



Sheen Mount Primary School

Safeguarding and Child Protection Policy

Governors' Committee Responsible	Pastoral
Status	Statutory
Review Cycle	Annual
Date of last review	January 2021
Update	December 2021
Date of next review	March 2022

If you are worried about a child go to section 16

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1. Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, third party providers, in either a paid or a voluntary capacity.

Contractors refers to all those working on behalf of the school who are not directly employed by them

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Significant Information Around How To Obtain Support Or Report A Concern

If you have any concerns about the welfare or safety of a child or young person, you can call the Single Point of Access (SPA).

The SPA is a multi-agency team, managed by Achieving for Children, which works closely with a wide range of teams and partner agencies and facilitates different levels of support depending on the needs of the child, young person and their family. You can contact them to request support, or to report a concern about a child or young person.

Richmond SPA: 020 8547 5008 (or out of hours: 020 8770 5000)

Wandsworth SPA: 0333 300 2350

Hounslow SPA: 020 8973 3450

Local Authority Designated Officer (LADO):

020 8891 7370

07774 332675

lado@achievingforchildren.org.uk

2. Introduction and purpose

This policy sets out how the governing board of Sheen Mount School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002.

Sheen Mount Primary School fully recognises its moral and statutory responsibility to safeguard and promote the welfare, including the mental health of all pupils.

This Safeguarding and Child Protection Policy is one of a range of documents, which sets out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children in which they feel valued and are respected.



We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.




We are aware that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

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

Wherever the word “staff” is used, it covers all staff on site, including ancillary, supply and self-employed staff, volunteers, third party providers and governors. This policy seeks to set out the principles and procedures under which we operate to protect children from harm. It provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out.

3. Key personnel and governor contacts

<p style="text-align: center;">Designated Safeguarding Lead (DSL)</p>  <p style="text-align: center;">Laura Jeffery Deputy Headteacher (Acting) Inclusion Leader ljeffery@sheenmount.richmond.sch.uk or safeguardinglead@sheenmount.richmond.sch.uk</p>	<p style="text-align: center;">Deputy Designated Safeguarding Lead (DDSL)</p>  <p style="text-align: center;">Maria O'Brien Headteacher (Acting) headteacher@sheenmount.richmond.sch.uk</p>
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<p style="text-align: center;">Chair of Governors</p>  <p style="text-align: center;">Justine Hebert jhebert@sheenmount.richmond.sch.uk</p>	<p style="text-align: center;">Nominated Governors for Safeguarding</p>   <p style="text-align: center;">Helen Edward Kathryn Higgins hedward@sheenmount.richmond.sch.uk khiggins@sheenmount.richmond.sch.uk</p>
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Our Governor lead for Health and Safety is Maria Widdowson, who can be contacted on mwiddowson@sheenmount.richmond.sch.uk

To speak with any of the safeguarding leads, please contact the school office on 020 8876 8394.

4. Policy principles and aims

This policy aims to demonstrate to pupils, staff, Governors, parents and all stakeholders, Sheen Mount’s commitment to safeguarding and child protection. We aim to provide a safe environment where all children can learn to the best of their ability. Our staff are committed to identifying those families that may benefit from Early Help.

The welfare of our children is paramount. All children, regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

We recognise that all adults, including governors, in our school have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. Our systems, processes and policies operate to ensure the best interests of the child are at the heart of what we do.

Our school is committed to providing an environment in which children feel safe, secure, valued and respected and which promotes their social, physical and moral development. We want the children in our school to feel confident, and to know how to approach adults if they are in difficulty.

This policy is used in conjunction with staff training and continued professional development to strengthen our whole school approach to safeguarding and to:

- raise staff awareness of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse;
- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children;
- emphasise the need for good levels of communication between all members of staff and develop and promote effective working relationships with other agencies, especially Achieving for Children (AfC), the Kingston and Richmond Safeguarding Children Partnership (KRSCP) and the police; and
- develop a structured procedure within the school, ensuring it is followed by all members of the school community in cases of suspected abuse.

Pupils and staff involved in child protection issues will receive appropriate support.

As a result of local learning, including around the website Everyone's Invited in March 2021, the school has a culture of prevention and education in order to raise responsible, caring young people. The school encourages respectful behaviour and language to be used to all; a restorative approach to incidents of concern; and a wish to make reasonable adjustments to encourage students to remain in education, despite any difficulties. There is no tolerance of discriminatory language or abuse towards staff or students.

5. Statutory framework, key statutory and non-statutory guidance

In order to safeguard and promote the welfare of children, Sheen Mount will act in accordance with the following legislation and guidance:

- [Children Act 1989 Care Planning, Placement and Case Review](#)
- [Children Act 2004](#)
- [Education Act 2002](#)
- [London Child Protection Procedures and Practice Guidance](#)
- [Keeping Children Safe in Education 2021](#)
- [Working Together to Safeguard Children 2018](#)
- [Inspecting Safeguarding in Early Years, Education and Skills](#)
- [Teachers' Standards](#)
- [What to do if You're Worried a Child is Being Abused](#)
- [Equality Act 2010: advice for schools](#)
- [Information Sharing](#)

- [Schools COVID-19 operational guidance](#)
- [Statutory framework for the early years foundation stage 2021](#)

We take seriously our responsibility to ensure that we have appropriate procedures in place for responding to situations in which we believe that a child has been abused or is at risk of abuse.

Our procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse, including low level concerns

We will take steps to ensure that any groups or individuals who hire and/or use our building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties.

We will ensure that all staff read and understand:

- Sheen Mount's Visitor Policy

We will ensure that all employed staff, long-term supply staff and other staff where practicable read and understand:

- Sheen Mount's Safeguarding and Child Protection Policy
- Keeping Children Safe in Education (2021) [Part One for all those working directly with children and Annex A for those who do not work directly with children]
- Sheen Mount's Staff Code of Conduct
- Sheen Mount's Supporting Pupils with Medical Conditions Policy
- Sheen Mount's Health and Safety Policy
- Sheen Mount's Behaviour and Anti-Bullying Policy

Copies of the above documents will be provided to all staff as part of the induction process.

We will ensure that all staff are aware of:

- The safeguarding response to children who go missing from education
- The role of the Designated Safeguarding lead and Deputy
- The additional vulnerabilities of children who are looked after/previously looked after, children with Special Educational Needs and Disabilities and children who are young carers.

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

The DSL and the DDSL have explicit job descriptions and Sheen Mount will ensure that the staff occupying these roles have the time and resources to fulfil their duties.

6. Roles and responsibilities

The Governing Board

Safeguarding is a standing item on the agenda for every meeting of the full board and every meeting of the Pastoral committee. Governor safeguarding visits are carried out termly.

