



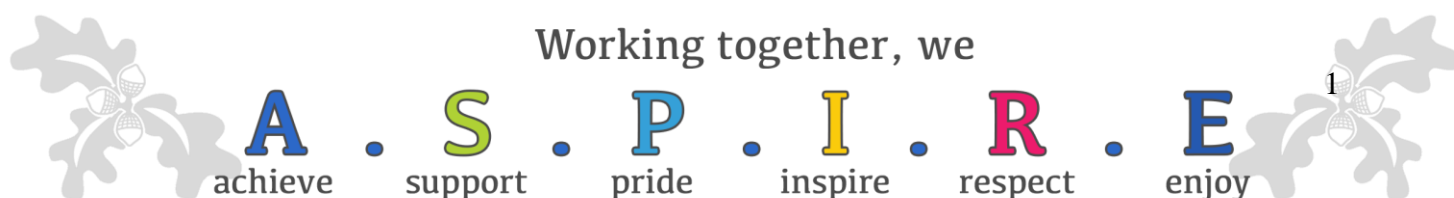
Child protection and Safeguarding Policy (including safer recruitment, allegations against staff and low-level concerns) 2025 - 2026

Ratification by Warrender Governing Body	
Policy Updated:	October 2025
Date of next Review	October 2026
Signature (Governors):	W MAYNARD
Signature (Headteacher):	H BROWN

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Aims

Warrender Primary School is committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. Warrender Primary School implements a **whole-school** preventative approach to managing safeguarding concerns, ensuring that the wellbeing of all pupils is at the centre of all action taken.

This policy sets out a clear and consistent framework in line with safeguarding legislation and statutory guidance. This policy applies to all teaching, non-teaching, pastoral, support, peripatetic, contract and ancillary staff as well as volunteers and any other adult working in the school.

Children and young people have a fundamental right to be protected from harm: at Warrender School we are committed to safeguarding and promoting the welfare of the children in our care. The protection of children from abuse, neglect and exploitation – in school, at home & online – is a key part of our commitment.

Child abuse can come in many forms: neglect, physical injury, sexual or emotional abuse. It can happen to any child at any time. This policy sets out our procedures for the identification of suspected child abuse, neglect and exploitation and how we respond suspected child abuse has been identified.

Warrender School aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- work together to create an environment where every individual is respected and valued, and where everyone feels safe
- have clear and straightforward Safeguarding procedures which are known and understood by **all** staff
- ensure that **all** members of staff understand their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- protect children from maltreatment and harm to prevent impairment to health and development

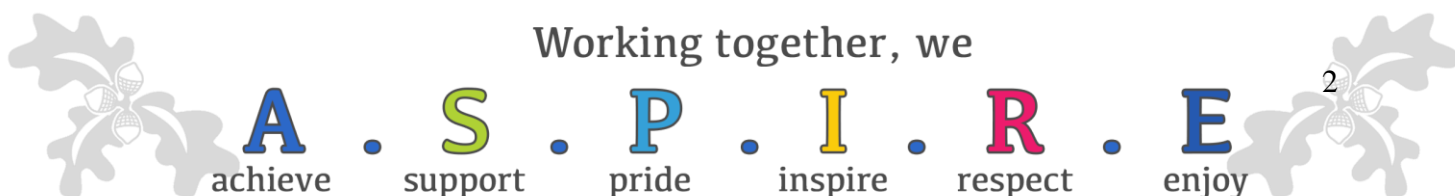
These aims are achieved by ensuring we:

- Know the main signs and symptoms of suspected abuse
- Are aware of lines of communication within the school
- Understand our own role in reporting concerns to appropriate staff
- Take advantage of opportunities in the curriculum to promote Safeguarding
- Recruit individuals who are suitable and appropriate to work with children and who have positive safeguarding attitudes
- Provide a positive school atmosphere, with excellent pastoral care, where pupils feel secure and are encouraged to talk to someone they trust

Key Contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Louise Huse	lhuse@warrenderschool.co.uk

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ROLE	NAME	CONTACT DETAILS
Deputy DSL (Headteacher)	Helen Brown	hbrown@warrenderschool.co.uk
Local authority designated officer (LADO)	<u>Hannah Ives 01895 250975</u>	<u>hives@hillingdon.gov.uk</u>
Chair of governors (nominated safeguarding governor)	Wendy Maynard	wmaynard3.312@warrenderschool.co.uk
Warrender Safeguarding Email		dsl@warrenderschool.co.uk
MASH	Early Intervention London Borough of Hillingdon: Children's Services	<u>lbhmash@hillingdon.gov.uk</u>
<u>Channel helpline</u>		020 7340 7264
<u>National Domestic Abuse 24-hour Helpline:</u>		<u>0808 2000 247</u>

Legal Framework

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

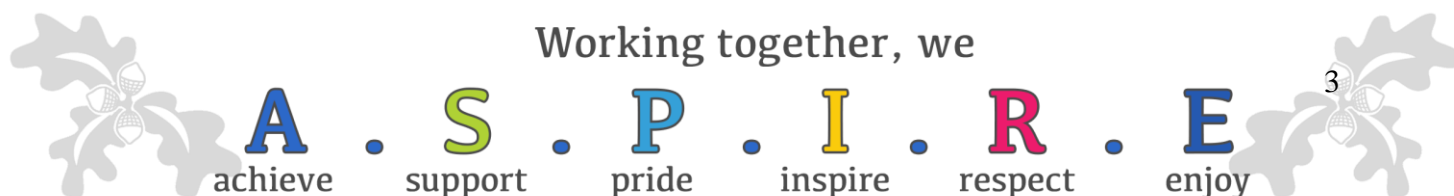
The local authority (LA)

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

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

- This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#) and the [Maintained schools governance guide](#).
- Section 175 of the [Education Act 2002](#)
- [The School Staffing \(England\) Regulations 2009](#),
- [Children Act 1989](#) (and [2004 amendment](#))
- [Serious Crime Act 2015](#),
- [Statutory guidance on FGM](#)
- [Rehabilitation of Offenders Act 1974](#)
- [Safeguarding Vulnerable Groups Act 2006](#)

