

**Pinner High School**  
**Safeguarding and Child Protection Policy**

September 2021

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**School: Pinner High School**

**Headteacher: Chris Woolf**

**Named personnel with designated responsibility for Child Protection 2021-2022**

Role	Name	Telephone Number	Email Address
Designated Safeguarding Lead	Emma Pacey	0203 0960769 Ext 207	epacey@pinnerhighschool.org
Deputy Designated Safeguarding Lead	Beth Hindmarsh	0203 0960769 Ext 222	Ehindmarsh@pinnerhighschool.org
Designated Lead for Governor for safeguarding	Des Fahy	07900 600461	safeguardinggovernor@pinnerhighschool.org
Lead for Online Safety	Rakhee Jotangia	0203 0960769 Ext205	rjotangia@pinnerhighschool.org
Lead for Looked After Children	Emma Pacey	As above	As above
Headteacher(for concerns/allegations about staff)	Chris Woolf	0203 0960769 Ext 201	cwoolf@pinnerhighschool.org
Chair of Governors (for allegations about Headteacher)	Dr Andy Andleeb	0203 0960769 Ext 202 (Heads PA)	chairofgovernors@pinnerhighschool.org

**Policy Review**

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy is due for review at the Governing Body Meeting to be held on 7<sup>th</sup> July 2021, with updates from KCSIE 2021 to follow.

This policy is due for review during July 2022

Signature ..... Date .....  
Headteacher

Signature ..... Date .....  
Chair of Governors

## 1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding; identifying concerns, sharing information and taking prompt action. Safeguarding encompasses the arrangements that are in place for all children. Child protection refers to the policy and procedures for children who have been significantly harmed or are at risk of harm.

This Safeguarding of Child Protection Policy forms part of a suite of documents and policies which encompass the safeguarding responsibilities of the school. (Appendix 1 Linked Policies and Procedures).

### **Purpose of a Child Protection Policy**

**All** staff, volunteers and governors should know this child protection policy and their responsibility for implementing it.

### **Implementation, Monitoring and Review of the Child Protection Policy**

This policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the designated safeguarding lead and through staff performance measures.

### **School Staff and Volunteers**

Pinner High School fully recognises its responsibilities for safeguarding and child protection. We recognise that all staff have a full and active part to play in protecting our students from harm. We believe that our school should provide a positive, safe and stimulating environment which promotes the social, physical and moral development of the individual student, and one in which students feel secure, are encouraged to talk and are listened to.

Pinner High School is committed to safeguarding children and will create a culture of vigilance in the school, ensuring that in all cases we will work in the best interests of the students in our care.

All staff have a responsibility to provide a safe environment in which children can learn and our policy applies to all staff, adults, governors and volunteers working in the school.

In order that all members of staff have the knowledge and skills required to fulfil their duties, school leaders will:

- provide induction for all new members of staff, including newly-qualified teachers, which includes basic child protection training on how to recognise signs of abuse, e-safety, child on child sexual violence and sexual harassment and [Keeping Children Safe in Education, September 2021 Part One or Annex A](#) and familiarisation with our safeguarding and child protection policy and the staff code of conduct. Temporary staff will be made aware of the safeguarding policies and procedures and the school will ensure that staff provided by other agencies have received the required child protection training, commensurate with their roles, before being deployed.

- provide all staff with safeguarding training which is updated annually so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. School leaders will keep a record of staff induction and training.

### **Mission Statement**

In delivering our safeguarding duties, we will:

- Provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- Identify concerns early and prevent concerns from escalating.
- Establish and maintain an environment where children feel respected, secure, are encouraged to talk and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel well informed about safeguarding and child protection and are listened to when they have concerns about the safety and wellbeing of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Where there is a safeguarding concern, take the child's wishes and feelings into account when determining what action to take and what services to provide and ensure that there are systems in place for children to express their views and give feedback.
- When concerned about the welfare of a child, always act in the best interests of the child.
- Work with parents to build an understanding of the school's responsibilities for the welfare of all children, including the need for referrals to other agencies in some situations.
- Include opportunities across the curriculum, including PSHE and IT, for children to be taught about safeguarding and to develop the skills they need to recognise danger, protect themselves from risks and stay safe from abuse.
- Maintain an attitude of "it could happen here" where safeguarding is concerned.

## **2. STATUTORY FRAMEWORK**

In order to safeguard and promote the welfare of children, this policy and our safeguarding and child protection procedures have been developed in accordance with the following legislation and guidance:

- [The Children Act 1989](#)
- [The Children Act 2004](#) (section 10 and section 14B)
- [The Education Act 2011](#)
- [Education Act 2002](#) (section 175 and 157)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Children and Families Act 2014](#)

- [Safeguarding Vulnerable Groups Act \(2006\)](#)
- [Serious Crime Act 2015](#)
- [Harrow Local Safeguarding Children Board Multi-Agency Thresholds Documents \(Are you worried about a child?\) \(June 2016\)](#)
- [Working Together to Safeguard Children \(DfE July 2018\)](#)
- [What to do if you're worried a child is being abused Advice for practitioners \(DfE March 2015\)](#)
- [Keeping Children Safe in Education \(DfE September 2021\)](#)
- [Sexual Violence & sexual harassment between children in schools & colleges \(DfE May 2018\)](#)
- [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)
- [Revised Prevent duty guidance for England and Wales:](#) guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism
- [Inspecting education in early years, education and skills settings:](#) Guidance for inspectors undertaking inspection under the education inspection framework (September 2019)
- [Teachers Standards 2015](#)
- [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers \(DfE May 2020\)](#)
- [When to Call the Police: Guidance for Schools and Colleges \(NPCC Guidance\)](#)

**Working Together to Safeguard Children (DfE 2018)** requires all schools to have a clear line of accountability and senior leadership of safeguarding arrangements. There should be a culture of listening to children and taking account of their wishes and feelings. Staff should feel able to raise issues about safeguarding and should know the procedures for whistle blowing. There should be suitable supervision and training for all staff. The school should follow the procedures for protecting children from abuse which are established by the Harrow Local Safeguarding Children Board.

Schools are expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Working Together to Safeguard Children (2018) requires Local Safeguarding Partnership Boards to gather data to assess whether partners are meeting their statutory obligations. In Harrow compliance with s11 is monitored every year using a self-assessment toolkit. Following completion of the toolkit schools and colleges produce an action plan outlining those areas of work where additional work is needed to ensure full compliance with the requirements of s11 (where needed).

It is important to remember that s11 does not give organisations any new or additional functions, nor does it override their existing functions. Rather, it outlines the need to have in place safe systems and safe processes; for example, by ensuring safe recruitment of staff, by providing appropriate training and by having up to date policies which all staff know how to access.

**Keeping Children Safe in Education (DfE September 2021)** places the following responsibilities on all schools:

- Have the knowledge and skills to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life from the foundation stage through to the teenage years. Staff may be required to support other agencies and professionals in an early help assessment
- Train staff to be alert to signs of abuse and know to whom they should report any concerns or suspicions

- Have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- Appoint a designated safeguarding lead who, in line with a clear job description for the role, will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as Children’s Social Care.
- Ensure that staff with the designated safeguarding lead role undergo formal child protection training annually and receive updates at least annually
- That all staff read at least Part 1 of Keeping Children Safe in Education including Annex A and that there are mechanisms in place to assist staff to understand and discharge the role and responsibilities outlined in Part 1.