The Governing Board of Sheen Mount Primary School understands and fulfils its responsibilities, namely to ensure that:

- They liaise with the headteacher and/or designated teachers over safeguarding matters. This is a strategic role rather than operational. Governors will not be involved in concerns regarding individual children.
- There is a Safeguarding and Child Protection Policy together with a Staff Code of Conduct which are consistent with the Kingston and Richmond Safeguarding Children's Partnership (KRSCP) and statutory requirements. These policies will be updated as and when required and annually as a minimum. This may require our policy to be published "Under review pending governor ratification". The Safeguarding policy will, at all times, be publicly available on the school website.
- The staff code of conduct includes the process for responding to low level concerns and acceptable use of technology.
- Safeguarding, recruitment, managing allegations policies and procedures, including the staff code of conduct are consistent with KRSCP and statutory requirements. They are reviewed annually as a minimum and otherwise as needed.
- All employed staff, long-term supply staff and other staff where practicable read and understand Sheen Mount's Safeguarding and Child Protection Policy and Staff Code of Conduct.
- All employed staff, long-term supply staff and other staff where practicable read and understand Keeping Children Safe in Education (2020) [Part 1 and Annex B] and that mechanisms are in place to assist those staff in understanding and discharging their roles and responsibilities as set out in the guidance;
- All Governors sign to say they have read and understood Keeping Children Safe in Education (2021) and the Safeguarding policy.
- Sheen Mount operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children (and disqualification by association regulations where applicable) and that there is at least one person on every recruitment panel who has completed safer recruitment training within the last five years.
- Sheen Mount has procedures for dealing with allegations of abuse against staff (including the headteacher), volunteers and against other children and that a referral is made to the

DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

- The Governing Board has two nominated governors responsible for safeguarding who have undertaken appropriate training for the role. The Chair of Governors is responsible in the event of an allegation of abuse made against the Headteacher.
- An annual audit of Sheen Mount's safeguarding policies, procedures and practices is undertaken with the head teacher, DSL and DDSL and that this is reported to the Board and submitted to the KRSCP.
- Sheen Mount is aware of relevant legislation and local guidance, which has been agreed through the local safeguarding partnership arrangements.
- There are clear lines of accountability for safeguarding within the school's leadership.
- A member of the senior leadership team has been appointed as the DSL and will take lead responsibility for safeguarding and child protection; the role is explicit in the role holder's job description.
- The DSL and DDSL undertake multi-agency (Level 3) safeguarding training which is updated every two years.
- There is a designated teacher, currently Laura Jeffery, to promote the educational achievement of "children looked after" who are on the school roll.
- All members of the Governing Board receive safeguarding training. The safeguarding Governor attends appropriate training that guides governors in their strategic responsibilities to provide appropriate challenge and support and to progress areas of weakness of development in the schools safeguarding arrangements.
- Children are taught about safeguarding (including online safety) and how to raise concerns, as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) or through relationship and sex education (RSE).
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate online filtering and monitoring systems are in place; and
- Enhanced Disclosure and Barring Service (DBS) checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all governors.

The Designated Safeguarding Lead ('DSL')

At Sheen Mount, our deputy Headteacher (acting) is also the DSL.

As deputy Headteacher (acting) she will ensure that:

- the school's Safeguarding and Child Protection Policy, Acceptable IT Use Policy, and related policies and procedures are implemented and followed by all staff;
- sufficient time, training, support, resources, including cover arrangements where necessary, are allocated to himself and the DDSL to carry out their roles effectively;
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online; The PHSE curriculum is reviewed regularly to ensure that it remains relevant and current; and
- the school liaises with the Local Authority Designated Officer (LADO) within 24 hours, before taking any action and then on an ongoing basis, where an allegation is made against a member of staff or volunteer.

As DSL, the deputy Headteacher (acting):

- holds lead responsibility for safeguarding and child protection in Sheen Mount. This responsibility will not be delegated;
- acts as a source of support and expertise for the whole school community in regards to our safeguarding duties;
- encourages a culture of listening to children;
- undertakes multi-agency (Level 3) safeguarding training with updates every two years and will refresh his knowledge and skills at regular intervals but at least annually;
- undertakes Prevent awareness training;
- will refer a child if there are concerns about possible abuse, to Achieving for Children's Single Point of Access (SPA) and/or the local authority where the child resides and act as a focal point for staff to discuss concerns;
- will keep detailed, accurate records using appropriate online software (CPOMS), of all concerns about a child even if there is no need to make an immediate referral;
- will ensure that all such records are kept confidential, stored securely and are separate from the pupil's general file;
- will ensure that an indication of the existence of a court order with specific pick-up arrangements are highlighted on a child's file on our student information management system;

- will ensure that a copy of the safeguarding and child protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy will then be shredded;
- will liaise with the local authority and work with other agencies and professionals in line with Working Together to Safeguard Children 2018;
- has a working knowledge of the KRSCP and Achieving for Children procedures. Will ensure that either he, or an appropriate staff member, attends case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required, which has been shared with the parents;
- notifies Children's Social Care if a child subject to a child protection plan is absent from school without explanation;
- will ensure that all employed staff, long-term supply staff and other staff where practicable sign to say they have read, understood and agree to work within Sheen Mount's Safeguarding and Child Protection Policy, Staff Code of Conduct and Keeping Children Safe in Education (2021) [Part 1 and Annex B] and ensure that the policies are used appropriately; alternative arrangements will be made in respect of temporary and short-term supply staff;
- will organise a child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all employed staff, long-term supply staff and other staff where practicable, as well as keep a record of attendance, and address any absences;
- will undertake with the DDSL and one of the nominated governors for safeguarding, an annual audit of Sheen Mount's safeguarding policies, procedures and practices and ensure that this is submitted to the KRSCP;
- has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;
- will help to promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation;
- will ensure that the name of the DSL and DDSL are clearly advertised in the school and on the website;
- will ensure that he, or the DDSL, is available during term time school hours for staff to discuss any safeguarding concerns; and
- will ensure that there are adequate and appropriate cover arrangements for any out of hours or out of term activities.

This list is not exhaustive: please see Annex C of Keeping Children Safe in Education 2021.

The Deputy DSL:

- is trained to the same standard as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the DDSL will assume all of the functions above.

All staff and volunteers:

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- undertake safeguarding and health and safety training appropriate to their role. Are familiar with the suite of safeguarding policies including the Safeguarding policy and Staff Code of Conduct;
- consider, at all times, what is in the best interests of the child;
- know how to respond to a pupil who discloses abuse or a safeguarding concern;
- reassure the child that they are being listened to, their concerns will be taken seriously and that they will be supported;
- will refer any safeguarding or child protection concerns to the DSL, DDSL or if necessary where the child is at immediate risk, to the police or Single Point of Access (SPA), or if a child lives out of borough, to the relevant local authority; and
- will provide a safe environment in which children can learn.

7. Safe school, safe staff

Sheen Mount will ensure that:

- at least one member of every recruitment panel has completed safer recruitment training within the last five years;
- safer recruitment practices are adhered to including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken; Sheen Mount has a Safer Recruitment Policy which is available as a separate document;
- all staff are aware of the need for maintaining appropriate and professional boundaries in their relationship with staff, pupils and parents and adhere to Sheen Mount's Staff Code of Conduct;
- our lettings policy and third party contractual agreements include a requirement for a suitability check of adults working with children on school sites at any time;

- adequate risk assessments are in place including for off-site activities, after school clubs, and residential trips;
- any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education 2021 and the KRSCP, LADO and HR policies, procedures and guidance;
- staff are fully aware of how to, and have the confidence to, report misconduct, including low level concerns;
- all employed staff, long-term supply staff and other staff where practicable receive information about Sheen Mount's safeguarding arrangements, safeguarding statement (website), Staff Code of Conduct, Safeguarding and Child Protection Policy, the role and names of the DSL and DDSL, and Keeping Children Safe in Education 2020 [Part One and Annex B] on induction;
- all employed staff, long-term supply staff and other staff where practicable receive safeguarding and child protection training at induction which is regularly updated. In addition, they receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
- all employed staff, long-term supply staff and other staff where practicable are trained in and receive regular updates in online safety and reporting concerns;
- all employed staff, long-term supply staff, other staff where practicable and governors have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- the Safeguarding and Child Protection Policy is made available via our school website or other means and that parents and carers are made aware of this policy;
- all parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding and Child Protection Policy and reference to it in our Sheen Mount User Guide (SMUG);
- Sheen Mount provides a co-ordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans, such as school attendance at the Early Help Resilience Network meetings;
- the names of the DSL and DDSL are clearly advertised in the school; and
- all staff working directly with children will be given a copy of or link to Part One and Annex B of Keeping Children Safe in Education 2021 and will sign to say they have read and understood it. The DSL and the Governing Board are required to read the whole document.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own Safeguarding and Child Protection Policy and procedures apply. If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will ensure that effective safeguarding arrangements are in place and when our pupils attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. Useful link: [statutory guidance for alternative provision](#).

