



# Sheen Mount Primary School

# Safeguarding and Child Protection Policy

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

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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, in either a paid or a voluntary capacity.

**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

**Local Authority Designated Officer (LADO):**

020 8891 7370

07774 332675

[lado@achievingforchildren.org.uk](mailto:lado@achievingforchildren.org.uk)

# 2. Introduction and purpose

Sheen Mount Primary School fully recognises its moral and statutory responsibility to safeguard and promote the welfare 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 endeavour 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 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;"><b>Designated Safeguarding Lead (DSL)</b></p>  <p style="text-align: center;"><b>Ian Hutchings Headteacher</b> <a href="mailto:headteacher@sheenmount.richmond.sch.uk">headteacher@sheenmount.richmond.sch.uk</a></p>	<p style="text-align: center;"><b>Deputy Designated Safeguarding Lead (DDSL)</b></p>  <p style="text-align: center;"><b>Laura Jeffery Inclusion Leader</b> <a href="mailto:ljeffery@sheenmount.richmond.sch.uk">ljeffery@sheenmount.richmond.sch.uk</a></p>
<p style="text-align: center;"><b>Chair of Governors</b></p>  <p style="text-align: center;"><b>Justine Hebert</b> <a href="mailto:jhebert@sheenmount.richmond.sch.uk">jhebert@sheenmount.richmond.sch.uk</a></p>	<p style="text-align: center;"><b>Nominated Governors for Safeguarding</b></p>  <p style="text-align: center;"><b>Helen Edward      Catherine Riley</b> <a href="mailto:hedward@sheenmount.richmond.sch.uk">hedward@sheenmount.richmond.sch.uk</a> <a href="mailto:criley@sheenmount.richmond.sch.uk">criley@sheenmount.richmond.sch.uk</a></p>

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, parents and all stakeholders, Sheen Mount's commitment to safeguarding and child protection.

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 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 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:

- 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) and the police; and
- develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse, ensuring that this structured procedure is followed by school staff in cases of suspected abuse.

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

## 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 2020](#)
- [Working Together to Safeguard Children 2018](#)
- [What to do if You're Worried a Child is Being Abused](#)
- [Information Sharing](#)

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.

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 (2020) [Part One and Annex A]
- 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 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

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

- 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 are reviewed annually. The Safeguarding and Child Protection Policy is publicly available on the school website;
- 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 A] and that mechanisms are in place to assist those staff in understanding and discharging their roles and responsibilities as set out in the guidance;
- 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;
- 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 and DDSL and that this is submitted to the KRSCP;
- 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 other relevant staff have safeguarding training updated as appropriate;

- at least one member of the Governing Board has completed safer recruitment training to be repeated every five years;
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) 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 are in place for all governors.

### The Headteacher

At Sheen Mount, our headteacher is also the DSL. **As headteacher, he will ensure that:**

- the Safeguarding and Child Protection 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;
- where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- 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; 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 headteacher:**

- holds ultimate 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 and taking account of their wishes and feelings;

- 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 (2020) [Part 1 and Annex A] 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 protections 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.

#### **The DDSL:**

- 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:**

- 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;
- consider, at all times, what is in the best interests of the child;
- know how to respond to a pupil who discloses abuse;
- 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 includes a requirement for the suitability 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 2020 and the KRSCP, LADO and HR policies, procedures and guidance;
- staff are fully aware of how to, and have the confidence to, report misconduct;
- 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 A] 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;
- 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 A of Keeping Children Safe in Education 2020 and will sign to say they have read and understood it. This applies to the Governing Board in relation to Part Two of the same guidance.

### 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.

### 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.

## 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;
- NSPCC training for all relevant staff every two years;

- safer recruitment training for relevant staff to include the head teacher and School Business Manager;
- Signs of Safety training for the DSL and DDSL;
- 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.

## 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).

## 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](#)

## 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
- have difficulty in making or sustaining friendships
- appear fearful

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

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

**It is 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.

## **Domestic abuse**

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

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

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.

## **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.

## **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 2019' 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.

## **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**

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.

Sheen Mount has a clear set of Living Values and expectations of behaviour, and these will be upheld and demonstrated throughout all aspects of school life. The school has a Behaviour 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
- body confidence and self-esteem
- prejudiced behaviour
- bullying behaviour is always wrong

### **Child sexual exploitation (CSE)**

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

### **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 DDSL taking a leading role and using their professional judgment, supported by other agencies, such as children’s social care and the police as required.

### **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)

## Online safety

At home, children may have access to electronic equipment including mobile phones, tablets and computers to access the internet. 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 we aim to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying by pupils will be treated as seriously as any other type of bullying and recorded on our serious incident form.

## 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 and gender 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.

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.

### **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](#)

### **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 DDSL.

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](#)

## **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.

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

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

The above three methods are not mutually exclusive. 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.

## **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](#)

## **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 [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, a reluctance on the part of some adults to accept that abuse can occur, as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

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

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the local authority or otherwise living away from home
- vulnerable to being bullied, or 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 viewed as a 'problem'
- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

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).

## **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 prepared 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.

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

This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

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.

## **16. What to do if staff are concerned about a child's welfare**

If staff have any concerns about a child's welfare, they should 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 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**

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.

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.

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
- 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. 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. You should then alert the DSL or DDSL on CPOMS.

## **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 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 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 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.

## **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

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

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

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

This applies to any child the member of staff or volunteer has contact with in their personal, professional or community life, such as if they had a child protection concerns 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 Sheen Mount User Guide, Code of Conduct and the 'Guidance for safer working practice for adults who work with children and young people in education settings' [Guidance for safer working practice](#)

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

All employed staff, long-term supply staff and other staff 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 the procedures set out in Keeping Children Safe in Education 2020.