Keeping Children Safe in Education (DfE Sept 2021) also states:

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place including a child protection policy and a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction.

The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Partnership Boards, be updated annually and be available either publicly either via the school or college website or by other means.

### 3. THE DESIGNATED SAFEGUARDING LEAD

**Governing bodies and proprietors should appoint an appropriate senior member of staff from the leadership team to take lead responsibility for safeguarding and child protection. This designated safeguarding lead should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting or directing other staff. This should be explicit in the role-holder’s job description.**

The designated safeguarding lead for Child Protection in this school is:

**Emma Pacey ( Deputy Headteacher)**

The senior deputy designated safeguarding lead for Child Protection in this school is:

**Elizabeth Hindmarsh (Deputy Headteacher)**

Additional deputy designated safeguarding leads for Child Protection in this school are:

**Chris Stump – Assistant Head Teacher**  
**Tom Metcalfe – Assistant Head Teacher**  
**Katherine Buchanan – Head of Year 11**  
**Luke Donnelly– Head of Year 10**  
**Jason Craig – Head of Year 9**  
**Amy Wild – Head of Year 8**  
**Rhian Jenkins- Assistant Head of Year 8**  
**Christina Moore- Head of Year 7**  
**Hannah Lowder – SENCO ( Maternity leave)**  
**Maran Dhannie – Inclusion Lead**  
**Ni’san Thomas- Attendance & Family Liaison Officer**  
**Niamh Braiden- Learning Mentor**

Whilst the activities of the designated safeguarding lead are sometimes delegated to an appropriately trained deputy, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead. Our deputy designated safeguarding leads are trained to the same standard as the lead. The Headteacher and the Safeguarding Governor are also trained to the appropriate level to support safeguarding concerns,

During term time our designated safeguarding lead or deputy will always be available (during school hours) for staff to discuss any safeguarding concerns. We will ensure appropriate cover arrangements for any out of hours/out of term activities.

The role and responsibilities of our Safeguarding lead are explicit in the post holder's job description and take account of **Keeping Children Safe in Education (DfE 2021) Part 2: Role of the designated safeguarding lead.**

### Managing Referrals

The DSL will refer all cases of suspected abuse to Harrow children's social care and to:

- the Police (where a crime has been committed) including mandatory FGM reporting. The DSL will use the **NPCC guidance** on when to call the police and what to expect if you do when making decisions regarding police involvement.
- the Channel programme where there is a radicalisation concern
- the Disclosure and Barring Service where a person is dismissed or left due to risk/harm including those from supply agencies

The designated safeguarding lead will understand the requirements of the Prevent duty and provide advice to staff on protecting children from the risk of radicalisation.

### Work with Others

- Liaise with the Headteacher to inform them of issues especially ongoing enquiries under Section 47/Section 17 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" and the local authority designated officer (LADO) in cases regarding allegations against staff
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff

### Training

The Designated Safeguarding Lead will undertake formal training, to provide them with the knowledge and the skills required to carry out the role, at least every two years. In Harrow this training will consist of regular Update Seminars on Specific Safeguarding Issues and Termly Education and Safeguarding Forums. Training should include Prevent awareness training.

At least annually the designated safeguarding lead will access training which provides updates into developments relevant to their role so that they can:

- Understand the assessment process for providing early help and intervention, for example through locally agreed shared assessment processes, such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- Ensure every member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part-time staff and volunteers who are in regulated activity.
- Ensure that staff have access to and are aware of the guidance in the school Behaviour Policy and the Staff Code of Conduct including Whistleblowing Procedures.
- Ensure staff understand the procedures for responding to Children Missing In Education.
- Be alert to specific needs of children in need, those with special educational needs and young carers
- Consider the context in which safeguarding incidents and/or behaviours occur (contextual safeguarding) and consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- Be aware of the risks of Female Genital Mutilation, Forced Marriage, Child Sexual Exploitation, Child Criminal Exploitation, Peer on Peer abuse, Serious & Sexual Violence.
- Understand the significance of children's mental health and its role in safeguarding: that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and that abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact on children's mental health, behaviour and education.
- Understand the risk to young people of Child Criminal Exploitation and Child Sexual Exploitation including understanding that these constitute an imbalance in power and that victims can be exploited even when activity appears to be consensual
- Maintain an understanding of the latest developments in safeguarding and those issues which are of most concern in the local area.
- Keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school or college with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measure the school or college may put in place to protect them

### **Raising Awareness**

The Designated Safeguarding Lead will ensure the school or college's policies are known and used appropriately:

- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the Local Safeguarding Partnership Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Ensuring that staff understand that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment and consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence)

## **4. THE GOVERNING BODY**

It is the responsibility of the Governing Body to ensure that it complies with duties under legislation. The Governing Body must also have regard to Keeping Children Safe in Education 2021 to ensure that our school's policies, procedures and training are effective and comply with the law at all

times. The Governing Body should ensure there is a senior leader to take leadership responsibility for safeguarding arrangements. Although the Governing body takes collective responsibility to safeguard and promote the welfare of children and young people, there is also a named governor who champions safeguarding within the school.

The nominated governor for child protection is:

**NAME: Des Fahy - [safeguardinggovernor@pinnerhighschool.org](mailto:safeguardinggovernor@pinnerhighschool.org)**

This Governing Body will meet the responsibilities placed upon it in law, which include:

### **Inter-agency working**

- Ensuring the school contributes to inter-agency working, which includes providing a co-ordinated offer of early help when additional needs of children are identified.
- Recognising the importance of information sharing between professionals and local agencies and ensuring that duties under the Data Protection Act (1998) and General Data Protection Regulation (May 2018) do not stand in the way of promoting the welfare and safety of children.
- Ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems

### **Policies**

- Ensuring that an effective child protection policy is in place, together with a staff code of conduct that includes acceptable use of technologies, staff/pupil relationships and communications (use of social media).
- The Governing body must ensure that the child protection policy is in accordance with government guidance and refers locally to agreed inter-agency procedures and local protocols for assessment put in place by the Local Safeguarding Partnership Board
- Ensuring that the child protection policy reflects the additional barriers children with Special Educational needs and disabilities face in relation to safeguarding.
- Ensuring that the child protection policy has clear procedures for the use of 'reasonable force' in line with DfE Guidance
- Ensuring that the policy is updated at least annually and is available publically via the school website.
- Ensure that the Attendance Policy includes procedures for dealing with children missing in education, particularly on repeat occasions and references the need to hold where reasonably possible more than one emergency contact number for each pupil.
- Ensure that staff have the opportunity to contribute to and shape safeguarding arrangements and the child protection policy.
- Ensure that staff follow [coronavirus safeguarding guidance](#) and [guidance on safeguarding and remote education during coronavirus](#)

### **Leadership of safeguarding**

- Appointing a designated safeguarding lead who is a member of the leadership team and ensuring that s/he undertakes formal training to provide them with the knowledge and the skills required to carry out the role at least every two years. The role of DSL should be explicit in their job description.
- In addition to their formal training their knowledge and skills should be updated at regular intervals, and at least annually to keep up with any developments relevant to their role.

