



# Child Protection Policy

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## Contents

	Page
1. Introduction	3
2. Policy statement, principles and aims	3
3. Terminology	4
4. Statutory Framework	4
5. Key personnel in the school	6
6. Roles and responsibilities	7
7. Good practice guidelines	8
8. Abuse of trust	9
9. Children who may be particularly vulnerable	9
10. Support for those involved in a child protection issue	10
11. Complaints procedure	10
12. If you have concerns about a colleague	10
13. Staff who are the subject of an allegation	
14. Safer recruitment	
15. Extended school and off-site arrangements	12
16. Photography and images	12
17. Safeguarding and child protection procedures	22
18. Key service contacts	

## **Appendices**

- One Safeguarding Summary & Working Practice Agreement
- Two Record of Concern
- Three Whistle blowing code
- Flow Chart One
- Flow Chart Two

**CARLISLE INFANT SCHOOL AND HAMPTON HILL JUNIOR SCHOOL FEDERATION**

### **Child Protection Policy**

## **1. Introduction**

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles follow.

- It is the school's responsibility to safeguard and promote the welfare of children.
- Children who are happy and feel safe make more successful learners.
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date.

## **2. Policy statement, principles and aims**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect, and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors, and are consistent with those of the Richmond upon Thames Local Safeguarding Children Board (LSCB).

### **Principles**

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so.

### **Aims**

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the school.
- To demonstrate the school's commitment with regard to safeguarding children.

## **3. Terminology**

Safeguarding children (the action we take to promote the welfare of children and protect them from harm) is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of their 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 best outcomes.

It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns (see section 6 for further guidance on this).

**Child protection** refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children 2013](#)) in respect of those children who have been identified as suffering, or are likely to suffer, significant harm.

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

**Child** refers to anyone who has not yet reached their 18<sup>th</sup> birthday.

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

#### **4. Statutory Framework**

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The London Child Protection Procedures (2014)
- Keeping Children Safe in Education (DfE 2015)
- [Keeping Children Safe in Education: Part 1: Information for all school and college staff \(DfE 2016\) and ANNEX A](#)
- [Working Together to Safeguard Children \(DfE 2016\)](#)
- The Education (Pupil Information) (England) Regulations 2005
- What to do if you are worried a child is being abused (DfE 2015)

Working Together to Safeguard Children (DfE 2015) requires all schools to follow the procedures for protecting children from abuse which are established by Kingston and Richmond Safeguarding Children Boards.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse. Schools should ensure that those groups or individuals who hire and / or use their building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their duties, if children or vulnerable adults are using the building or grounds.

Furthermore:

Keeping Children Safe in Education (DfE September 2016) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Senior Person (referred to in 'Keeping Children Safe in Education (DFE, July 2015 ) as Designated Safeguarding Lead') should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with the Designated Safeguarding Lead should undergo updated child protection training every two years

The document "Keeping Children Safe in Education" DfE September 2016 must be read in conjunction with this policy and should be kept as an appendix to the school's child protection policy. The school will publish its child protection policy on its website and signpost all stakeholders to information that will actively keep children safe online.

All staff should read Keeping Children Safe in Education, Part 1.

## 5. Key personnel

### Hampton Hill Junior School

<b>DESIGNATED SAFEGUARDING LEAD (DSL) :</b>	<b>Mandy Appleyard</b> <b>0208 979 3019</b>
<b>DESIGNATED SAFEGUARDING LEAD (DSL) :</b>	<b>Caroline Wrigglesworth</b> <b>0208 979 3019</b>
<b>NOMINATED CHILD PROTECTION GOVERNOR:</b>	<b>Louise Bell</b> <b>07773 431213</b>
<b>HEADTEACHER:</b>	<b>Alan Went</b> <b>02089793019</b>

### Carlisle Infant School

<b>DESIGNATED SAFEGUARDING LEAD (DSL) :</b>	<b>Vicki Trinder</b> <b>0208 979 2770</b>
<b>DESIGNATED SAFEGUARDING LEAD (DSL) :</b>	<b>Karen Hood</b> <b>0208 979 2770</b>
<b>NOMINATED CHILD PROTECTION GOVERNOR:</b>	<b>Louise Bell</b> <b>07773 431213</b>
<b>HEADTEACHER:</b>	<b>Karen Allum</b> <b>0208 979 2770</b>