Where a parent/carer has expressed their intention to remove a child from our school with a view to educating at home, we will work together with the parent/carer and other professionals to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant where a child has SEND, is vulnerable, and/or has a social worker.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we will:

- seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- use only the pupil's first name with an image;
- ensure that pupils are appropriately dressed;
- encourage pupils to tell us if they are worried about any photographs that are taken of them; and
- make pupils aware that they should not take photographs or video images of other students without their express permission.

Parents are regularly informed that they should not share images of pupils or staff at school on social media sites. Staff are permitted to make media recordings to support educational aims but must follow our policies in respect of sharing distribution and publication. Media images must be taken, edited, stored or archived on to school systems using school equipment.

8. Training

At Sheen Mount the following training takes place:

- up-to date safeguarding information and procedures to follow at the beginning of each academic year for all relevant staff; with a further update in January; This includes regular online safety training;
- NSPCC training for all relevant staff every two years;
- safer recruitment training for relevant staff to include the head teacher and School Business Manager;
- Sheen Mount ensures that its DSL attends the Designated Safeguarding Lead training and conferences to keep abreast of child protection learning and developments, at least biannually;
- DSL and DDSL are compliant with Level 3 Safeguarding Training in accordance with statutory guidance; and
- all Governors are expected to complete online safeguarding training as a minimum. The nominated Safeguarding Governor undergoes safeguarding training prior to, or as soon as appointment to the role and at regular intervals thereafter.

9. Teaching and Learning

Safeguarding is included in all areas of teaching and learning in an age-appropriate way, but more specifically through the PSHE and computing curriculum and also assemblies. The NSPCC delivers safeguarding assemblies for Key Stage One and Two and workshops for years 5 and 6 every two years.

Areas covered may include:

- personal safety;
- who to talk to;
- stranger danger;
- road safety;
- fire safety;
- online safety;
- bullying (including cyber bullying);
- positive relationships;
- self-esteem; and
- drugs and alcohol.

10. Child protection overview and specific safeguarding concerns

At Sheen Mount we ensure that staff working directly with children understand the different types of behaviour that constitute abuse and neglect.

There are four categories of abuse.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Out school is aware of the impact of the Everyone's Invited website and the prevalence of harmful sexual behaviour. We encourage all pupils to speak out.

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); and/or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

[Working Together to Safeguard Children 2018.](#)

Neglect can occur in affluent families.

[Engaging Neglectful Parents from Affluent Backgrounds](#)

[Neglect Toolkit](#)

[KRSCP Multi-agency Threshold document](#)

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

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

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

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

Taking action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of ‘It could happen here’.

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL/DDSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family; and
- complete CPOMS alerting the DSL or DDSL and seek support for yourself if you are distressed or need to debrief.

Mental health

Mental health issues affect at least 1 in 10 children and young people. They include depression, anxiety, low self-esteem, disordered eating, panic attacks, sleep problems and many other conditions and behaviours. They are often a direct response to what is happening in their lives.

Sheen Mount recognises that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately-trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue or be at risk of developing one.

Possible warning signs include:

- Persistent sadness — two or more weeks
- Withdrawing from or avoiding social interactions
- Hurting oneself or talking about hurting oneself
- Talking about death or suicide

- Outbursts or extreme irritability
- Out-of-control behaviour that can be harmful
- Drastic changes in mood, behaviour or personality
- Changes in eating habits
- Loss of weight
- Difficulty sleeping
- Frequent headaches or stomach aches
- Difficulty concentrating
- Changes in academic performance
- Avoiding or missing school

Sheen Mount aims to promote positive mental health for all staff and pupils. We have a whole school approach to mental health, in addition to measures in place to identify pupils or staff where there might be concerns for mental health/well-being and targeted approaches to support those identified as vulnerable or requiring support.

Our mental health lead is: Laura Jeffery

At Sheen Mount Primary School we have the following mental health support:

- Teacher mentors
- Drawing and Talking Therapy
- Emotional Literacy Support (ELS)
- Trainee Art Therapists

Staff members and parents can raise concerns regarding a child's mental health needs with the Mental Health Lead, Laura Jeffery. A consultation will then be arranged with school staff and the parents. Following the consultation an offer of support will be given based on the level of need. If the child's needs are beyond the expertise of school staff then referrals can be made to the:

- Allocated NHS School Nurse
- Mental Health Support Team/Educational Wellbeing Practitioner
- Emotional Health Service (school buys into this package of support)
- Child and Adolescent Mental Health Service (CAMHS)

We also have a team of Year 5 and 6 children who are our Wellbeing Ambassadors.

Sheen Mount will ensure that staff, pupils and parents are made aware of the support available in school and in the local community. Useful links:

[Mental health and behaviour in schools guidance](#)

[NSPCC](#)

[Kooth](#)

Please also see the MIND website at www.mind.org.uk

Domestic abuse

The [Domestic Abuse Act 2021](#) recognises the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- economic
- emotional
- controlling or coercive behaviour

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Sheen Mount recognises that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Sheen Mount has signed up to the police initiative Operation Encompass that helps the school to provide silent support to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the following day. This ensures that the school has up-to-date relevant information about the child's circumstances and can enable silent support to be given to the child according to their needs. Useful links:

[Operation Encompass](#)

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/parents-carers/domestic-abuse-support-17.php>

Homelessness

Sheen Mount recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and DDSL are aware of contact details and referral routes in to the Local Housing Authority so that they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include

- household debt, including new poverty induced by the pandemic
- rent arrears

- domestic abuse and antisocial behaviour
- the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to children's social care will be made.

Children missing education

We recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with AfC when patterns of absence give rise to concern. A child going missing from education is a potential indicator of abuse and neglect.

The school operates in accordance with statutory guidance 'Children Missing Education' (DfE 2016). For information about this please click on the following link:

[Children Missing Education Statutory Guidance](#)

Children who run away or go missing from home or care

Sheen Mount recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

'Keeping Children Safe in Education 2021 highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

Serious youth violence

Sheen Mount are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.

These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- being male;
- having been frequently absent or permanently excluded from school;
- having experienced child maltreatment;
- having been involved in offending, such as theft or robbery;
- having been involved in offending, such as theft or robbery.

[Preventing youth violence and gang involvement](#)

[Criminal exploitation of children and vulnerable adults: county lines](#)

Children with family members in prison

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

Peer on peer safeguarding concerns and peer on peer abuse

Sheen Mount has a Behaviour Policy, which is under review in December 2021, and will set out our whole school approach to peer on peer abuse.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature and we will follow our safeguarding procedures in this regard.

Staff are made aware of the importance of not dismissing concerns and challenging inappropriate behaviours between peers.