### **Staff training**

- Ensuring that any Deputy Designated Safeguarding leads are trained to the same level as the Designated Safeguarding Lead.
- Ensuring that all staff members undergo safeguarding and child protection training at induction and, in addition, at least annually and that they are regularly kept up to date with safeguarding issues via email, bulletins etc.

### **Online Safety**

- Ensuring that appropriate filters and appropriate monitoring systems are in place to safeguard children online from potentially harmful and inappropriate materials
- Ensuring that decisions made regarding filtering and monitoring systems are informed in part by the risk assessment required by the Prevent Duty.
- Ensuring that staff are given training on online safety considerations including how to support keeping children safe online when they are learning at home

### **Safer recruitment**

- By adhering to statutory responsibilities, undertaking safer recruitment training and having written recruitment and selection policies in place, prevent people who pose a risk of harm from working with children
- To ensure that at least one person who conducts an interview has completed Safer Recruitment Training.

### **Allegations of abuse made against staff**

- Ensuring there are procedures in place to handle allegations against staff and refer correctly to the local authority designated officer (LADO) including allegations against supply staff.
- Meeting legal duties to make a referral to the Disclosure and Barring Service (DBS) if a person has been dismissed due to safeguarding concerns or would have been had they not resigned.
- Ensure that guidance in Part 4 of managing allegations is followed where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children such as a domestic violence incident that did not involve children but could highlight concerns about suitability to work with children.

### **Allegations of abuse made against other children**

- Ensuring that there are strategies to minimise the risk of child on child sexual violence and sexual harassment and procedures for investigating allegations in line with guidance in Keeping Children Safe in Education (September 2021) Sexual Harassment and Sexual Violence between Children in Schools and Colleges (May 2018) and the DfE's searching screening and confiscation advice.
- Ensure that the child protection policy includes how allegations of peer on peer abuse will be recorded, investigated and dealt with including processes on how victims, perpetrators and other children will be supported.
- Ensuring that staff are trained to recognise the different gender issues that can be prevalent when dealing with child on child sexual violence and sexual harassment
- Ensuring that staff recognise child on child sexual violence and sexual harassment as a safeguarding issue and do not pass it off as 'part of growing up' or banter.

### **Curriculum**

- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Making sure that a broad and balanced curriculum will include personal, social, citizenship, health and economic education (PSCHE) and sex and relationships education (SRE) including a focus on consent, and that this content will be in line with the new RSE curriculum (**Relationship Education, Relationship and Sex Education and Health Education from September 2020**)
- Ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies, communication and social media and to use these responsibly
- Safeguarding children from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems are in place and that safeguarding considerations are considered when planning for online/home learning.
- Ensuring that the school promotes tolerance of and respect and prepares children and young people for life in modern Britain

### **Vulnerable children**

- Ensuring that there is sharing of information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff
- Making sure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them
- Supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them
- Ensuring that staff are alert to the additional barriers that exist and the additional vigilance which is required to identify abuse and neglect for pupils who:
  - are disabled and have specific additional needs;
  - have special educational needs (whether or not they have a statutory education, health and care plan);
  - are a young carer;
  - are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
  - are frequently missing/going missing from care or from home;
  - are misusing drugs or alcohol themselves;
  - are at risk of modern slavery, trafficking or exploitation;
  - are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
  - have returned home to their family from care;
  - are showing early signs of abuse and/or neglect;
  - are at risk of being radicalised or exploited;
  - are a privately fostered child.
- Ensuring that repeated hate incidents, for example racist, homophobic, gender or disability-based bullying, are considered under child protection procedures.

### Looked After and Previously Looked After Children

- Appointing a designated teacher to promote the educational achievement of children who are looked after and previously looked after
- Ensuring the designated teacher has the appropriate training to undertake their role.
- Ensuring that staff have the skills knowledge and understanding necessary to keep looked after children safe and are have the correct details about the child's care arrangements, social worker and LA virtual school Headteacher.
- Ensure that staff are aware of the importance of inter-agency working and the need for prompt action to be taken to protect these children when safeguarding concerns arise.

## 5. SCHOOL PROCEDURES – STAFF RESPONSIBILITIES

It is the responsibility of every member of staff to know and understand the Child Protection Policy and our safeguarding procedures.

If any member of staff is concerned about a child s/he must inform the designated safeguarding lead. This includes concerns about a child's mental health that could constitute a safeguarding risk. You must record information regarding the concerns on the same day. The written record must be a clear, precise, factual account of the observations (Appendix 2 [School Record of Concern](#)). All referrals should follow the schools reporting procedures (Appendix 3 [School Reporting Flowcharts](#).)

The designated senior lead will decide whether the concerns should be referred to Children's Services (Appendix 4 [Harrow LSCB Thresholds](#)). If it is decided to make a referral to Children's Services Social Care this will be discussed with the parents, unless to do so would place the child at further risk of harm. All concerns, discussions and decisions will be recorded in writing.

You will need to understand your role in the early help process: identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals. Particular attention will be paid to the attendance and development of each child about whom there are concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the designated safeguarding lead will inform the social worker responsible for the case and transfer the appropriate record to the lead professional for safeguarding at the receiving school, in a secure manner, and separate from the child's academic file.

The designated safeguarding lead is responsible for making colleagues aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

Every member of staff has a duty to refer safeguarding concerns to the designated safeguarding lead. However, if:

- concerns are not taken seriously by school leaders; or
- action to safeguard the child is not taken; and
- the child is considered to be at continuing risk of harm

then staff should speak to the designated senior leader or contact Harrow Children's Services Social Care (including out of hours) on the **Golden Number: 0208 901 2690** or **Emergency Out of Hours Number: 0208 424 0999**.

All staff should therefore be aware of the process for making referrals.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately using the [Common Assessment Framework Form \(CAF\)](#). Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

All staff should know what to do if a child tells them that they are being abused or neglected. Staff are expected to know how to manage an appropriate level of confidentiality whilst liaising with relevant professionals. You should never promise a child that you will not tell anyone about an allegation – this may not be in the best interests of the child.

If the allegations raised by the staff member are against another child/children staff should follow the same procedures for referring a concern about a child's safety.

If you discover that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, this must be immediately reported to the designated safeguarding lead. It is a duty in law to report FGM to the police.

Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes:

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child
- failing to re-assess when situations do not improve
- sharing information too slowly
- lack of challenge to those who appear not to be taking action.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime.

If you do not feel that such concerns have been taken seriously by the senior leadership team, you should use the school's whistle blowing procedures. If you feel unable to raise an issue with the senior leadership team or feel that your concerns are not being addressed, other whistleblowing channels at LA level are open to you or you can contact the **NSPCC Whistleblowing Line** on **0800 028 0285 - (8am to 8pm Monday to Friday)** or email **help@nspcc.org.uk**

### **Safeguarding and Special Educational Needs**

Pinner High School staff will recognise that students with special educational needs and/or disabilities can face additional safeguarding challenges.

This can be due to:

- Additional Communication Barriers
- Increased Isolation
- Dependency on Others
- Lack of Education on Staying Safe.

As a result, students with special educational needs and disabilities may face inadequate responses to disclosures or may have signs of abuse overlooked.