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- [Statutory guidance on the Prevent duty](#)
 - [Human Rights Act 1998](#), [European Convention on Human Rights](#) (ECHR)
 - [The Equality Act 2010](#)
 - [The Public Sector Equality Duty \(PSED\)](#)
 - [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the '2018 Childcare Disqualification Regulations') and [Childcare Act 2006](#), which set out who is disqualified from working with children
 - [Statutory framework for the Early Years Foundation Stage](#)
-
- Keeping Children Safe in Education (2024)
 - Working Together to Safeguard Children (2023)
 - Children's Act 2004
 - Children's Act 1989
 - The Teacher Standards 2011 (updated 2013)
 - The Prevent Duty (2015)
 - Domestic Abuse Act (2021)
 - A summary of the key legislation and guidance is available from nspcc.org.uk/childprotection
 - Information Sharing (DFE – March 2015)
 - What to do if you're worried a child is being abused (DFE – March 2015)
 - London Child Protection Procedures
 - Dealing with Allegations of Abuse against Teachers and Other Staff (DFE – August 2011)
 - Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (September 2021)
 - Homelessness Reduction Act (2017)
 - Counter Terrorism and Security Act (CTSA) 2015
 - The Voyeurism (Offences) Act (2019)
 - RSE and Health Curriculum (2020)
 - Hillingdon guidance on Separated Parents and Domestic Abuse (2021)

Working Together to Safeguard Children (2023) states that, safeguarding involves:

- How positive outcomes for children depend on strong multi-agency working
- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Definitions

Neglect: the persistent or severe neglect of a child; or the failure to protect a child from exposure to danger of any kind, including cold or starvation; or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive

Physical injury: the causing of actual or likely physical injury to a child; failure to prevent physical injury to or suffering of a child; fabricated and/or induced illness

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Sexual abuse: the actual or likely sexual exploitation of a child or young person, who may be dependent and/or developmentally immature

Emotional abuse: an actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent emotional ill treatment; rejection; behaviour by parents/carers which fails to consider a child's emotional needs

Exploitation: Child exploitation is when someone uses a child for financial gain, sexual gratification, labour or personal advantage. Using cruel and violent treatment to force a child to take part in criminal or sexual activities often leads to physical and emotional harm to the child, to the detriment of their physical and mental health, education, and moral or social development.

"The exploitation of children can take a number of different forms and perpetrators may subject children and young people to multiple forms of abuse at the same time, such as criminal exploitation (including county lines) and sexual exploitation."

Sharing of nudes and semi-nudes: (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video. Children includes everyone under the age of 18.

Indicators of Abuse

A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for sports or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or others safety
- Self-harm
- Show signs of not wanting to go home
- Display a change in behaviour
- Challenge authority
- Be constantly tired or pre-occupied
- Be wary of physical contact
- Be particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that of their chronological years
- Display mental health problems (i.e. ACE – Adverse Childhood Experience)

We also recognise that **any** child may benefit from early help, Early help includes providing help and support to meet the needs of the children as soon as problems emerge. Early help services (i.e. Stronger Families) may focus on improving family functioning and developing the family' capacity to establish positive routines and solve problems.

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All staff should be particularly alert to the potential need for early help for a child who:

- is absent on repeated occasions for prolonged periods of time or persistently absent from education, including unexplained and/or persistent absences for part of the school day or all of the school day;
- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child and
- identifies as LGBTQ+/perceived to be LGBTQ+ (staff are reminded that LGBTQ+ inclusion is part of the statutory relationships education/relationships and sex education curriculum and these children may want to identify a trusted adult within the school).

It is the responsibility of **all** professionals to report any and all worries or concerns over the safeguarding and the welfare of all children in our school. It is **not** their responsibility to investigate or decide whether a child has been abused. Staff do not need absolute proof to raise concerns but should act on any hunches they have. There may be occasions when a professional may suspect a pupil may be at risk but have no 'real' evidence. The student's behaviour may have changed, it is fine to ask if they are alright and if they need any help with anything.

4. Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- › Have special educational needs and disabilities (SEND) or health conditions (see section 10)
- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language (EAL)
- › Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

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- › Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after (see section 12)
- › Are missing or absent from education for prolonged periods and/or frequently
- › Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- › Behaviour policy
- › Pastoral support system
- › Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

Staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE).

You can decide whether staff who **don't** work directly with children read part 1 of KCSIE or annex A of KCSIE (a condensed version of part 1), but these staff are expected to read at least either section.

Staff who work directly with children are also expected to read annex B of KCSIE (about specific safeguarding issues), but you may expect all of your staff, including those who don't work directly with children, to read it too. Amend the sentence below, as necessary, to reflect your approach.

All staff will:

- › Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- › Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance

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- › Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- › Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- › Our systems that support safeguarding, including this child protection and safeguarding policy, the staff [insert as appropriate here: behaviour policy/code of conduct], the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, [insert if you have a standalone online safety policy: the online safety policy/ if you don't have a standalone policy, insert: online safety that includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring,] and the safeguarding response to children who go missing from education/who are absent from education. The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- › The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- › What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- › The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- › New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- › The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- › The fact that children can be at risk of harm inside and outside of their home, at school and online
- › The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- › That a child and their family may be experiencing multiple needs at the same time
- › What to look for to identify children who need help or protection

Section 16 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is [name/job title of individual]. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

[Insert details of how your DSL can also be contacted out of school hours if necessary, e.g. email, phone.]

When the DSL is absent, the [deputy/deputies] – [name(s) or job title(s) of deputy/deputies] – will act as cover.