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school and online. All staff are able to recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including online bullying, prejudice-based and discriminatory bullying)
- 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
- upskirting

Sheen Mount does not tolerate any form of abuse and will not allow any such behaviour to be passed off as 'banter', 'just having a laugh' or 'part of growing up'. 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.

What to do:

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

Sexual violence and sexual harassment

Sheen Mount follows the DfE's advice about sexual violence and sexual harassment between children in schools and colleges. [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges \(DfE September 2021\)](#)

Sexual violence and sexual harassment can occur between two pupils of any sex. They can also occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils.

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.

Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. Sheen Mount will ensure that **all** victims are taken seriously and offered appropriate support.

Sexual violence and sexual harassment is not acceptable at Sheen Mount. Behaviours such as making sexual remarks (even if they are meant as compliments), grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

Sheen Mount recognises that the following pupils can be especially vulnerable to sexual violence and sexual harassment:

- Children with Special Educational Needs and Disabilities (SEND)
- Pupils who are Lesbian, Gay, Bi, or Trans, Questioning (LGBTQ) or who are perceived to be LGBTQ by their peers.

Sexual violence:

Sexual violence refers to sexual offences under the Sexual Offences Act 2003:

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

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

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

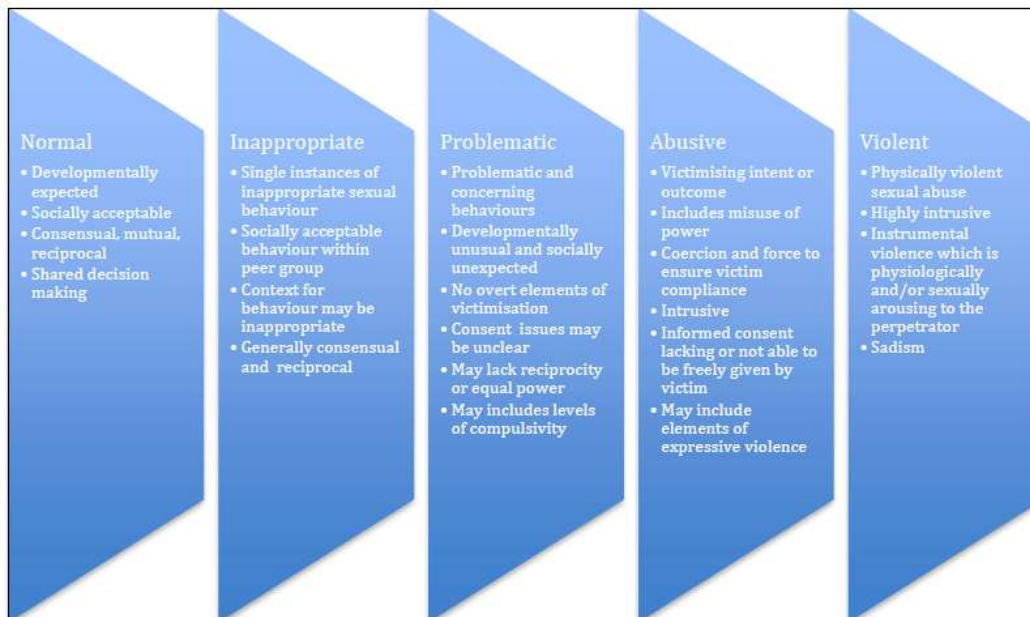
Sexual harassment: Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
- sexual 'jokes' or taunting
- physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature

- upskirting
- online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (page 18 of the [Department for Education's Guidance](#)); unwanted sexual comments on social media; sexualised online bullying; exploitation; coercion and threats. Online sexual harassment may be stand-alone or part of a wider pattern of sexual harassment and/or sexual violence.

Harmful sexual behaviours:



Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. For more information see [NSPCC Harmful Sexual Behaviours](#)

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. A useful tool is: [Beyond Referrals Toolkit](#)

Harmful sexual behaviours will be considered in a child protection context.

Sheen Mount recognises that pupils displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

Sheen Mount has a clear set of values and standards (the 12 Living values and the 5 Golden Rules) these will be upheld and demonstrated throughout all aspects of school life. The school has a [Behaviour Policy and Anti-Bullying Policy](#).

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

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

Responding to allegations of sexual harassment and sexual violence

Pupils in our school know how to report concerns. Classrooms are equipped with an 'I need to talk' box where children can leave a note to talk to their teacher. All reports are treated seriously, including those that occur online or out of school.

Sheen Mount will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required. [When to call the police](#)

The management of children and young people with sexually harmful behaviour is complex and Sheen Mount will work with other relevant agencies to maintain the safety of the whole school community. Where appropriate, immediate measures will be put in place to support and protect both the victim and the alleged perpetrator. A written record will be made and next steps discussed, taking into account the views of the victim.

A risk and needs assessment will be completed for all reports of sexual violence. The need for a risk and needs assessment for reports of sexual harassment will be considered on a case by case basis. The assessment, which will be kept under review, will consider:

- whether there may have been other victims
- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator or from future harms.

Sheen Mount will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the school community.

Useful links:

[Stop it Now](#)

[Beyond Referrals](#)

Unsubstantiated, unfounded, false or malicious reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil and/or the person who has made the allegation is in need of help, or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual according to our Behaviour Policy.

Upskirting

Sheen Mount will ensure that all staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalises the act of "upskirting". The Criminal Prosecution Service (CPS) defines "upskirting" as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission." Please see the full definition within the following link to the CPS's website: <https://www.cps.gov.uk/legal-guidance/voyeurism>.

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

Child sexual exploitation (CSE)

Sheen Mount follows the London Child Protection Procedures for safeguarding children from sexual exploitation.

In February 2017, the government updated the working definition of child sexual exploitation [Child sexual exploitation definition and guide](#)

Sharing nudes and semi-nudes

Sheen Mount will act in accordance with guidance endorsed by DfE [Sharing nudes and semi-nudes: how to respond to an incident](#)

All incidents of sharing nudes and semi-nudes will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share nudes and semi-nudes of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising

young people unnecessarily. Sheen Mount will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of sharing nudes and semi-nudes should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to sharing nudes and semi-nudes is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a sharing nudes and semi-nudes issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice "Searching, screening and confiscation: advice for headteachers, school staff and governing bodies" (DfE January 2018), page 11 'After the search'. [Searching, screening and confiscation](#)

Staff will not look at, share or print any indecent images. The confiscated device will be passed immediately to the DSL who will follow the recommend approach in respect to viewing the imagery.

Child criminal exploitation (CCE)

Child criminal exploitation can happen to girls as well as boys and is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact, it can also occur through the use of technology. CCE can include children being:

- forced to work in cannabis factories
- coerced into moving drugs or money across the country (county lines)
- forced to shoplift or pickpocket
- forced to threaten other young people
- manipulated into committing vehicle crime

Some of the following can be indicators of CCE:

- unexplained gifts or new possessions
- association with other young people involved in exploitation
- changes in emotional wellbeing
- misuse of drugs and alcohol
- regular missing episodes or frequently coming home late

- missing school or education

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of service (DoS or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offences, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a pupil in this area, the DSL (or a deputy) will consider referring into the [Cyber Choices](#) programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety. Additional advice can be found at: [National Cyber Security Centre](#) [When to call the police](#)

Online safety

Sheen Mount has a whole school approach to online safety, which protects and educates pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Our policies, procedures, systems and curriculum planning are designed to ensure the online safety of our children in relation to their interactions at and with school.