In order to ensure that students with additional needs are safeguarded Pinner High School will ensure that all school staff, including non-teaching staff:

- Are committed to anti-discriminatory practice
- Can explicitly recognise the increased vulnerability of children with special educational needs to abuse and neglect and the barriers they may face, especially around communication
- Will provide for any additional safeguards needed to protect children with special educational needs and/or disabilities
- Will receive additional training where necessary that covers any safeguarding issues that are specific to a child's disability such as intimate care and safe touch
- Will ensure that children with special educational needs are offered additional pastoral support where necessary to support them with safeguarding vulnerabilities
- Will work closely with parents to support them to keep their children safe and ensure they understand the additional safeguarding vulnerabilities their children have.

### **Physical Intervention and the use of 'reasonable force'**

Our guidance on physical intervention follows DFE guidelines (Use of Reasonable Force - 2013). This permits the use of reasonable force "to prevent students from hurting themselves or others, from damaging property, or from causing disorder".

The guidance states that:

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Keeping Children Safe in Education (2019) further highlights that 'The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.'

We will:

- Acknowledge that staff must use physical intervention sparingly, and that at all times it must be reasonable force;
- Understand that physical intervention of a nature which causes injury or distress to a student may be considered subject to child protection or disciplinary procedures.
- Recognise that children with SEN or disabilities or with medical conditions have additional vulnerability of in relation to the use of reasonable force.
- Approach behaviour management proactively and supportively, especially for vulnerable students to reduce the reduce the occurrence of challenging behaviour and the need to use reasonable force

### **Peer on Peer Abuse including Child on Child Sexual Violence and Sexual Harassment**

All 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 cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Staff will have clear guidance that 'upskirting' is now a criminal offence and should not be dismissed as banter.
- sexting (also known as youth produced sexual imagery); This is now known as the sharing of nude and semi-nude images.
- initiation/hazing type violence and rituals.

Staff should be clear as to the school or college's policy and procedures with regards to child on child sexual violence and sexual harassment which take into account advice in [Sexual Violence & Sexual Harassment between Children in Schools & Colleges \(DfE May 2018\)](#)

When responding to a disclosures of child on child sexual violence or sexual harassment it is vital that all victims are reassured they are being taken seriously and that they will be supported and kept safe. They should never be made to feel ashamed for making a report.

All disclosures of child on child sexual violence or harassment must be treated as a safeguarding issue and reported as per the normal safeguarding reporting procedures and the designated safeguarding lead must be informed as soon as is practically possible.

Staff must recognise child on child sexual violence and sexual harassment as a safeguarding issue and that it will not be tolerated or accepted. It is especially important not pass it off as 'part of growing up' or banter or 'having a laugh.'

When there has been a report of sexual violence, the designated safeguarding lead (following local agency advice where appropriate) will make a decision whether to:

- Manage the case internally
- Seek Early Help through a multi-agency approach
- Make a referral to Children's Social Care
- Report the case to the Police.

The designated safeguarding lead will also will make a risk and needs assessment that will consider how to ensure there is ongoing support the victim, perpetrator and any other children who may be impacted as a result of the disclosure.

### **Serious Violence including Child Criminal and Child Sexual Exploitation**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include

- Increased absence from school, a change in friendships or relationships with older individuals or groups,
- A significant decline in performance, signs of self-harm or a significant change in wellbeing,
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions

Staff will be made aware that these signs could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and/or county lines networks.

Child Criminal and Child Sexual Exploitation are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity

- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources
- In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
- It can be perpetrated by individuals or groups, males or females, and children or adults
- It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse
- It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence
- Victims can be exploited even when activity appears to be consensual
- It can happen online as well as in person

### **Mental Health**

Staff should be aware that mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We will:

- Ensure that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Staff are well placed to observe children day-to-day and identify those students whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.
- Seek additional advice and support from external agencies as necessary
- Fully utilise our internal school counsellors to offer support to students who have been identified as in need to additional support.

## 6. WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be aware of the signs of abuse and neglect. Knowing what to look for is vital to early identification. (Appendix 5 Indicators of harm)

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home.
- Act in a way that is inappropriate to her/his age and development (full accounts need to be taken of different patterns of development and different ethnic groups).
- Display insufficient sense of “boundaries”, lack stranger awareness.
- Appear wary of adults and display “frozen watchfulness”.

In an abusive relationship, a parent or carer may:

- persistently avoid child health services and treatment of the child’s illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems (sometimes referred to as the ‘toxic trio’), if they co-exist in a family could mean significant risks to children. Problems can be compounded by poverty; frequent house moves or eviction.

## 7. SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of specific safeguarding issues – some of which are listed below. They should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children and young people in danger.

The designated safeguarding lead and her/his team will ensure that members of staff have up to date guidance and practical support on specific safeguarding issues. Expert and professional organisations are best placed to provide this and there is a list of links to these professional and expert websites in Appendix 6. Staff can also access government guidance on the government websites listed below:

- [Children and the court system](#)
- [children missing education](#) – and Appendix 6

- [Children with family members in prison](#)
- [Child sexual exploitation \(CSE\) – and Appendix 6](#)
- [Child criminal exploitation](#)
- [County Lines](#)
- [domestic violence](#)
- [Homelessness](#)
- [So-called 'honour-based' abuse \(including Female Genital Mutilation and Forced Marriage\)](#)
- [female genital mutilation](#) (FGM) – and Appendix 6
- [forced marriage](#) - and Appendix 6
- [preventing radicalisation](#), The Prevent Duty and Channel Panel– and Appendix 6
- [Peer on peer/child on child sexual violence and sexual harassment –](#) and Appendix 6
- [Upskirting](#) – Appendix 6

Appendix 6 on specific safeguarding issues contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read this appendix.

## 8. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- listen to what is being said without displaying shock or disbelief
- accept what is being said
- allow the child to talk freely - do not put words in the child's mouth
- only ask questions when necessary to clarify
- reassure the child, but not make promises which it might not be possible to keep
- not promise confidentiality - it might be necessary to refer to children's social care
- emphasise that it was the right thing to tell
- reassure her/him that what has happened is not her/his fault
- do not criticise the alleged perpetrator
- explain what has to be done next and who has to be told
- make a written record
- pass the information to the designated safeguarding lead without delay
- consider seeking support for yourself and discuss this with the designated safeguarding leader – dealing with a disclosure can be distressing

## 9. RECORD KEEPING

When a child has made a disclosure, or when an individual has concerns about a child's welfare the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible (Appendix 2).
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

The designated safeguarding lead will maintain case files for pupils where there are concerns, with an overview chronology and a record of all communications and actions.

The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005 and in line with and General Data Protection Regulation (May 2018)

Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

## 10. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

The school recognises that all matters relating to child protection are confidential.

The Headteacher or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only. All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

Concerns about data protection and confidentiality will not come before safeguarding a child. Our approaches to confidentiality and information sharing have taken into account [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)

## 11. COMMUNICATION WITH PARENTS

We will:

- Ensure the child protection policy is published on the school website and a statement of the school's commitment to safeguarding is available in the school's reception

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- the behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuses informed;
- leading to an unreasonable delay;
- leading to the loss of evidential material;
- placing a member of staff from any agency at risk

Ensure that the parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

## 12. INTER-AGENCY WORKING

Under the leadership of our designated safeguarding lead, we will continue to develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and children's social care.