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 an adult not employed directly by the school, for example: catering staff, cleaning staff, peripatetic teachers, sports coaches or others, 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.

## 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 and provide staff, pupils and parents with a safe mechanism to raise any concerns.

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 028 0285 or email: [help@nspcc.org.uk](mailto: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.

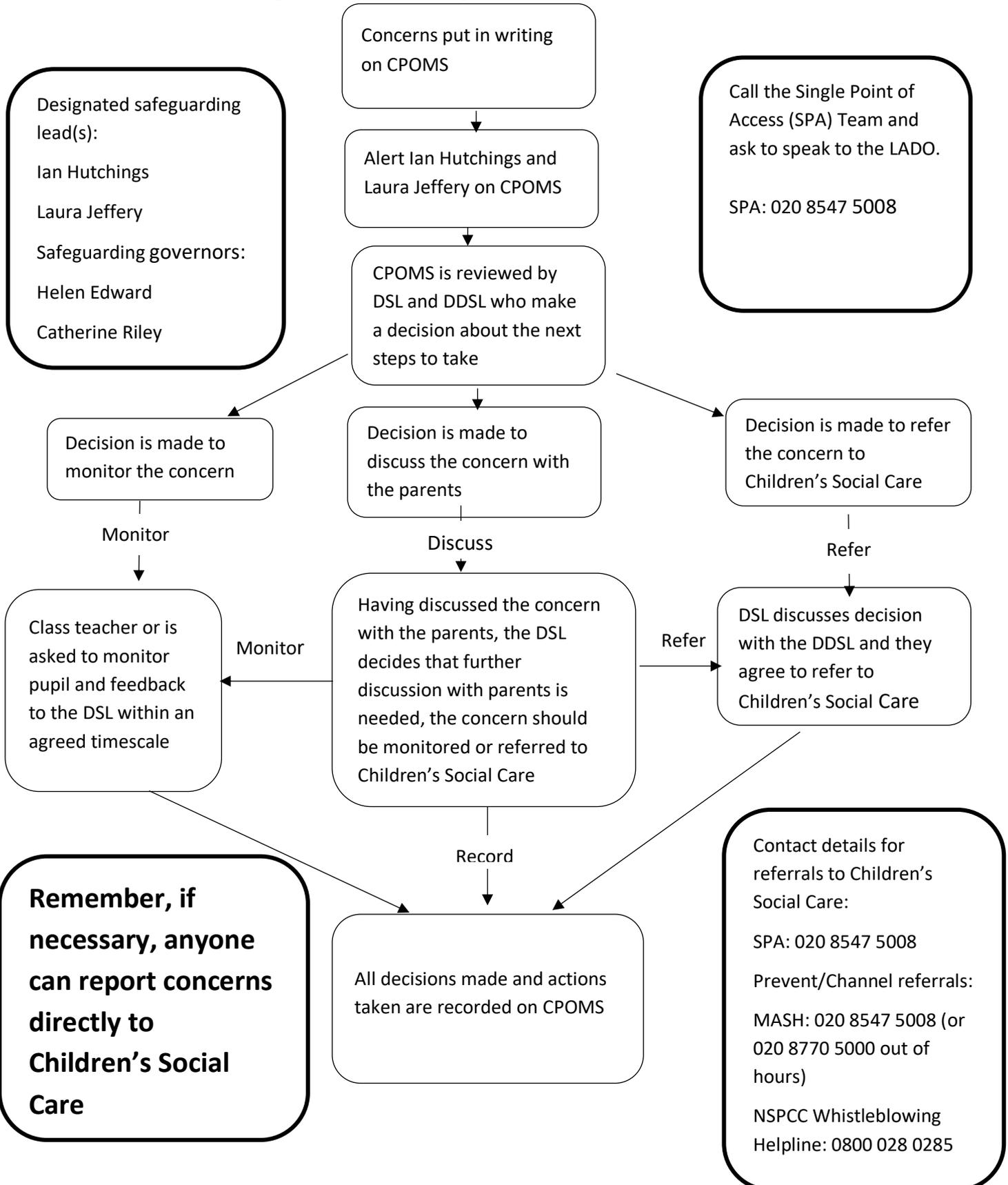
## 25. Physical intervention

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.

# 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](http://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](http://www.legislation.gov.uk/ukpga/2004/31/contents)

**Education Act 2002:** [www.legislation.gov.uk/ukpga/2002/32/section/175](http://www.legislation.gov.uk/ukpga/2002/32/section/175)

**London Child Protection Procedures and Practice Guidance:** [www.londoncp.co.uk](http://www.londoncp.co.uk)

**Keeping Children Safe in Education 2020:** [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://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](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

**What to do if You're Worried a Child is Being Abused:** [www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2](http://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](http://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

**Children Missing Education Statutory Guidance:**

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

**Searching, Screening and Confiscation:**

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](http://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](http://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

**Guidance Forced Marriage:** [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)

**Looking After Someone Else's Child:** [www.gov.uk/looking-after-someone-elses-child](http://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](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

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

**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](http://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](http://www.afcvirtualschool.org.uk)

**Early Help Assessment:** [www.achievingforchildren.org.uk/early-help-assessment](http://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](http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf)

**London Child Protection Procedures: Allegations:** [www.londoncp.co.uk/chapters/alleg\\_staff.html](http://www.londoncp.co.uk/chapters/alleg_staff.html)

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