We seek to ensure our systems have appropriate filters and monitoring in place to reasonably limit children's exposure to risk from use of our systems.

Class teachers are required to monitor content on Google Classroom and take appropriate action as necessary.

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites gaming platforms.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity. Parents are regularly encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. At Sheen Mount our policy on mobile phones in school is that pupils in year 5 and 6 may bring mobile phones to school if deemed necessary by parents for their safety when walking to or from school on their own, but these have to be handed into the class teacher upon arrival to school and may only be retrieved at the end of the day.

Sheen Mount's Acceptable IT Use Policy Agreement (see section 26 below) explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Sheen Mount follows the DfE guidance regarding teaching online safety in schools (2019) [Teaching online safety in schools](#)

Online bullying and sharing nudes and semi-nudes by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sharing nudes and semi-nudes' above).

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. Key to identifying potential involvement in county lines are missing episodes. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can still be exploitation even if the activity appears consensual

Sheen Mount will ensure that all staff are aware of the signs which might alert them to the fact that a child is being exploited in this way.

For more information see:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance - Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)

Bullying

Sheen Mount has a Behaviour and Anti-Bullying Policy, which is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, e.g. cyber, racist, homophobic gender and SEND- related bullying. We keep a record of known bullying incidents, which is shared with and analysed by the Governing Board. All staff are aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied or becoming victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education. We have a duty to record and regularly report to the local authority incidents of recorded racism within the school.

Female genital mutilation (FGM)

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. (See [Female Genital Mutilation Statutory Guidance](#) for further information).

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL or DDSL, who will support the teacher in making a direct report to the police.

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police personally where they discover (e.g. by means of a disclosure) that an act of FGM

appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

Child trafficking and modern slavery

Human trafficking, is defined in the UN Protocol on trafficking, adopted in 2000, as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation. Human trafficking, or modern slavery as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the United Kingdom.

Staff at Sheen Mount are alert to the existence of modern slavery and child trafficking and concerns will be recorded and reported to SPA as appropriate.

Types of Modern Slavery

Examples of industries and services where slavery exist in the UK today, the victims of which include children and young people are (with examples)

- the sex industry, including brothels
- retail: nail bars, hand car washes
- factories: food packing
- hospitality: fast-food outlets
- agriculture: fruit picking
- domestic labour: cooking, cleaning and childminding
- additionally, victims can be forced into criminal activities such as cannabis production, theft or begging.

Modern slavery is an issue that transcends age, gender and ethnicities. It can include victims that have been brought to the UK from overseas or vulnerable people in the UK being forced illegally to work against their will. Children and young people have an increased vulnerability to slavery.

Poverty, limited opportunities at home, lack of education, unstable social and political conditions and war are some of the situations that contribute to trafficking of victims and slavery.

Slavery can be linked to a number of safeguarding issues, including child sexual exploitation, but normally includes at least one of the following specific situations.

- Child trafficking: young people being moved internationally or domestically so that they can be exploited.
- Forced labour: victims are forced to work through physical or mental threat, against their will, often for very long hours for little or no pay, in conditions that can affect their physical and mental health. They are often subjected to verbal or physical threats of violence against them as individuals or their families.

- Debt bondage: victims forced to work to pay off debts that they will never be able to. Debts can be passed down to children. Extreme examples include where a victim may be owned or controlled by an 'employer' or sold as a commodity.

Possible signs and indicators that someone is a victim of modern slavery that anyone working with children and young people should be aware of include:

- physical appearance: poor physical condition, malnourishment, untreated injuries and looking neglected
- isolation: victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. They may not interact and be unfamiliar in their local community
- poor living conditions: victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address or premises
- personal belongings: few possessions, wearing the same clothes each day and no identification documents
- restricted freedom: victims have little opportunity to move freely and may be kept from having access to their passport
- unusual travel times: victims may be dropped off or collected from work on a regular basis either very early or late at night
- reluctant to seek help: victims may avoid eye contact, appear frightened or hesitant to approach people and have lack of trust or concern about making a report should they be deportation or fear of violence on their family

If a member of Sheen Mount suspects that a pupil may be a victim they will, in the first instance, report their concerns to the DSL.

The DSL will seek advice and support from SPA who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM).

Further advice can be provided directly by the modern slavery helpline on 0800 012 1700.

[Modern slavery: how to identify and support victims](#)

Private fostering

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Sheen Mount recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

For further information and guidance please see the following link:

[Looking after someone else's child](#)

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

Radicalisation and extremism

Protecting children from the risk of radicalisation is part of Sheen Mount's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services ('specified authorities') to have 'due regard to the need to prevent people from being drawn into terrorism'.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental British values.

Sheen Mount takes seriously our responsibility to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

Sheen Mount promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL or Deputy DSL.

We will then follow normal safeguarding procedures, which may involve contacting the Single Point of Access for consultation and further advice and/or making appropriate referrals to the police PREVENT team and Channel programme for any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Parents and staff may find the following websites informative and useful:

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

[Educate against hate](#)

Contact for Kingston:

Stephanie Royston-Mitchell, Community Safety and Resilience Principal stephanie.royston-mitchell@kingston.gov.uk

Contact for Richmond and Wandsworth:

Mark Wolski, Vulnerabilities Manager mark.wolski@richmondandwandsworth.gov.uk

Suicide and self-harm

Suicide: an act of deliberate self-harm which results in death.

Self-harm: self-poisoning or self-injury, irrespective of the apparent purpose of the act.

Suicide and self-harm links: self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide.

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. But the behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing. For some people, self-harm may last for a short time. For others, it can become a long-term problem. Some people self-harm, stop for a while, and return to it months, even years, later, in times of distress.

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

The most common forms of self-harm are:

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

- head banging
- ingesting objects or toxic substances
- overdosing with a medicine

Self-harm is usually a secretive behaviour but signs may include:

- wearing long sleeves at inappropriate times
- spending more time in the bathroom
- unexplained cuts or bruises, burns or other injuries
- unexplained smell of Dettol, TCP, etc.
- low mood - seems to be depressed or unhappy, low self-esteem, feelings of worthlessness
- any mood changes - anger, sadness
- changes in eating or sleeping patterns
- losing friendships, spending more time by themselves and becoming more private or defensive
- withdrawal from activities that used to be enjoyed
- abuse of alcohol and or drugs

Sheen Mount recognises that any pupil who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a pupil has self-harmed, or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern.

[Papyrus](#)

Fabricated or induced illness

Staff at Sheen Mount are alert to the issues surrounding fabricated or induced illnesses. Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are many ways that the parent/carer may fabricate or induce illness in a child:

- deliberately contaminating or manipulating clinical tests
- poisoning their child with unsuitable and non-prescribed medicine
- fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- induction of illness by a variety of means

- not treating or mistreating genuine conditions so that they get worse

The above methods are not mutually exclusive or exhaustive. Existing diagnosed illness in a child does not exclude the possibility of induced illnesses. The very presence of an illness can act as a stimulus to the abnormal behaviour and also provide the parent with opportunities for inducing symptoms.

Fabricated or induced illness is most commonly identified in younger children. Although some of these children die, there are many that do not die as a result of having their illness fabricated or induced, but who suffer significant long term physical or psychological health consequences.

Fabrication of illness may not necessarily result in a child experiencing physical harm, but there may be concerns about the child suffering emotional harm. They may suffer emotional harm as a result of an abnormal relationship with their parent and/or disturbed family relationships.