The school will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children. We will submit reports and information and we keep our own records of discussions and agreements. When we disagree with the decisions, which have been made, we will ask for our rationale and recommendations to be recorded.

The school will participate in serious case reviews, other reviews and file audits as and when required to do so by Harrow Local Safeguarding Partnership Board. We have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

## 13. WHISTLE-BLOWING AND COMPLAINTS

Children cannot be expected to raise concerns in an environment where staff members fail to do so.

All staff members are made aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Headteacher, the Chair of the Governors, the designated governor for safeguarding and child protection or with the LADO or contact the NSPCC Whistleblowing line on 0800 028 0285/help@nspcc.org.uk

A clear reporting procedure is in place for children, parents and other people to report concerns or complaints, including abusive or poor practice.

For more detail see our *Whistle Blowing Policy*.

## 14. CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

School leaders will ensure that contractors and providers are aware of the school's safeguarding and child protection policy and procedures. Employees and volunteers provided by these organisations will use the school's procedure to report concerns.

Assurances will be sought that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with [Keeping Children Safe in Education: Statutory guidance for schools and colleges, September 2021](#). If assurance is not obtained, permission to work with children or use the school premises may be refused.

When the school commissions services from other organisations, it will ensure that compliance with the policy and procedures is a contractual requirement.

## 15. SITE SECURITY

All staff members have a responsibility to ensure the buildings and grounds are secure and for reporting concerns that may come to light.

The identity of all visitors and volunteers coming into school is checked. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual, parent or anyone else, that threatens the school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

## 16. QUALITY ASSURANCE

The school will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the designated safeguarding lead (DSL).

The Headteacher will prepare the safeguarding annual report to the Governing Body to enable governors to review the effectiveness of the child protection and safeguarding arrangements and in turn influence the annual review of the policy. It enables the Governing Body to monitor compliance with the Education Act 2002 Section 175, and to identify areas for improvement.

The views of children, parents and carers and staff members will be sought on child protection arrangements through surveys, questionnaires and other means.

## 17. SAFER RECRUITMENT

At Pinner High School we are vigilant in maintaining a culture of safe recruitment. We have robust recruitment and vetting procedures that help deter, reject or identify people working in any capacity at, or visiting our school, who might abuse children.

The Governing Body will reach a clear and reasonable rationale for its decisions about the suitability of each prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks, prohibition checks and, as appropriate, checks, under the Childcare (Disqualification) Regulations 2009. We will also obtain verification of identity, of mental and physical fitness to carry out work responsibilities, of right to work in the UK and of professional qualifications as appropriate.

We have a detailed Recruitment policy which is informed by the guidance in [Keeping Children Safe in Education: Statutory guidance for schools and colleges, September 2021](#).

At least one member of every short listing and interview panel will have completed safer recruitment training. The Headteacher is responsible for ensuring that safer recruitment training is up to date.

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. Those governors who also engage in regulated activity in the school will also undergo a barred list check.

We keep a single central record which covers all staff (including supply staff and teacher trainees on salaried routes), volunteers, governors and contractors. The Headteacher and Chair of Governors or nominated governor for safeguarding regularly monitor the single central record and complete a record of their

## 18. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff / volunteer (including supply agency staff) may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children or would not be suitable to work with children, even if the incident does not directly related to the welfare, safety or well-being of a child.

This applies to any child the member of staff / volunteer (including supply agency staff) has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

If any member of staff has concerns that a colleague or volunteer might pose a risk to children, it is your duty to report these to the Headteacher. Where the concerns or allegations are about the Headteacher, these should be referred to the Chair of Governors.

The Chair of Governors in this school is:

**NAME:** Andy Ahmed

**CONTACT:** [chairofgovernors@pinnerhighschool.org](mailto:chairofgovernors@pinnerhighschool.org)

If the chair is not available you can contact the deputy chair Nav Kullar ([nav\\_kullar@hotmail.com](mailto:nav_kullar@hotmail.com))

To reduce the risk of allegations, all staff and volunteers should be aware of our guidance on safer working practice in the *staff handbook and staff code of conduct*

If an allegation is determined to be unsubstantiated, it will be referred to children's social care to determine whether the child is in need of services or may have been abused by someone else. If an allegation is deliberately invented, the Headteacher may take disciplinary action against the pupils or adult who reported the allegation.

It is the duty of the Governing Body to ensure that there are procedures in place to handle allegations against teachers, headteachers, other staff and volunteers. Our procedures are based upon the guidance in [Keeping Children Safe in Education: Statutory guidance for schools and colleges, September 2021](#).

### Managing allegations against staff or volunteers (including supply agency staff) - Summary of Procedures

The person - usually the Headteacher or Chair of Governors - to whom an allegation is first reported becomes the case manager and should take the matter seriously and keep an open mind. Initial actions should include:

- making an immediate written record of the allegation, using the informant's own words and including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.

- obtaining the signature of the informant and signing and dating this record her/himself.

The case manager will not ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality cannot be promised and the person reporting the allegation will be advised that the concern will be shared on a 'need to know' basis only.

In every instance of a reported concern about a member of staff or volunteer (including supply agency staff), the case manager will consider whether the allegation meets one or more of the three criteria above. Before taking any further action s/he will discuss the allegation with the Local Authority Designated Officer.

## **LADO:**

**Contact the LADO immediately for advice and guidance when dealing with an allegation.**

**LADO: Rosalind South**

**Email: [Rosalind.South@harrow.gov.uk](mailto:Rosalind.South@harrow.gov.uk)**

**Tel: 020 8736 6435 / 07871 987254**

**The LADO should be contacted via Harrow MASH on 020 8901 2690.**

The designated officer and the case manager will consider the nature, content and context of the allegation and agree a course of action. This initial sharing of information may lead to an evaluation that the allegation does not meet the thresholds and no further action is to be taken. The decision, and its rationale will be recorded by both the case manager and the LADO and both will agree what information is put in writing to the member of staff and what actions are to be taken with regard to the informant.

In order to enable a decision about how to proceed with an allegation, additional information, for example history of whether similar allegations have been made previously, may be required. The LADO will discuss with the case manager how and by whom such an investigation will be undertaken.

Employers have a duty of care to their employees. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child / children and at the same time supports the person who is the subject of the allegation.

The member of staff about whom an allegation has been made will be informed as soon as possible and given an explanation of the likely course of action. The case manager should discuss with the LADO when to do so.

Parents or carers of a child or children involved will be told about the allegation as soon as possible and when there has been agreement with the LADO about what can be disclosed.

It is extremely important that when an allegation is made, we make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. The case manager will take advice from the LADO, police and children's social care services to agree who needs to know and what information can be shared; how to manage speculation, leaks and gossip; what if any information can be reasonably give to the wider community to reduce speculation; and how tom manage press interest if and when it should arise.

If an adult in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Headteacher or Chair of Governors must make a referral

to the Disclosure and Barring Service (DBS). This is a legal duty and failure to refer when the criteria are met is a criminal offence.

## APPENDIX 1 – LINKED POLICIES AND PROCEDURES

The following should be included within the suite of safeguarding policy and procedures are relevant to child protection.