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If the DSL and [deputy/deputies] are not available, [name of individual/job title] will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- › Provide advice and support to other staff on child welfare and child protection matters
- › Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- › Contribute to the assessment of children
- › Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service (DBS), and/or police), and support staff who make such referrals directly
- › Have a good understanding of harmful sexual behaviour
- › Have a good understanding of the filtering and monitoring systems and processes in place at our school
- › Add if your DSL is your Prevent lead: Make sure that staff have appropriate Prevent training and induction
- › Add if your DSL is a lead practitioner for the local authority: Act as a lead practitioner for the local authority

The DSL will also:

- › Keep the headteacher informed of any issues
- › Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- › Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- › Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- › Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and [deputy/deputies] are set out in their job description.

5.3 The governing board

The governing board will:

- › Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- › Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- › Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- › Appoint a senior board level (or equivalent) lead [or, link governor] to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- › Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- › Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

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- Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- › Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- › Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how governors are supported to fulfil their role.

5.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- › Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems that support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- › Communicating this policy to parents/carers when their child joins the school and via the school website
- › Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- › Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- › Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Early years providers and primary schools add:

- › Ensuring the relevant staffing ratios are met, where applicable

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Early years providers add:

- › Making sure each child in the Early Years Foundation Stage is assigned a key person
- › Overseeing the safe use of technology, and devices like mobile phones and cameras in the setting

5.5 Virtual school heads

Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend).

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

6. Confidentiality

Explain your school's approach to confidentiality and data protection with respect to safeguarding here, or link to a separate policy that covers this if you have one. Either here or in another policy, you should cover your process and principles for sharing information within your school or trust, and with the 3 safeguarding partners and other agencies as required.

You should note that:

- › Timely information sharing is essential to effective safeguarding
- › Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- › The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- › If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- › Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- › If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- › Regarding anonymity, all staff will:

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- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- › The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information (including personal information), and will support staff who have to make decisions about sharing information
- › If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- › Confidentiality is also addressed in this policy with respect to record-keeping in section 15, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

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

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

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- › Has experienced multiple suspensions and is at risk of, or has been permanently excluded

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

Please note – in this and subsequent sections, you should take any references to the DSL to mean ‘the DSL (or deputy DSL)’.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to local authority children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

Set out your local procedures for making a referral, as per the arrangements put in place by the 3 safeguarding partners.

You might also include the following link to the GOV.UK webpage for reporting child abuse to your local council: <https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- › Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- › Stay calm and do not show that you are shocked or upset
- › Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- › Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- › Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- › Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to local authority children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- › Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- › Not recognise their experiences as harmful
- › Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a ‘professional curiosity’ and speaking to the DSL if you have concerns about a child.

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

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

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

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

Any teacher who either:

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

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

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

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

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out [if relevant, insert: or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM] should speak to the DSL and follow our local safeguarding procedures. Insert details of your local procedures for this here.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help assessment

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving.

Timelines of interventions will be monitored and reviewed.

Add details of your local procedures for early help assessments.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority should make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The

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DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Add details of your local procedures for referral and escalation.

7.5 If you have concerns about extremism

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

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

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or [Channel](#), the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- › Think someone is in immediate danger
- › Think someone may be planning to travel to join an extremist group
- › See or hear something that may be terrorist-related

7.6 If you have a concern about mental health

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Add further details as necessary, about your procedures for identifying possible mental health problems, including routes to escalate and referral and accountability systems. Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

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Further information:

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups.

They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Child Criminal Exploitation: County lines

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

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing

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Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or 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 may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development (or become pregnant).

Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships. Previous KCSiE documents emphasise that children witnessing and hearing domestic abuse is not a passive experience and this equates to the child themselves being a victim of such abuse.

Warrender participate in Operation Encompass. The DSL &/or the DDSL access this database on a daily basis.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL & Deputy DSL will 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 (including rent arrears)
- domestic abuse
- anti-social behaviour
- the family being asked to leave a property.

Honour Based Abuse

A child who is at risk of so-called honour based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member. Honour based violence cuts across all cultures and communities: cases in the UK have involved families from Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern and South and Eastern European communities. This is not an exhaustive list.

The perceived immoral behaviour which could precipitate violence includes:

- Inappropriate make-up or dress;
- The existence of a boyfriend;

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- Kissing or intimacy in a public place;
- Rejecting a forced marriage;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Inter-faith relationships;
- Leaving a spouse or seeking divorce

Female Genital Mutilation (FGM)

FGM is considered to be a form of **Honour Based Abuse** and is illegal in the United Kingdom: it is a violation of the human rights of girls and women. Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise it – i.e., specific ethnic populations in Africa and parts of the Middle East and Asia. FGM is most commonly carried out between 5 and 8 years of age. Any concerns about FGM should be raised with the Designated Safeguarding Lead as a matter of urgency. There is a mandatory duty on any member of staff to report known cases of FGM in under 18-year-olds to the police.

Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our designated teacher for Looked After Children is Daniel Wright; we make sure that staff have the necessary skills, knowledge and understanding to keep Looked After Children safe. The school work closely with external agencies (such as social workers and virtual schools) to ensure that Looked After Children are supported.

Online Safety

Warrender Primary School recognises that online safety is a safeguarding issue and is included as part of the Computing curriculum. It is the duty of this school to ensure that every child is safe in the virtual and digital world. Through the use of LGFL (London Grid for Learning), Warrender Primary School staff will ensure that appropriate filtering and monitoring methods are in place to ensure that pupils are safe from all types of inappropriate material (including adult-themed material, terrorism and extremist material). Any reports of inappropriate online activity, will be investigated and safeguarding procedures followed.

Child on Child Abuse

Children can abuse other children: this is referred to as Child on Child Abuse and it can take many forms. It **can** happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The term Child-on-Child recognises that abuse can occur across all ages and between children of different peer groups.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. If a member of staff thinks that a pupil may pose a

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risk to themselves or to others, this should be reported to the DSL. Staff should be aware that:

- Safeguarding concerns can manifest themselves via child on child abuse
- Children are capable of abusing other children
- Child on Child Abuse **can** happen at our school

Child on Child abuse may include, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse within intimate partner relationships
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting
- initiation/hazing type violence and rituals

Such abuse should never be tolerated or normalised. When an allegation of abuse is made against another pupil, all pupils will be treated as 'at risk' and offered appropriate support. Referrals to children's services will be considered and advice from the local authority safeguarding team (including the Local Authority Deputy Designated Officer with responsibility for schools) will be sought and followed.