Staff at Sheen Mount will record and report any concerns about a child who might be experiencing Fabricated or induced illness to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral or consult with the Single Point of Access as with any other child protection concern.

The Royal College of Paediatrics and Child Health (RCPCH) has issued updated guidance: <https://childprotection.rcpch.ac.uk/resources/perplexing-presentations-and-fii/>

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, children and young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

Sheen Mount recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding leads will consider the context within which such incidents and/or behaviours occur and whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Please access information via this link: [Contextual Safeguarding](#)

Sheen Mount will maintain records of concerns about extra-familial harm in the same way as other concerns are recorded and in accordance with our safeguarding procedures.

Concerns relating to significant harm and extra-familial harm will be referred by the DSL to the Single Point of Access Team; if considered appropriate, a multi-agency strategy meeting will be held to determine threshold for significant harm, as well as for the Multi Agency Pre-MACE Panel. Useful links:

[contextual safeguarding](#)

[KRSCP guidance to MARVE](#)

[the Assessment Triangle \(PDF\)](#)

[KRSCP threshold](#)

[Missing Protocol](#)

School related weapons incidents

Sheen Mount follows the AfC School Related Weapons or Potential Weapons Incidents Protocol, which is in the Annex to this Policy.

Sheen Mount has a duty and a responsibility to protect and safeguard our pupils and staff. Sheen Mount will inform SPA and the police of any incident involving a weapon or potential weapon.

Teachers have a number of legal powers which include the power to search pupils without consent for a number of 'prohibited items'. These include: knives and weapons; alcohol; illegal drugs and stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules that has been identified in these rules as an item that may be searched for. Useful link: [searching, screening and confiscation](#)

Sheen Mount recognises that children and young people involved in school related weapons incidents, including the alleged perpetrators, are vulnerable. Sheen Mount will provide support, protection and education to develop a full understanding of the implications of carrying, and or using, weapons.

11. Children who may be particularly vulnerable

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

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

- persistently absent from school
- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs

- asylum seekers
- looked after by the local authority or otherwise living away from home
- vulnerable to being bullied, or are engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- already perceived as a 'problem'
- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

12. Children who have a social worker

Children may need a social worker due to safeguarding and/or welfare needs. This may be due to abuse, neglect and/or complex family circumstances. Sheen Mount recognises that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The local authorities will share the fact that a child has a social worker with the school, and the designated safeguarding lead will ensure that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

The role of the Virtual School has been extended to provide advice and support to children who are subject to a child in need plan or a child protection plan.

13. Children looked after and previously looked after

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

The designated teacher for children looked after is currently Laura Jeffery (Inclusion Leader).

[Role and responsibilities of the designated teacher](#)

The designated teacher has attended appropriate training and ensures that the school has the up to date details of the allocated social worker/personal adviser (care leavers) and the virtual school head teacher in the local authority that looks after the child. Details of the AfC Virtual School can be found at: [AfC Virtual School](#)

14. Identified areas of particular risk for our school

The identified areas of particular risk for Sheen Mount are:

- Higher than average numbers of children with EHCPs, and
- High mobility within the local area.

15. Early help and inter-agency working

At Sheen Mount, we are committed to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage years. In the first instance, staff should discuss early help requirements with the DSL.

Any child may benefit from early help, but at Sheen Mount, we are particularly aware of the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is frequently missing/goes missing from care or from home
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care

- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child.
- has emerging challenging behaviours

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

The DSL can take case to the Early Help Resilience Network meeting to get multi agency support

If early help and or other support is appropriate the case will be kept under constant review and consideration given to a referral to children’s social care if the child’s situation doesn’t appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

As part of meeting a child’s needs our Governing Board recognises the importance of sharing information between professionals and local agencies. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information do not stand in the way of promoting the welfare and safety of children.

[Early Help Strategy](#)

16. What to do if staff are concerned about a child’s welfare

If staff have any concerns about a child’s welfare, they must act on them immediately. Any concerns regarding indicators of abuse or neglect or signs that a child may be experiencing a safeguarding issue should be recorded on CPOMs and the DSL or DDSL should be alerted.

There will be occasions when staff may suspect that a pupil is at risk, but have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

Sheen Mount recognises that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

In these circumstances staff will exercise professional curiosity and will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Following an initial conversation with the pupil, if the member of staff remains concerned they should use CPOMs to record these early concerns and alert the DSL or DDSL.

If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

17. What to do if a pupil discloses to a member of staff

Remember the seven Rs: receive; reassure; respond; report; record; remember; review (see appendix 5 for more details).

We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

For some extra help: [NSPCC Responding to a child's disclosure of abuse](#)

During their conversation with the pupil staff will:

- listen to what the child has to say and allow them to speak freely
- remain calm and not overreact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- reassure the child that it is not their fault and that they have done the right thing in telling someone
- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- take what the child is disclosing seriously
- ask open questions and avoid asking leading questions
- avoid jumping to conclusions, speculation or make accusations
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused
- avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive, but may be interpreted by the child to mean they have done something wrong. There are multiple reasons why children delay disclosing

- tell the child what will happen next

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on. Staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible and then record it on CPOMS in the child's own words alerting the DSL or DDSL. Staff should make this a matter of priority. For physical signs of abuse, there is the facility on CPOMS to record any marks on a body map. If you think the child is in imminent danger, you **must** tell the DSL or DDSL in person so they can take the necessary steps to keep the child safe.

18. Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL or DDSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Single Point of Access.

Where there are concerns about forced marriage, honour based abuse or any harmful practice, parents should not be informed that a referral is being made as to do so may place the child at a significantly increased risk.

19. Making a referral to the Single Point of Access (SPA)

Concerns about a pupil or a disclosure should be discussed with the DSL or DDSL who will help decide whether a referral to the SPA is appropriate. If a referral is needed then the DSL or DDSL should make it. However, anyone, including children can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

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

If you have not had any feedback from SPA within 72 hours of making the referral, you must follow this up

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

If a pupil is in immediate danger or is at risk of harm a referral should be made to SPA and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

SPA contact number: 020 8547 5008.

[SPA online referral form](#)

20. Support for staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL or DDSL and to seek further support as appropriate.

21. Confidentiality

Sheen Mount recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.

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

All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or wellbeing. It is important that staff and volunteers tell the pupil in a manner appropriate to the pupil's age and development that they cannot promise complete confidentiality and that they may need to pass information on to other professionals to help to keep the pupil or other children safe.

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

We will always undertake to share our intention to refer a child to SPA with their parents and carers unless to do so could put the pupil at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the SPA on this point.

22. Record Keeping

As a school we use CPOMS as a secure way of recording pupils' safeguarding and child protection records, access to them is appropriately limited.

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. Information is kept confidential and stored securely. Records include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved; and
- a note of any action taken, decisions reached and the outcome.

When pupils leave Sheen Mount, the school will ensure that their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from their main pupil file, ensuring secure transit and a confirmation of receipt will be requested and retained. Where the receiving school uses CPOMS, their records will transfer automatically once they are enrolled at their new school. Where appropriate, the DSL or DDSL will share information in advance of the pupil transferring so that support can be put in place.

23. Procedure for dealing with complaints and allegations about staff

Sheen Mount has a whole school approach to safeguarding and we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Despite all efforts to recruit safely there may be occasions when allegations of abuse against children are reported to have been committed by staff, practitioners and/or volunteers who work with pupils in our school.

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

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- 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 that they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school.

