The Safeguarding and Child Protection Policy also links to the following other school policies / procedures:

- Staff Code of Conduct
- Whistleblowing
- Behaviour
- Anti-bullying
- Health & Safety
- Allegations against staff
- Attendance
- Medical Policy
- Sex and Relationships Education
- Physical intervention
- E-Safety/Online safety
- Use of children's images



Referral Procedures at Wellington Primary School

Safeguarding Referral

If you have a concern regarding safeguarding or child protection, including radicalisation this must be reported to Debbie Norton as the designated safeguarding lead (DSL).

In Debbie's absence then report to Amanda Gaffney, Kuldip Kahlon or Louise Gleeson as deputy DSLs.

The concern must be logged in writing. Forms are in the Wellington safeguarding folder on staff shared.

<T:\Safeguarding Children\Safeguarding Children at Wellington Safeguarding Log Entry form.docx>.

The DSL will then refer the concern on to EHH (Early Help Hounslow) by using the EHA form saved in the Safeguarding Children folder on staff shared.

<T:\Safeguarding Children\Hounslow EHA v2 1.doc>

This procedure should always be followed however, if necessary, staff can refer a concern on themselves using the same EHA form.

Prevent Duty Referral

If you have any concerns regarding radicalisation in school, this must be reported to John Norton as the DSL and in his absence Julie Spikings as the deputy DSL.

The concern must be logged in writing. Forms are located in the Safeguarding Children folder on staff shared.

<T:\Safeguarding Children\Prevent Log Entry form.docx>

Or

<T:\Safeguarding Children\SAFEGUARDING PUPILS FROM EXTREMISM AND RADICALISATION Referral form.docx>

The DSL will then refer the concern on to the LA through Joan Conlon and Najeeb Ahmed

In all cases, concerns should be raised with the DSL or deputy DSL or member of SLT. ***If in doubt, always report.***

Wellington Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment, promote our aims and model our values.