- Anti-Bullying Policy
- Administration of Medicines Policy
- Attendance Policy including Children Missing from Education Policy and Procedures
- Behaviour for Learning Policy
- Complaints Policy
- Drug and Substance Abuse Policy
- E-safety and ICT Acceptable Use Policy
- Equal Opportunities Policy
- Health and Safety Policy and other linked policies and risk assessments
- Educational Trips, Visits and Activities Policy and risk assessments
- Statement on Preventing Radicalisation
- Recruitment Policy and Procedures
- Teachers' Standards, Department for Education guidance available on GOV.UK website
- Sex and Relationship Education Policy
- Special Educational Needs and Disabilities Policy and SEN Information Report
- Spiritual, Moral, Social and Cultural Development Policy
- Staff Code of Conduct -including policy on the acceptable use of technologies and communications and the use of social media
- Whistleblowing Policy

## APPENDIX 2 – RECORD OF CONCERN

### Recording Form for Safeguarding Concerns

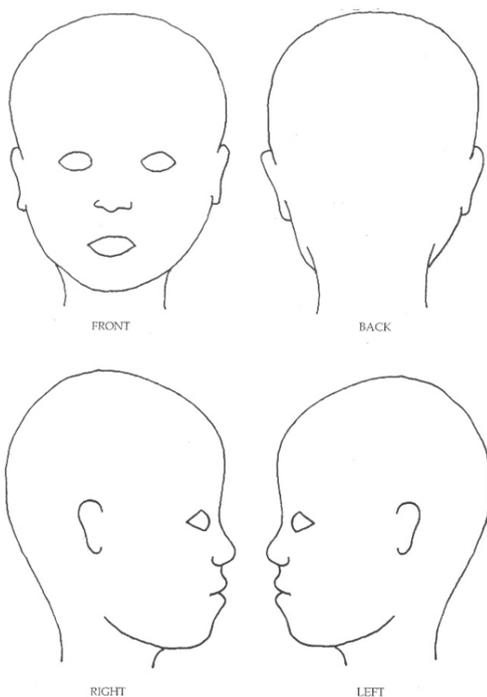
Staff, volunteers and regular visitors are required to complete this form and email it to [safeguarding@pinnerhighschool.org](mailto:safeguarding@pinnerhighschool.org) if they have a safeguarding concern about a child in our school. (Paper copies to any member of the Safeguarding team)

Child's Name:			
Child's DOB:			
Male/Female:	Ethnic Origin:	Disability Y/N:	Religion:
Date and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			
Additional Information: (your opinion, context of concern/disclosure)			

Your response: (what did you do/say following the concern)	
Your name:	Your signature:
Your position in school:	Date and time of this recording:
Action and response of DSP/Headteacher:	
Feedback given to member of staff reporting concern:	Information shared with any other staff? If so, what information was shared and what was the rationale for this?

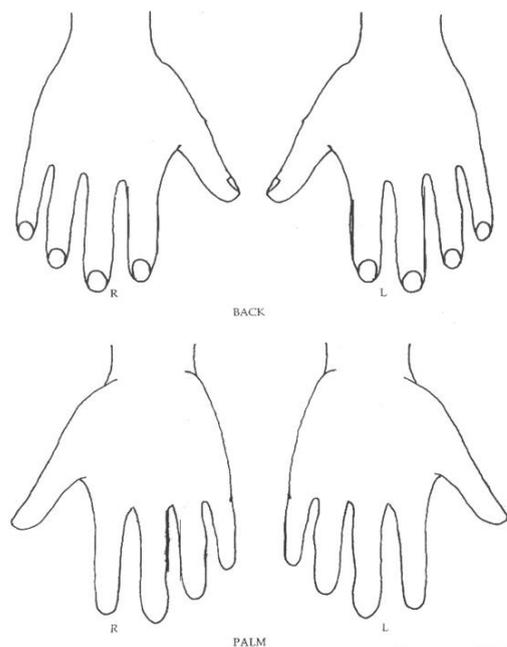
**Body Chart 1**

First Name:	Last Name:
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**Body Chart 2**

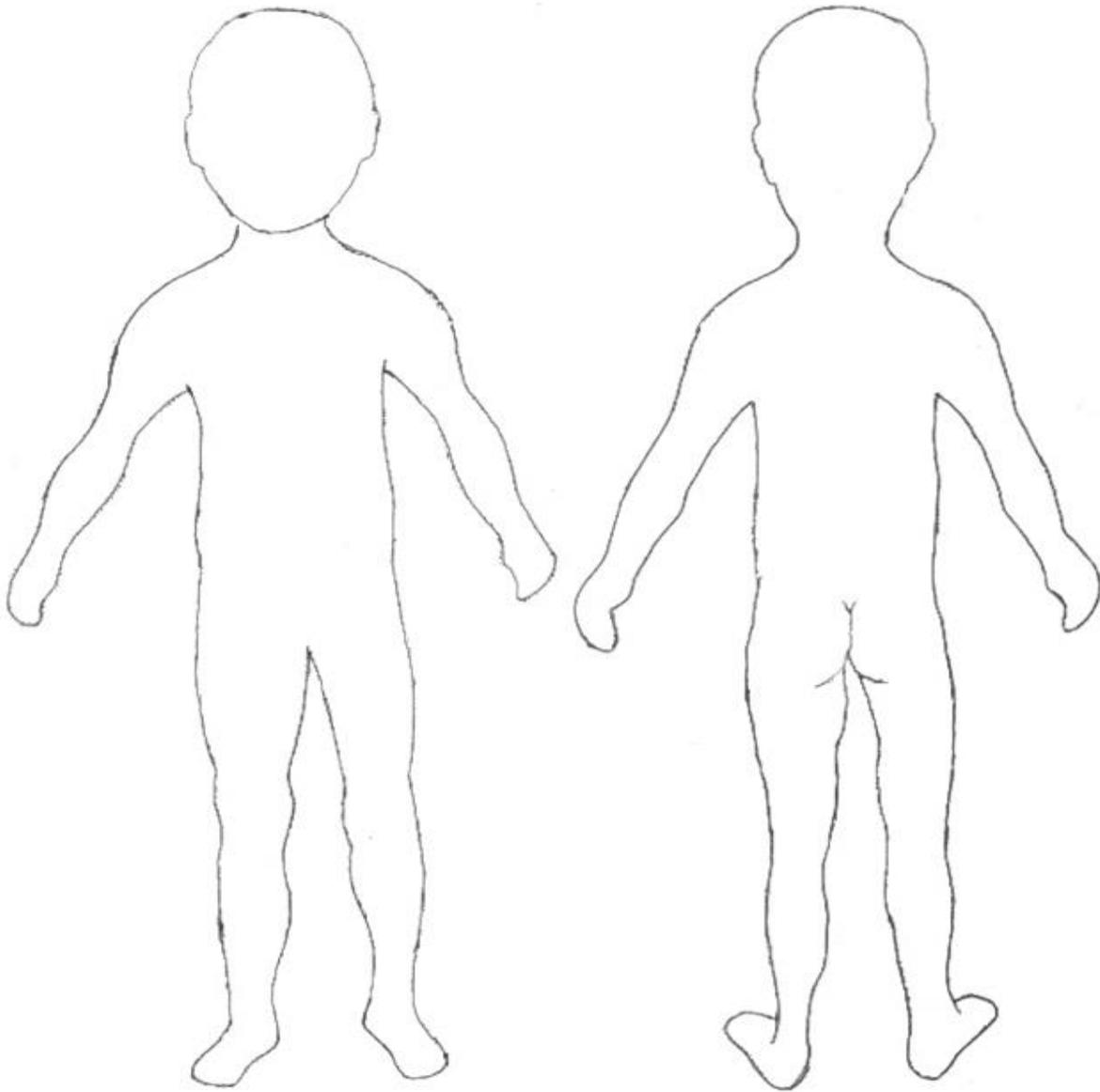
First Name:	Last Name:
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### Body Chart 3