This applies to any child the member of staff, supply staff or volunteer has contact with in their personal, professional or community life, such as if they had a child protection concern raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the Staff Code of Conduct.

Acceptable Use of IT and the “guidance for safer working practice for adults who work with children and young people in educational settings”

[Guidance for safer working practice 2019](#)

[Guidance for safer working practice addendum April 2020](#)

Guidance about conduct and safe practice, including safe use of mobile phones by staff will also be given at induction.

All employed staff including third parties, where practicable, should be aware of Sheen Mount's Behaviour and Anti-Bullying Policy.

All staff should take care not to place themselves in a vulnerable position with a pupil. It is always advisable for interviews or work with individual pupils or parents to be conducted in view of other adults.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the DSL or DDSL.

The DSL or DDSL on all such occasions will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action.

If the allegation made to a member of staff concerns the headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the headteacher first. Contact details for the Chair of Governors can be found in section 2 of this policy.

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by police or Children's Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home
- the higher standards of conduct demanded by law and regulation of those caring for other people's children
- the position of trust enjoyed by such people

Sheen Mount will follow the London child protection procedures for managing allegations against staff [London child protection procedures: allegations](#) and procedures set out in [Keeping Children Safe in Education 2021](#)

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the headteacher will seek the advice of the LADO and an HR consultant in making this decision. All options to avoid suspension will be considered. In the event of an allegation against the headteacher, the decision to suspend will be made by the Chair of Governors in consultation with the LADO and HR.

If an allegation pertains to another adult not employed directly by the school, for example: catering staff, cleaning staff, peripatetic teachers, sports coaches or a former member of staff, the school will work directly with the employing agency and the LADO as described above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law.

Publication includes verbal conversations or writing including content placed on social media sites.

There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. If a teacher is dismissed due to serious misconduct, or might have been dismissed had they not left first, consideration will be given as to whether to refer the case to the Secretary of State via the Teaching Regulation Agency.

Low level concerns

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - 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
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to

- being over 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
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

The culture of our school is such that staff are encouraged to pass on low level concerns to the DSL or the headteacher. These concerns will be recorded and dealt with appropriately.

Ensuring they are dealt with effectively will also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

24. Whistleblowing

Sheen Mount has a Whistleblowing Policy which is available as a separate document. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

Our school works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback from all members of the school community.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

In the first instance this should be raised with the headteacher, the DSL/DDSL, or the Chair of Governors. If it becomes necessary to consult outside the school, they should speak to the LADO for further guidance and support.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 800 5000 or email: help@nspcc.org.uk

Whistle-blowing issues regarding the headteacher should be raised with the Chair of the Governors whose contact details are in section 3 of this policy.

25. Physical intervention

Sheen Mount promotes a positive environment for all staff, pupils, volunteers and visitors. We have a Behaviour Policy, which outlines our procedures when physical intervention is needed, which is available as a separate document. Staff will always employ de-escalation techniques to stop situations escalating and we acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Staff who are likely to need to use physical intervention will be appropriately trained.

All incidents involving physical intervention will be recorded in Arbor and signed by a witness.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'safe practice' guidance to ensure they are clear about their professional boundaries.

Useful Links:

[Positive environments where children can flourish](#)

[Use of reasonable force in schools](#)

26. Linked Sheen Mount Policies

- [Behaviour and Anti Bullying policy](#)
- [Whistleblowing](#)
- [Health & safety](#)
- [Relationships, Education, Relationships and Sex Education \(RSE\)](#)

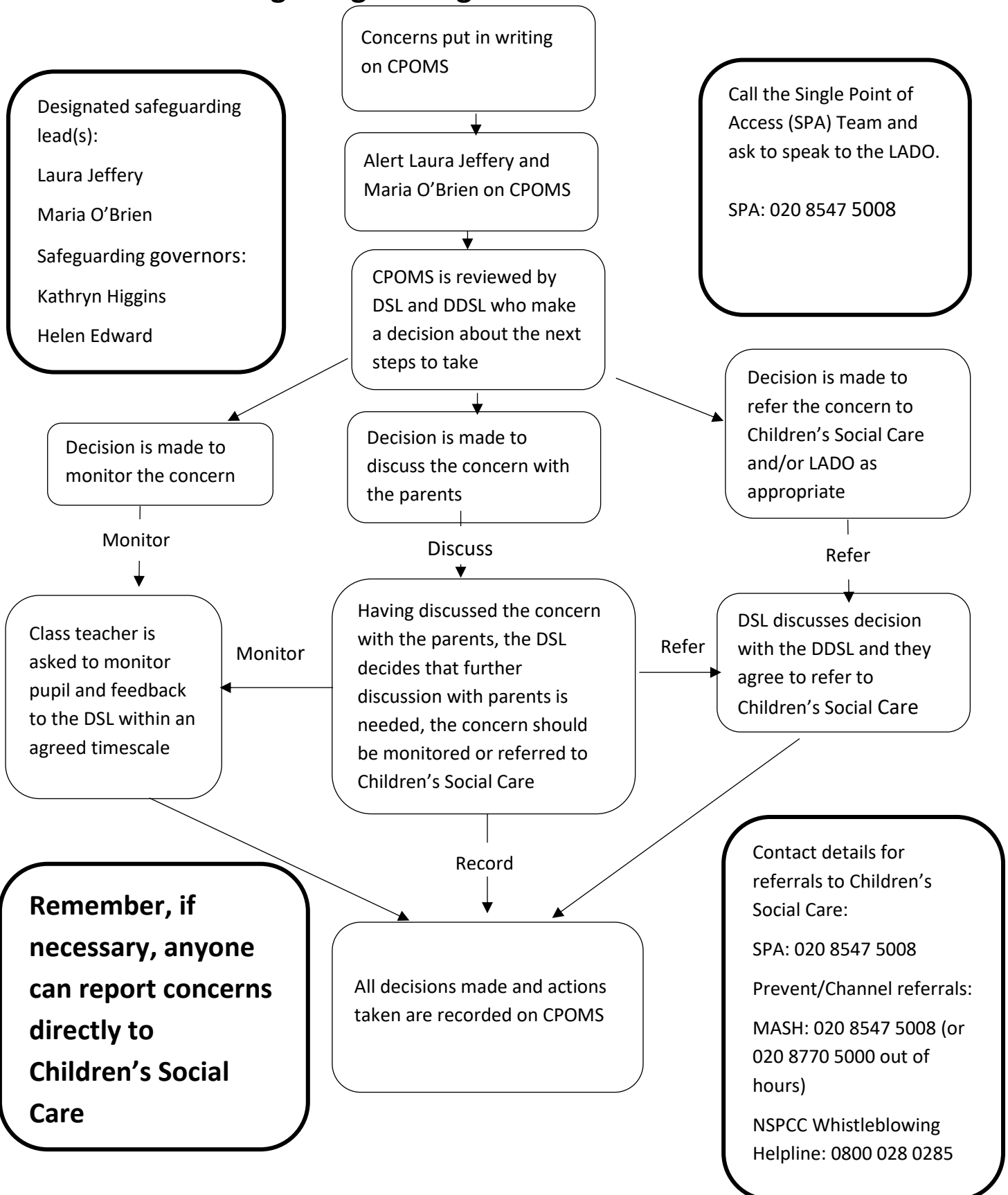
To obtain a copy of other school policies, such as those listed below, please contact the school office on info@sheenmount.richmond.sch.uk, or on 020 8876 8394

- Staff code of conduct
- Acceptable Use of IT Policy Agreement
- Attendance
- Curriculum
- Supporting pupils with medical conditions
- Recruitment and selection
- Staff Discipline