Any incident involving youth produced sexual imagery should be reported to the DSL immediately. In the case of pupils based in the UK the DSL will follow the guidance set out in Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety).

When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) should make an immediate risk and needs assessment considering how best to support and protect the victim and the alleged perpetrator(s) and any other pupils involved or impacted. While establishing the facts of the case and starting the process of liaising with the relevant agencies and the police, the alleged perpetrator(s) should be removed from any classes and extra-curricular activities they share with the victim. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

Where there has been a report of sexual harassment, the need for a risk assessment and removal from shared classes should be considered on a case-by-case basis.

Radicalisation

Preventing radicalisation

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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. All staff receive training in Prevent.

We recognise protection from radicalisation as a safeguarding duty. All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. As part of that duty our provision for children's spiritual, moral, social & cultural development includes promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for those with different faiths and beliefs.

We achieve this through the curriculum, through assemblies and by developing and maintaining a strong school ethos which promotes effective relationships throughout the school. Any concerns about radicalisation should be raised with the Designated Safeguarding Lead as a matter of urgency.

More details on schools' Prevent Duty in Hillingdon, can be found here:

<https://hillingdonsafeguardingpartnership.org.uk/professionals/useful-guidance/prevent-duty/>

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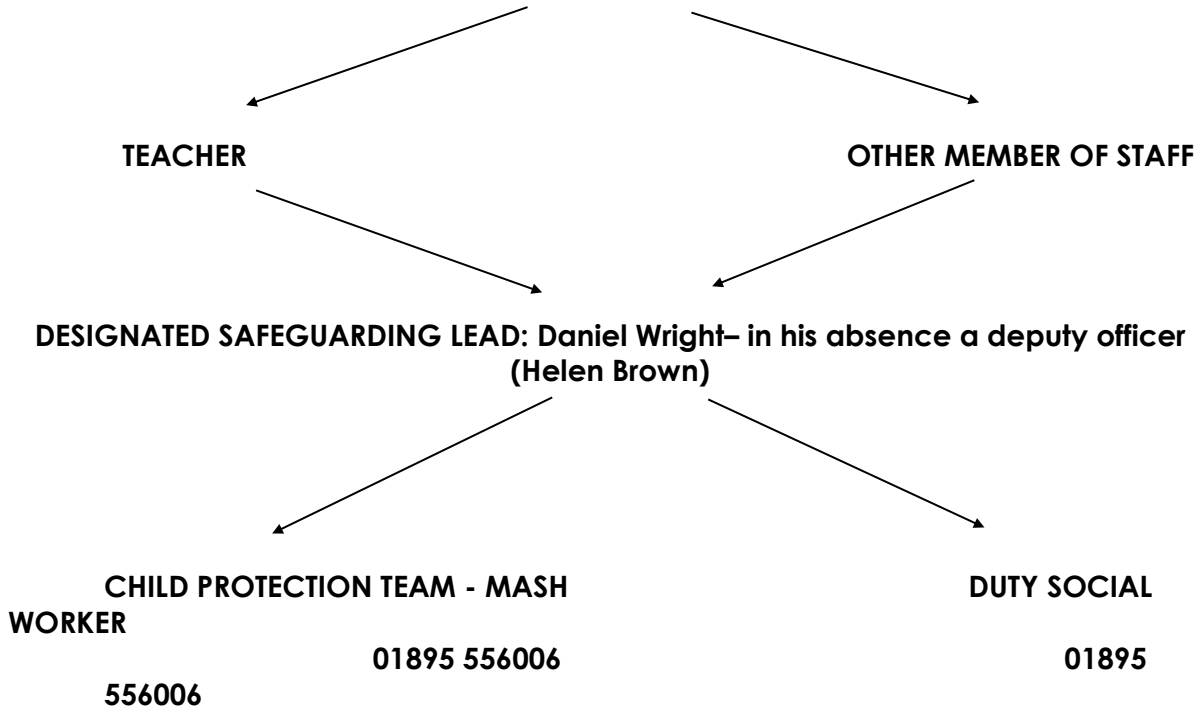


Warrender staff are aware of how to respond to a disclosure and to parents and/or professionals raising concerns.

What to do if you suspect a child may be at risk: our Safeguarding Procedures

The Referral Process

CHILD is giving cause for concern to:



IF IN DOUBT, YOU SHOULD ALWAYS REPORT TO THE DESIGNATED SAFEGUARDING LEAD

The **Designated Safeguarding Lead** for the school is **Daniel Wright**; in his absence this role falls to Helen Brown. Our Welfare Assistant **Leanne Sampson** is a useful source of advice and guidance. If at any point you believe a child is in immediate danger or is at risk of harm, a referral should be made to the child protection team or the police.

Parent/Carer Involvement

We work in partnership with parents/carers. We make them aware of our Safeguarding Policy and procedures through the school newsletter, in the school's information pack and at meetings for new parents/carers, making it clear that concerns raised through school may lead to a referral to investigating agencies. In accordance with Working Together to Safeguard Children (2023) we believe in establishing an effective which is strong, positive, trusting and cooperative. We promote a respectful, non-blaming working relationship which relies on clear and inclusive communication. Parents are empowered to participate in decision-making by sharing up-to-date information and involving parents and carers in the design of processes & services that affect them.

OUT OF SCHOOL PROVIDERS

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Under the guidance of the KCSiE, where Warrender is used for non-school activities, those providers are expected to meet the guidance in Keeping Children Safe in School Settings.

If Warrender receives an allegation related to an incident that happened when an individual or an organisation was using Warrender premises for the purposes of running activities for children, Warrender will follow its own safeguarding policies and procedures, including informing the LOCAL AUTHORITY DESIGNATED OFFICER.