First Name:

Last Name:



## Checklist for DSP (to be printed on back of record of concern form)

	Child clearly identified
	Name, designation and signature of the person completing the record populated?
	Date and time of any incidents or when a concern was observed?
	Date and time of written record?
	Distinguish between fact, opinion and hearsay
	Concern described in sufficient detail, i.e. no further clarification necessary?
	Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
	Record free of jargon?
	Written in a professional manner without stereotyping or discrimination?
	The record includes an attached completed body map (if relevant) to show any visible injuries

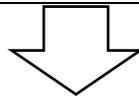
## Safeguarding Children – Flowchart

**Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. Members of staff must maintain an attitude of **'it could happen here'** where safeguarding is concerned. Staff members should always act in the interests of the child.

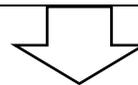
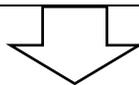
### Procedures

#### **Staff have a concern about a STUDENT:**

- All safeguarding concerns noticed by staff **must** be passed on.
- If a child makes a disclosure – you **must** follow the disclosure guidance
- Never investigate and never promise confidentiality



**Is there an urgent risk to the child's safety?**



#### **YES**

- Designated Safeguarding Lead – ***Emma Pacey*** must be contacted **immediately**
- If Emma Pacey is not available someone on the safeguarding team must be contacted instead
- Refer to safeguarding posters

#### **NO**

- You **must** report your concerns by the **end of the day** via using the reporting form via email to [safeguarding@pinnerhighschool.org](mailto:safeguarding@pinnerhighschool.org)
- Your email needs to be labelled 'SAFEGUARDING' with student initials and class/year group

**If you are unable to contact any of the safeguarding leads and you have an urgent or ongoing concern you can contact the Harrow Safeguarding Children Board. If you do contact HSCB you need to inform the Safeguarding Lead as soon as possible.**

**Golden Number  
020 8901 2690**

**Emergency Duty Team - Out of Hours  
020 8424 0999**

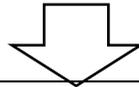
## **Safeguarding Children – Flowchart**

**Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. Members of staff must maintain an attitude of '**it could happen here**' where safeguarding is concerned. Staff members should always act in the interests of the child.

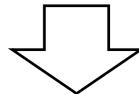
### **Procedures**

#### **Staff have a concern about a MEMBER OF STAFF:**

- All safeguarding concerns noticed by staff **must** be passed on.
- If a child makes an allegation about a member of staff this **must** be passed on directly to the headteacher.
- You **must ALWAYS** act in the interests of the child
- You **must** have the view – 'what if I am right?'



**Is there a concern about a member of staff?**



- All safeguarding concerns about staff members must be passed directly to the Headteacher – Chris Woolf **in person**.
- Staff must self-report if they feel they may have acted in a way that could compromise safeguarding guidelines.

**If you have safeguarding concerns about the actions or behaviour of the Headteacher these must be reported directly to the Chair of the Board of Governors via the following email address:**

**[chairofgovernors@pinnerhighschool.org](mailto:chairofgovernors@pinnerhighschool.org)**

**If you have concerns about safeguarding practice or procedures you can report it directly to the Safeguarding Governor on the following email: [safeguardinggovernor@pinnerhighschool.org](mailto:safeguardinggovernor@pinnerhighschool.org)**

## APPENDIX 4 – HARROW LSCB MULTI-AGENCY THRESHOLD GUIDANCE

[Harrow LSCB Multi-Agency Threshold Guidance](#)

### PHYSICAL ABUSE

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

#### Indicators in the child

##### **Bruising**

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechiae haemorrhages (pinpoint blood spots under the skin). Commonly associated with slapping, smothering/suffocation, strangling and squeezing

##### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

##### **Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

##### **Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

### **Fabricated or Induced Illness**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive – a child does not put on weight and growth and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

### **Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

### **Scars**

A large number of scars and scars of different sizes and ages, or on different parts of the body, or unusually shaped, may suggest abuse.

### **Emotional/behavioural presentation**

- ❖ Refusal to discuss injuries
- ❖ Admission of punishment which appears excessive
- ❖ Fear of parents being contacted and fear of returning home
- ❖ Withdrawal from physical contact
- ❖ Arms and legs kept covered in hot weather
- ❖ Fear of medical help
- ❖ Aggression towards others

- ❖ Frequently absent from school
- ❖ An explanation which is inconsistent with an injury
- ❖ Several different explanations provided for an injury

### Indicators in the parent

- ❖ May have injuries themselves that suggest domestic violence
- ❖ Not seeking medical help/unexplained delay in seeking treatment
- ❖ Reluctant to give information or mention previous injuries
- ❖ Absent without good reason when their child is presented for treatment
- ❖ Disinterested or undisturbed by accident or injury
- ❖ Aggressive towards child or others
- ❖ Unauthorised attempts to administer medication
- ❖ Tries to draw the child into their own illness
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- ❖ Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- ❖ Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care
- ❖ May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- ❖ Wider parenting difficulties; may (or may not) be associated with this form of abuse
- ❖ Parent/carer has convictions for violent crimes

### Indicators in the family/environment

- ❖ Marginalised or isolated by the community
- ❖ History of mental health, alcohol or drug misuse or domestic violence
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

## 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 children that they are worthless or unloved, inadequate, or valued 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.*

*It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (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, though it may occur alone.*

### Indicators in the child

- ❖ Developmental delay
- ❖ Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- ❖ Aggressive behaviour towards others
- ❖ Child scapegoated within the family

- ❖ Frozen watchfulness, particularly in pre-school children
- ❖ Low self-esteem and lack of confidence
- ❖ Withdrawn or seen as a “loner” – difficulty relating to others
- ❖ Over-reaction to mistakes
- ❖ Fear of new situations
- ❖ Inappropriate emotional responses to painful situations
- ❖ Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- ❖ Self-harm
- ❖ Fear of parents being contacted
- ❖ Extremes of passivity or aggression
- ❖ Drug/solvent abuse
- ❖ Chronic running away
- ❖ Compulsive stealing
- ❖ Low self esteem
- ❖ Air of detachment – “don’t care” attitude
- ❖ Social isolation – does not join in and has few friends
- ❖ Depression, withdrawal
- ❖ Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- ❖ Low self-esteem, lack of confidence, fearful, distressed, anxious

### **Indicators in the parent**

- ❖ Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- ❖ Abnormal attachment to child e.g. overly anxious or disinterest in the child
- ❖ Scapegoats one child in the family
- ❖ Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection
- ❖ Wider parenting difficulties, may (or may not) be associated with this form of abuse