Appendix 1

Concerns flow chart

Raising safeguarding concerns about a child



Appendix 2

Links

Children Act 1989 Care Planning, Placement and Case Review:

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

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

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

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

Keeping Children Safe in Education 2021: www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children 2018: www.gov.uk/government/publications/working-together-to-safeguard-children--2

Inspecting Safeguarding in Early Years, Education and Skills:

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>

Teachers' Standards: <https://www.gov.uk/government/publications/teachers-standards>

What to do if You're Worried a Child is Being Abused: www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Information Sharing:

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

Schools Covid-19 Operational guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

Statutory framework for the early years foundation stage:

https://d.docs.live.net/9b48153fdb534d79/Documents/AfC%20Work/KCSIE_2021_September_guidance.pdf

Statutory guidance for alternative provision: <https://www.gov.uk/government/publications/alternative-provision>

Engaging Neglectful Parents from Affluent Backgrounds: <https://www.gold.ac.uk/media/documents-by-section/departments/social-therapeutic-and-comms-studies/Report---Neglect-in-Affluent-Families-1-December-2017.pdf>

Neglect Toolkit:<https://kingstonandrighmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/child-neglect-toolkit-181.php>

KRSCP Multi-agency Threshold Document:

<https://kingstonandrighmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/multi-agency-threshold-document-144.php>

ACEs video: <https://www.youtube.com/watch?v=XHgLYI9KZ-A>

Mental health and behaviour in schools guidance: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

Mind: <https://www.mind.org.uk/about-us/contact-us/>

Kooth: <https://www.kooth.com/>

Domestic Abuse Act 2021: <https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted>

Children Missing Education Statutory Guidance: <https://www.gov.uk/government/publications/children-missing-education>

Local Guidance:

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/children-missing-education-196.php>

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE September 2021):

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

Beyond Referrals Toolkit:

https://www.csnetwork.org.uk/assets/documents/CSN_BeyondReferrals_SchoolsGuidance_ARTWORK.pdf

When to call the police:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Stop it Now: <https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/>

Beyond Referrals: <https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>

Safeguarding Children from Sexual Exploitation:

https://www.londoncp.co.uk/sg_sex_exploit_ch.html?zoom_highlight=child+sexual+exploitation

Child Sexual Exploitation Definition and Guide: www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

National Cyber Security Centre: [National Cyber Security Centre](https://www.ncsc.gov.uk)

Preventing youth violence and gang involvement: <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Criminal exploitation of children and vulnerable adults: county lines:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Sharing nudes and semi-nudes: how to respond to an incident:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

Searching, Screening and Confiscation:

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

Female Genital Mutilation Statutory Guidance: www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Kingston and Richmond Safeguarding Children Partnership Female Genital Mutilation Policy:

<https://kingstonandrichmondscb.org.uk/news-resources/policies-and-procedures-87/female-genital-mutilation-policy-203.php>

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

Asian Women's Resource Centre: <https://www.asianwomenscentre.org.uk/>

Modern slavery: how to identify and support victims:

<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>

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

Protecting Children from Radicalisation: The Prevent Duty:

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

Educate Against Hate: [Educate against hate](http://Educate%20against%20hate)

Papyrus: <https://www.papyrus-uk.org/suicide-prevention/>

RCPCH updated guidance on fabricated or induced illness:

<https://childprotection.rcpch.ac.uk/resources/perplexing-presentations-and-fii/>

Role and Responsibilities of the Designated Teacher:

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

AfC Virtual School: www.afcvirtualschool.org.uk

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

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

London Child Protection Procedures: Allegations:

https://www.londoncp.co.uk/alleg_staff.html?zoom_highlight=allegations

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

KRSCP guidance to MARVE: <https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/child-exploitation-marve-88.php>

The Assessment Triangle: <https://www.csnetwork.org.uk/assets/documents/Context-Assessment-Triangles.pdf>

KRSCP threshold: <https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/multi-agency-threshold-document-144.php>

Missing Protocol: <https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/missing-protocol-211.php>

Early Help Strategy:

[https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/media/upload/fck/file/EH%20Partnership%20Strategy%209%20Nov%202020%20\(1\)F.pdf](https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/media/upload/fck/file/EH%20Partnership%20Strategy%209%20Nov%202020%20(1)F.pdf)

Criminal Exploitation of Children and Vulnerable Adults: County Lines:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Teaching Online Safety: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Children who run away or go missing from home or care:

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

NSPCC Responding to a child's disclosure of abuse: <https://www.youtube.com/watch?v=bvJ5uBlGYgE>

SPA online referral form:

<https://www.richmond.gov.uk/services/children-and-family-care/single-point-of-access/single-point-of-access-for-professionals>

Guidance for safer working practice 2019:

<https://d.docs.live.net/9b48153fdb534d79/Documents/AfC%20Work/keeping-children-safe-in-education-2021-caspar-briefing.pdf>

Guidance for safer working practice addendum April 2020: <https://www.safeguardingchildren.co.uk/wp-content/uploads/2020/04/Guidance-For-Safer-Working-Practice-COVID-addendum-April-2020.pdf>

AfC physical intervention training (primary): https://5f2fe3253cd1dfa0d089-bf8b2cdb6a1dc2999fecbc372702016c.ssl.cf3.rackcdn.com/uploads/ckeditor/attachments/7799/EISS_Physical_Intervention.pdf

Price training: <https://www.pricetraining.co.uk/your-sector/schools-education/>

Positive environments where children can flourish:

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

Use of reasonable force: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix 3

The Seven Rs

Receive

Listen to what is being said, without displaying shock or disbelief. Accept what is said and take it seriously. Make a note of what has been said as soon as practicable.

Reassure

Reassure the pupil /student, but only as far as is honest and reliable. Do not make promises you may not be able to keep, e.g.: "I'll stay with you", or "everything will be alright now" or "I'll keep this confidential". Do reassure, e.g. you could say "I believe you", "I am glad you came to me", "I am sorry this has happened", "we are going to do something together to get help".

Respond

Respond to the pupil/student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.

Do not ask 'leading' questions, i.e. "did he touch your private parts?" or "did she hurt you?". Such questions may invalidate your evidence (and the child's) in any later court proceedings.

Instead, make use of open ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use: How? When? Who? Where?

Questions beginning with the phrases "tell me", "describe" or "explain" are useful:

- Tell me what happened, tell me who was there....
- Explain what you mean when you say....
- Describe the place to me....
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be the designated lead for safeguarding or Headteacher.

Report

Share concerns with the DSL as soon as possible. If you are unable to contact your DSL, deputy DSL, or most senior member of staff, if the child is at risk of immediate harm, you MUST contact Achieving for Children SPA service or Police.

If you are dissatisfied with the response from the DSL or children's social work, you should ask for the decision to be reconsidered, giving your reasons for this.

A formal referral or any urgent medical treatment must not be delayed by the unavailability of designated staff.

Record

If possible, make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file.

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record as soon as practical, recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.

Record the date, time, place, person's present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. The child should not be examined intimately or pictures taken of any injuries / marks.

All records must be signed and dated clearly with the name of the signatory clearly printed. Children MUST NOT be asked to make a written statement themselves or to sign any records. All records of a child protection nature (handwritten or typed) are passed to the DSL.

Remember

Support the child: listen, reassure, and be available. Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Try to get some support for yourself if you need it.

Review

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure?
- Have these been remedied?
- Is further training required?