FOR STAFF

We encourage an atmosphere of trust within Warrender School, encouraging children to discuss concerns or problems with teachers and support staff.

All staff receive annual safeguarding training and updates to Keeping Children Safe in Education. There is a separate induction for new staff. All staff receive training and support in how to record incidents/concerns using our online system CPOMS (Child Protection Online Management System). All new members of the governing body at Warrender receive compulsory safeguarding training as part of their induction (KCSiE 2023).

We recognise the different needs of children and our staff receive updates and guidance on how to support individual children - particularly with transitions (into and around school). At present, we have eight members of staff who have received training in Team Teach in how to support the transitions of children. Members of staff (including the Senior Leadership Team, class-based staff) are available at the start of the day to welcome children into school and to aid with their transition.

As part of our practice we follow the procedure of:

- Recognise
- Respond
- Report
- Record

1. If a child discloses possible abuse, your response is very important. It takes courage for a pupil to disclose that he or she is being or has been abused. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward 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 abuse. Nor should a victim ever be made to feel ashamed for making a report. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

Staff recognise that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

You should:

- Employ **TED** when a child makes a disclosure
 - **Tell me...**
 - **Explain to me...**
 - **Describe to me...**
- Listen positively
- Reassure the child

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- Record the factual information on the school's online management system- CPOMS as soon as possible
- Report your concern to the designated safeguarding lead: Daniel Wright (or a deputy in his absence)

You should **not**:

- Jump to conclusions
 - Ask leading questions
 - Put words into the child's mouth
 - Promise the child that you will keep the matter confidential
2. If you spot physical signs that indicate possible abuse, you should observe the signs as closely as you are able. If you talk to the child about how these marks happened, you should follow the above advice.
 3. Staff should be aware that if the safeguarding concern involves illegal images of a child, a key consideration is that the staff member should not view or forward these images. Doing so would be breaking British law.
 4. Involve the Designated Safeguarding Lead at the earliest opportunity. Explain your concerns clearly, and record your observations on the school's online management system – CPOMS (including the date & time of disclosure, using the child's words as far as possible)

Don't Forget:

1. Try to ensure that another person is in the room when discussing potential abuse with a child
2. Never promise a child that you will keep the information secret
3. Never delay in speaking to the Designated Safeguarding Lead
4. Don't question too much, but listen carefully
5. Keep an open mind and do not make judgements or express opinions to the child
6. Give the child as much time and space as they need
7. Do not undress or examine a child to discover injuries
8. Write a report at the earliest possible opportunity **using CPOMS - the school's online management system** (including the date & time of disclosure, using the child's words as far as possible)
9. Always remember that the child has trusted you by disclosing difficult information - they will need understanding and support, and reassurance that they have done the right thing
10. If you are contacted directly by anyone from outside the school, consult the Designated Safeguarding Lead before you give information or take action

All staff may raise concerns with children's social care if they believe there is a risk of immediate serious harm to the child. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration.

All staff have access to an online management system called CPOMS (Child Protection Online Management System) to raise concerns. CPOMS enables the DSL and the Deputy DSL to monitor incidents over any period of time. Staff should record any concerns and incidents on CPOMS, including concerns about behaviour or wellbeing which do not on their own constitute evidence of abuse.

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N.B.: Our commitment to safeguarding children overrides any other concern. If a member of staff has the slightest suspicion regarding any adult working in school, this should be referred immediately to the Designated Safeguarding Lead – refer to our "Allegations against Staff" Policy at the end of this document.

FOR THE DESIGNATED SAFEGUARDING LEAD

1. When a member of staff reports a concern, make time to talk and gain as much information as possible before talking to the child
2. Ensure that the person reporting completes a written report
3. Speak to the child concerned in the presence of a witness; record as much detail as possible in the child's own words
4. The first point of contact should be the Stronger Families Hub on 01895 556006 or **Multi Agency Safeguarding Hub (MASH) TEAM for Hillingdon – 01895 250825**. If there is nobody available to discuss concern, contact the duty social worker on 01895 250111 – make a note of the time, the officer's name and the key points discussed
5. You will need to complete and submit an Inter-Agency Referral Form (via Stronger Families) - collect all paperwork and file together in the confidential Child Protection file
[NB: for more complex Child in Need referrals, involving more than one agency, we complete an Early Help Assessment Form online using the Stronger Families Hub (<https://www.hillingdon.gov.uk/stronger-families>)
6. Following advice from the LA or Social Services, it will often be necessary to inform the child's parents of the referral

Further Guidance

Safeguarding incidents can happen anywhere; school staff are in a unique position to help children who are at risk of harm, and we should be constantly alert to the possibility of safeguarding concerns being raised in school.

Warrender Primary School fully recognises its safeguarding responsibilities. Key guidance can be found in the following documents, which are available in the Headteacher's office or the staff safeguarding file:

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- Our Safeguarding Policy applies to staff, governors and volunteers working in the school. There are five main elements to the policy: Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of safeguarding issues and equipping children with the skills needed to keep themselves safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse, neglect & exploitation
- Supporting children who have been abused in accordance with their agreed Child Protection plan
- Establishing a safe environment in which children can learn and develop

We recognise that because of our day-to-day contact with children, teachers and other school staff are very well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to through trusted adults
- Ensure children know that there are adults in the school whom they can approach if they are worried which the child has identified or the school have based on professional relationships that have formed
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Ensure a copy of this procedure, including the Incident Reporting Sheets, is available in all classrooms and the staffroom

We will follow the procedures set out by the *Local Safeguarding Partners (London Borough of Hillingdon, Hillingdon CCG & Chief of Police for the Local Authority)* and take account of guidance issued by the Department for Education to:

- Ensure we have a Designated Safeguarding Lead who has received appropriate training and support for this role (all members of the safeguarding team receive Level 3 training every two years)
- Ensure we have a nominated governor responsible for safeguarding
- Ensure all staff, volunteers and governors know the name and understands the role of the DSL
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their duty to refer any concerns to the DSL
- Develop effective links with relevant agencies and co-operate as required – this includes attendance at case conferences
- Keep records of concerns about children, even where there is no need to refer the matter immediately only on the school's online management system- CPOMS
- Ensure all records are stored securely – in a locked cupboard and/or the online management system (CPOMS)
- Follow procedures whenever an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed as per the Safer Recruitment Policy