### **Indicators of in the family/environment**

- ❖ Lack of support from family or social network
- ❖ Marginalised or isolated in the community
- ❖ History of mental health, alcohol or drug misuse or domestic violence
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

## **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 or 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.*

### **Indicators in the Child**

#### **Physical presentation**

- ❖ Failure to thrive or, in older children, short stature
- ❖ Underweight

- ❖ Frequent hunger
- ❖ Dirty, unkempt condition
- ❖ Inadequately clothed, clothing in a poor state of repair
- ❖ Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- ❖ Swollen limbs with sores that are slow to heal, usually associated with cold injury
- ❖ Abnormal voracious appetite
- ❖ Dry, sparse hair
- ❖ Recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies/diarrhoea
- ❖ Unmanaged/untreated health/medical conditions including poor dental health
- ❖ Frequent accidents or injuries

### **Development**

- ❖ General delay, especially speech and language delay
- ❖ Inadequate social skills and poor socialisation

### **Emotional/behavioural presentation**

- ❖ Attachment disorders
- ❖ Absence of normal social responsiveness
- ❖ Indiscriminate behaviour in relationships with adults
- ❖ Emotionally needy
- ❖ Compulsive stealing
- ❖ Constant tiredness
- ❖ Frequently absent or late at school
- ❖ Poor self esteem
- ❖ Destructive tendencies
- ❖ Thrives away from home environment
- ❖ Aggressive and impulsive behaviour
- ❖ Disturbed peer relationships
- ❖ Self-harming behaviour

### **Indicators in the parent**

- ❖ Dirty, unkempt presentation
- ❖ Inadequately clothed
- ❖ Inadequate social skills and poor socialisation
- ❖ Abnormal attachment to the child e.g. anxious
- ❖ Low self-esteem and lack of confidence
- ❖ Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- ❖ Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- ❖ Child left with adults who are intoxicated or violent
- ❖ Child abandoned or left alone for excessive periods
- ❖ Wider parenting difficulties may (or may not) be associated with this form of abuse

### **Indicators in the family/environment**

- ❖ History of neglect in the family
- ❖ Family marginalised or isolated by the community
- ❖ Family has history of mental health, alcohol or drug misuse or domestic violence
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- ❖ Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- ❖ Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- ❖ Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

- ❖ Lack of opportunities for child to play and learn

## **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, 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.*

### **Indicators in the child**

#### **Physical presentation**

- ❖ Urinary infections, bleeding or soreness in the genital or anal areas
- ❖ Recurrent pain on passing urine or faeces
- ❖ Blood on underclothes
- ❖ Sexually transmitted infections
- ❖ Vaginal soreness or bleeding
- ❖ Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father.
- ❖ Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

#### **Emotional/behavioural presentation**

- ❖ Makes a disclosure
- ❖ Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- ❖ Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- ❖ Self-harm – eating disorders, self-mutilation and suicide attempts
- ❖ Poor self-image, self-harm, self-hatred
- ❖ Reluctant to undress for PE
- ❖ Running away from home
- ❖ Poor attention/concentration (world of their own)
- ❖ Sudden changes in school work habits e.g. truanting
- ❖ Withdrawal, isolation or excessive worrying
- ❖ Inappropriate sexualised conduct
- ❖ Sexually exploited or indiscriminate choice of sexual partners
- ❖ Wetting or other regressive behaviours e.g. thumb sucking
- ❖ Draws sexually explicit pictures
- ❖ Depression

#### **Indicators in parents**

- ❖ Comments made by the parent/carer about the child
- ❖ Lack of sexual boundaries
- ❖ Wider parenting difficulties or vulnerabilities
- ❖ Grooming behaviour
- ❖ Parent is a sex offender

## **Indicators in the family/environment**

- ❖ Marginalised or isolated by the community
- ❖ History or mental health, alcohol or drug misuse or domestic violence
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- ❖ Family member is a sex offender

## **APPENDIX 6 – GUIDANCE ON SPECIFIC SAFEGUARDING ISSUES**

### **Children and the court system**

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Children Missing in Education**

All staff should be aware that children going missing, particularly repeatedly, can act as avital warning sign of a range of safeguarding possibilities.

This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

For further information please see school's Attendance Policy.

### **Schools**

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

**All** schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- Are in are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

**All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.**

## Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice - [Enrolment of 14 to 16 year olds in full time further education](#). The college should also inform the relevant local authority immediately if that child is removed from roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

## Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year.

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

**NICCO** provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## Child criminal exploitation: county lines

**Child Criminal Exploitation (CCE)** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

**The victim may have been criminally exploited even if the activity appears consensual.**

CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country often referred to as county lines (see below for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

## Child Sexual Exploitation

**Child Sexual Exploitation (CSE)** occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

**The victim may have been sexually exploited even if the sexual activity appears consensual.**

CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex.

It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant.

## Country Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

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

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

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>103</sup> should be considered.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in [guidance](#) published by the Home Office.

## Domestic 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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

## Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day.

This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. Pinner High School is part of the Operation Encompass Programme.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC: UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge: What is domestic violence and the effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse.](#)

## Homelessness

Homelessness Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of

their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#).

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

### **So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or 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.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy).

As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section)

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

#### **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions.

Suspicions may arise in a number of ways that a child is being prepared for FGM to take place abroad.

These include:

- knowing that the family belongs to a community in which FGM is practiced and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school
- The child may also talk about a 'special procedure/ceremony' that is going to take place

Indicators that FGM may already have occurred include:

- prolonged absence from school, with noticeable behaviour change on return
- long periods away from classes or other normal activities, possibly with bladder or menstrual problems

Some teachers have described how:

- children find it difficult to sit still
- look uncomfortable or may complain of pain between their legs

It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

### Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

## Prevent

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is additional guidance: [Prevent duty guidance: for further education institutions](#) in England and Wales that applies to colleges.

## Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

## **Additional support**

The department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

**Educate Against Hate**, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the **Prevent for FE and Training**. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

### Peer on peer/ child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

### Sexual violence and sexual harassment between children in schools and colleges

#### **Context**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
- Dismissing or tolerating such behaviours risks normalising them.

### What is sexual violence and sexual harassment?

#### Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

### ***What is consent?***

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### **Sexual Harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats; and
  - upskirting

### **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## APPENDIX 7 – CONTACTS AND USEFUL INFORMATION

Children's Services MASH team	020 8901 2690 (option 3)
Children Missing from Education	020 8901 2690 (option 2)
Children with Disabilities Team	020 8966 6481
Children's Services Complaints	020 8424 1578
Emergency Duty Team (Out of Hours)	0208 424 0999
Local Authority Designated Officer Rosalind South	020 8736 6435/ 07871 987254
Local Safeguarding Children Board	020 8424 1147 / 8736 6939

### Web links

#### **Harrow LSCB**

<http://www.harrowlscb.org.uk/>

#### **Keeping Children Safe**

- [www.ceop.gov.uk](http://www.ceop.gov.uk)
- [www.missdorothy.com](http://www.missdorothy.com)
- [www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)
- [www.childline.org.uk](http://www.childline.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Inspecting safeguarding: Briefing for section 5 inspection
- Harrow Safeguarding Children Board: Are you worried about a child? – June 2016
- Multi-Agency resolution and escalation policy