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We recognise that children who are abused or who witness violence may well find it difficult to develop their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

Warrender Primary School will endeavour to support the child through:

- The content of the curriculum
- An ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued
- Our Good Behaviour Policy, which supports vulnerable children in school
- Liaison with other agencies that support the child – e.g., Social Services, Child and Adolescent Mental Health Services, Education Welfare Service and Educational Psychology Service

Additional information can be found:

<https://hillingdonsafeguardingpartnership.org.uk/> Hillingdon Safeguarding Children's Partnership

<https://www.nspcc.org.uk/> (National Society for the Prevention of Cruelty to Children)

Visitors to Warrender Primary School

We welcome regular visitors and helpers to our school, and when doing so, ensure that they are aware of our safeguarding procedures.

1. Visitors are required to sign in at the school office and are issued a visitor lanyard.
2. Different colour lanyards to indicate DBS checks. Red= no DBS check and must be accompanied by a staff member at all times and Green = cleared DBS check presented to school
3. Visitors are given a copy of our Safeguarding leaflet to read and keep.
4. They are made aware who our designated safeguarding lead is and where they can be found.
5. Members of the safeguarding team (all Level 3 trained) are displayed on posters throughout the school and their photos are attached to the visitor lanyards
6. Visitors are accompanied by members of staff or have a full DBS check prior to attending the school

The role of the Governing Body

The Governing Body has three distinct duties regarding safeguarding:

1. To ensure that the school has a Safeguarding Policy
2. To know what to do if they receive an allegation of abuse against the Headteacher – as we are a Community School, they should refer the allegation immediately to the Child Protection Adviser to Schools and Deputy LOCAL AUTHORITY DESIGNATED OFFICER (Nicole Diamond – 01895 250010) or

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the Local Authority Designated Officer (LOCAL AUTHORITY DESIGNATED OFFICER) for child protection (Hannah Ives – 01895 250975)

3. To take appropriate advice if they are required to conduct a Disciplinary Hearing following an allegation against a member of staff – again, advice would come via the Local Authority

Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children

At Warrender Primary School we:

- Carry out all mandatory pre-appointment checks on new staff
- Keep a Single Central Record of all checks on staff, governors, parent helpers, members of the PTA and any specialist outside teachers (music specialists, 1-to-1 Tutors, etc.)
- Carry out enhanced *Disclosure and Barring Service (DBS)* checks on all staff, governors and volunteer parent helpers
- Seek references from present and previous employers
- Only accept CVs as part of a full application (CVs will not be accepted on their own)
- May consider carrying out online searches of potential new members of staff as part of our due diligence on shortlisted candidates
- Establish that staff are not affected by the *Childcare Disqualification Requirements* (including “disqualification by association”)
- Confirm every year in writing that supply agency staff are DBS checked and ensure that all such staff bring identification to school
- Ensure that all outside providers, including special needs staff, peripatetic music teachers and sports club leaders have DBS disclosures
- Ensure that all such providers are aware of this Policy and follow its provisions

The School endeavours to ensure that it does its utmost to employ ‘safe’ staff by following the guidance in Keeping Children Safe in Education together with guidance from the Hillingdon Local Partnership Safeguarding Partnership and Schools HR (an independent recruitment facilitator) and the various procedures pertaining to contractors, PFI partners etc. The School’s Safer Recruitment policy and the Recruitment, Selection and Disclosure policy is adhered to in all recruitment activities.

Raising awareness of Safeguarding issues and equipping children with the skills they need to keep themselves safe

At Warrender School we:

- Recognise that because of the day to day contact with children, school staff are uniquely placed to observe possible signs of abuse, neglect or concern
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Provide a leaflet for visitors and regular volunteers; ‘Fostering a Culture of Openness and Emotional Wellbeing at Warrender’
- Publish this policy on the School Website

Staff relationships with children

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Staff are in a privileged position in as much as they develop significant relationships with a number of children – they understand their responsibilities under the *Sexual Offences Act 2003*, with particular regard to upholding the “position of trust” that they have in relation to children at Warrender School.

Staff should not give out their personal contact details to students including e-mail, home or mobile numbers. E-mail or text communications between staff and students outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based websites, such as social networking, instant messaging or gaming.

Electronic communication presents a wide range of Child Protection issues. Warrender staff are aware of their own responsibilities regarding use of IT:

- Networking sites: (e.g. Facebook, Instagram, Tik-Tok and other social networking platforms): staff should **never** be registered as a “friend” to any child – either current pupils of the school or minors who have left Warrender. Profiles and photos of members of staff should be ‘locked down’ as private so that students or parents do not have access to your personal information or images.
- Gaming: As soon as a member of staff becomes aware that they are on an online game with a Warrender student, the member of staff should cease to play against that student and should not enter into games containing that player as part of a group.
- Digital media: Please see Warrender's Mobile Phone Policy for further information on the use of mobile phones.

It is important to make children aware of behaviour towards them that is not acceptable and how they can help keep themselves safe:

- Our Personal, Social and Health Education (PSHE) curriculum (JIGSAW) provides opportunities for children to learn about keeping themselves safe and who they can speak to if their safety is threatened
- Issues such as domestic violence and abuse can be difficult to broach directly in the classroom; however, we make use of opportunities in class to discuss personal safety and reinforce key ideas
- Children are trained in internet safety and parents and carers have access to advice through newsletters and the school website

Staff training

All staff and governors are fully trained:

- All staff who come into contact with children are trained in Safeguarding and Child Protection every year
- All staff are given access to the document *Keeping Children Safe in Education* (DFE – September 2024) via CPOMS and are required to provide a digital signature which states that they have read and understood the document (Part 1 for all staff)
- All new staff are given Safeguarding training as part of their induction
- All regular volunteers and regular casual staff are given safeguarding training

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- The Designated Safeguarding Lead (Daniel Wright) and a nominated governor (Lyndsey Dudley tba) are trained every two years in inter-agency working by the SCP, the Headteacher and nominated governors are trained in safer recruitment procedures.
- Level 3 trained staff are: Daniel Wright (DSL) & Helen Brown (Deputy DSL), Ignus Bornman (Deputy Headteacher), Etna Rogan (LSA), Claire Jones (LSA) & Leanne Sampson (Welfare & Admissions Officer)

Procedures for collecting children after school

We have procedures in place for collecting children after school.

- Children in Year 5 and 6 can walk home alone if there is written consent from their parents. This information is then recorded and distributed to all upper KS2 staff, Welfare office and SLT.
- All other children must be collected by a responsible adult – EYFS from their classroom gate; KS1 and KS2 children are released either at the Key Stage 1 gates, the Key Stage 2 gates or the EYFS gates (in the KS1 playground). Children are released when their collecting adult arrives and is visible by the duty member of staff.
- Parents and carers must inform the school office before 3pm if there is a change to the usual end-of-day pick-up arrangements
- The main school gates (to enter the school grounds) are opened at 3:09pm
- Children staying after school for an afterschool club must also be collected by a responsible adult from either the front entrance (outside the school office), the KS2 entrance gate or the KS1 playground gate. There is a member of SLT on site when extra-curricular clubs are dismissed.
- If a parent is late collecting their child from a club, the club provider remains with the child for 15 minutes after the finish time whilst contacting parent by phone. If no contact is made with the parent/carer, club provider locates a senior leader for further advice and action.
- If there is an incident when both parents arrive to pick-up a child which is (appears to be) in breach of an existing court order, the child will not be released to either parent until one of the following occurs – the parents resolve the incident themselves or the school receives advice from the MASH team and, if necessary police

If a child is not collected at the given time after school, they are taken to the Welfare room where their parents or carers will be contacted and made aware that the child needs to be collected immediately. If a child is not collected after an afterschool club, a member of the SLT will contact the parents to alert them that their child has not been collected and must do so immediately. That member of staff **MUST** stay with the child until collection has taken place.

If any child fails to be collected and no contact can be made with the parents by the time the school is locked at 6PM then Social Services must be contacted – **MASH TEAM – 01895 556006. (There is a list of procedures in the Welfare room as a checklist of what to do.)**

**Safeguarding Children:
Policy for Allegations Involving School Staff
2024-2025**

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DESIGNATED SAFEGUARDING LEAD (DSL):
Daniel Wright (*Assistant Headteacher & SENDCO*) dwright@warrenderschool.co.uk
DEPUTY SAFEGUARDING LEAD:
Helen Brown (*Headteacher*) hbrown@warrenderschool.co.uk
NOMINATED SAFEGUARDING GOVERNOR:
[mailto:Wendy Maynard](mailto:Wendy.Maynard@warrenderschool.co.uk) wmaynard3.312@warrenderschool.co.uk

Local Authority contacts:
Child Protection Adviser to Schools and Deputy LOCAL AUTHORITY DESIGNATED OFFICER: **Nicole Diamond** – 01895 250010/ ndiamond@hillington.gov.uk
Local Authority Designated Officer: **Hannah Ives** – 01895 250975/ hives@hillington.gov.uk
The Duty Social Worker can be contacted on: 01895 250111

Children and young people have a fundamental right to be protected from harm: at Warrender School we are committed to safeguarding and promoting the welfare of the children in our care. The protection of children from abuse – both at home and in school – is a key part of our commitment.

Allegations involving school staff

If a child, or parent/carer, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headteacher and Designated Safeguarding Lead. If the concern is about the Designated Safeguarding Lead, the report should be made to the Deputy Designated Lead or nominated governor. If the concern is about the Headteacher, the Chair of Governors must be informed.

Any member of staff who has reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Designated Safeguarding Lead. A record of the concerns must be made, including a note of anyone else who witnessed the incident or allegation. A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

The LOCAL AUTHORITY DESIGNATED OFFICER should be informed via the online referral form **within one working day** of any concerns/allegations that someone who works with children, in connection with their employment, voluntary activity or personal life, has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;

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- ❑ Behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
- ❑ Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

When dealing with allegations, Warrender School should:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently
- provide effective protection for the child and support the person subject to the allegation
- temporarily redeployment within the school so that the individual does not have direct contact with the child or children or move the child to classes where they will not come into direct contact

Before contacting the Local Authority Designated Officer, Headteacher or Designated Safeguarding Lead should conduct basic enquiries in line with local procedures to establish the facts and to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example whether:

- the individual in the school or college at the time of the allegations
- the individual did or could have come into contact with the child
- there any witnesses, and
- there is any CCTV footage

In consultation with the Local Authority Designated Officer, the Headteacher and Designated Safeguarding Lead will decide whether an allegation warrants further action through Child Protection procedures and take advice from the LADO as to whether it meets LADO harm threshold. **Refer to the section below for allegations that meet threshold.**

Agreed procedures for responding to allegations of abuse involving staff in schools are kept by the Designated Safeguarding Lead.

If you feel a concern that you have raised is not being dealt with, please contact the nominated governor. If on doing this you still feel your concern is being ignored, please contact the Local Authority Designated Officer (LOCAL AUTHORITY DESIGNATED OFFICER) directly.

Lessons learned from all investigations will be incorporate by Warrender Primary School – not just those which have been concluded and substantiated.

Concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold.

Concerns may arise through, for example:

- › Suspicion
- › Complaint
- › Safeguarding concern or allegation from another member of staff

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- › Disclosure made by a child, parent or other adult within or outside the school
- › Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- › Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- › Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority
 - Examples of such behaviour could include, but are not limited to:
 - › Being overly friendly with children
 - › Having favourites
 - › Taking photographs of children on their mobile phone
 - › Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - › Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- › Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- › Empowering staff to share any low-level concerns as per section 7.7 of this policy
- › Empowering staff to self-refer
- › Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- › Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- › Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- › Directly to the person who raised the concern, unless it has been raised anonymously
- › To the individual involved and any witnesses

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The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- › Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- › Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- › Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- › The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- › The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

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Concerns that meet the harm threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- › Behaved in a way that has harmed a child, or may have harmed a child, and/or
- › Possibly committed a criminal offence against or related to a child, and/or
- › Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- › Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

Procedure for dealing with allegation if it meets LADO threshold

- Conduct basic enquired in line with local procedures to establish the fact to help determine whether there is any foundation to the allegation
- Discuss the allegation and agree course of actions with the LADO
- Inform the accused individual of the concerns or allegation and likely course of action as soon as possible after speaking with the LADO
- Carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangement can be put in place.
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- › **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- › **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- › **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
 - Provide effective support for the individual facing the allegation or concern and appoint a named representative to keep them informed of the progress of the case
 - Inform the parent or carers of the child/children involved about the allegation as soon as possible if they do not already know. The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers

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(where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- › Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- › Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
 - With regards to Early Year: We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

Outcomes of allegation investigation

- › **Substantiated:** there is sufficient evidence to prove the allegation
- › **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- › **False:** there is sufficient evidence to disprove the allegation
- › **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- › **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Timescale:

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- › Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- › If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- › If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

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The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- › Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- › Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- › Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- › Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

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- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- › Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- › Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

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- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

If the concerns are about the Headteacher

In this case, the Child Protection Adviser to Schools and Deputy LOCAL AUTHORITY DESIGNATED OFFICER (Nicole Diamond – 01895 250010/ ndiamond@hillingdon.gov.uk) must be contacted. The Chair of Governors is nominated to be responsible for liaising with the Local Authority and other partner agencies as appropriate.

In the event of allegations of abuse being made against the Headteacher, the Headteacher will naturally play no part in the ensuing investigation.

Monitoring, evaluation and review

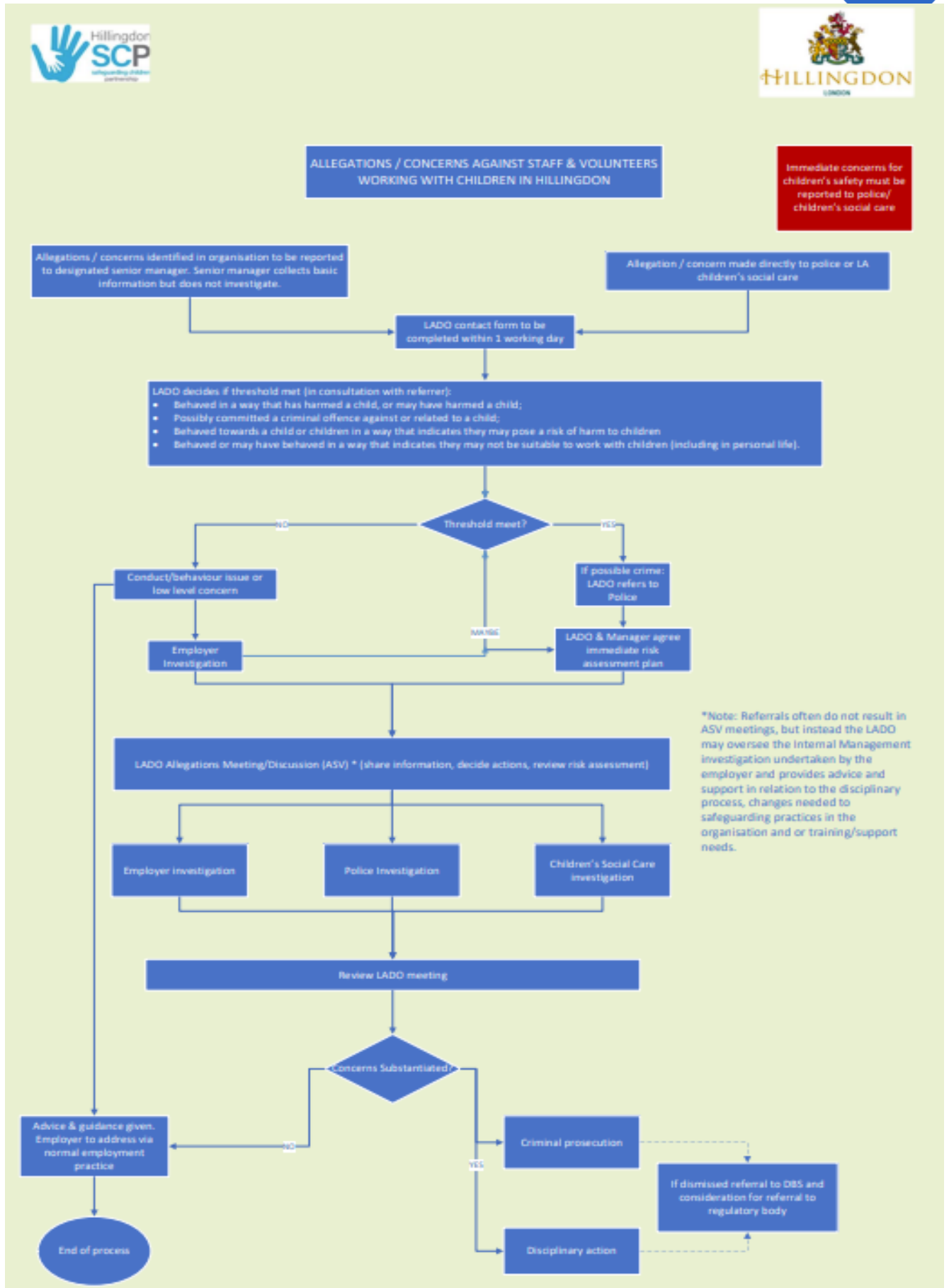
We will review this policy and evaluate its implementation and effectiveness every year.



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