## **6. Roles and responsibilities**

### **The school has ensured that the Designated Safeguarding Leads:**

- are appropriately trained in line with local expectation set out by the LSCB;
- act as a source of support and expertise to the school community;
- have an understanding of LSCB procedures<sup>1</sup>;
- keep written records of all concerns, when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file;
- refer cases of suspected neglect and/or abuse to children's social care or the police in accordance with this guidance and local procedure (see below at footnote);
- provide information about the child and family where assessments under the Children Act 1989 are being carried out by children's social care;
- notify children's social care if a child with a child protection plan is absent without explanation;
- ensure that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed;
- attend and/or contribute to child protection conferences in accordance with local procedure and guidance;
- co-ordinate the school's contribution to child protection plans<sup>2</sup> (including core groups);
- develop effective links with relevant statutory and voluntary agencies;
- ensure that all staff sign the Working Practice Agreement ( Appendix One) to indicate that they have read and understood this policy;
- ensure that the child protection policy is updated annually;
- liaise with the nominated governors and head of school (where the role is not carried out by the head of school) as appropriate;
- keep a record of staff attendance at child protection training (please note that this is also reported to Richmond upon Thames LSCB);
- make this policy available to parents.

### **The governing body ensures that the school has:**

- a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training;
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request;
- a staff behaviour policy/code of conduct which should amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media;

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1. Local templates for reporting to child protection case conferences are available on Richmond upon Thames LSCB webpages at [www.richmond.gov.uk/lscb](http://www.richmond.gov.uk/lscb)

- procedures for dealing with allegations of abuse made against members of staff, including allegations made against the head of school;
- safer recruitment procedures that include the requirement for appropriate checks in line with national guidance ([https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding\\_Children\\_and\\_Safer\\_Recruitment\\_in\\_Education\\_Booklet.pdf](https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf));
- a training strategy that ensures all staff, including the headteacher, receive child protection or safeguarding children training, with refresher training at three-yearly intervals. The Designated Safeguarding Leads should receive refresher training at two-yearly intervals;
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The Governing body nominates a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head of school. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

The Governing body, with the headteacher, puts in place appropriate safeguarding responses to 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. The schools refer to the government's missing children and adults strategy and the department's children missing education guidance which provides useful information when considering children who go missing from education.

#### **The headteacher:**

- ensures that the child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time and resources to enable the Designated Safeguarding Leads to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures; and
- ensures that children's safety and welfare is addressed through the curriculum.

### **7. Good practice guidelines**

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- Treat all children with respect.
- Set a good example by conducting themselves appropriately.
- Involve children in decision-making which affects them.
- Encourage positive and safe behaviour among children.
- Be a good listener.
- Be alert to changes in a child's behaviour.
- Recognise that challenging behaviour may be an indicator of abuse.
- Read and understand all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing.

- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid.
- Maintain appropriate standards of conversation and interaction with and between children, avoiding the use of sexualised or derogatory language.
- Be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

## **8. Abuse of trust**

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

## **9. Children who may be particularly vulnerable**

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

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

- disabled or have special educational needs;
- living in a known domestic violence and abuse situation;
- affected by known parental substance misuse, mental ill health or adult learning disability;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic, neglectful and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- children who may be at risk of sexual exploitation; or
- do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

## **10. Support for those involved in a child protection issue**

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person who will keep everyone informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of help lines, counselling or other avenues of external support;
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures; and
- co-operating fully with relevant statutory agencies.

## **11. Complaints procedure in respect of poor practice behaviour**

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child, or discriminating against them in some way. Complaints are managed by senior staff, the Head of school and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

## **12. If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle blowing code (appendix three) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. Any concern of poor practice or about a child's welfare brought about by the behaviour of colleagues should be reported to the head of school. Complaints about the head of school should be reported to the chair of governors.

## **13. Staff who are the subject of an allegation**

When an allegation is made against a member of staff, set procedures must be followed. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and

safety, and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported immediately to the head of school. Allegations against the Head of school should be reported to the chair of governors. The Local Authority Designated Officer (LADO) should also be informed within one working day of all allegations that come to the attention of the school or that are made directly to the police.

If a school removes a staff member (either a paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the school must make a referral to the [Disclosure and Barring Service](#). It is an offence to fail to make a referral without good reason.

Further guidance on safer recruitment and the management of allegations can be found on the Department of Education webpages here:  
<http://www.education.gov.uk/aboutdfe/statutory/q00213145/safeguarding-children-safer-recruitment>

For further information on managing allegations against staff contact your LADO via the Single Point of Access for children's services at the following email address: [SPA@richmond.gov.uk](mailto:SPA@richmond.gov.uk)

Guidance on managing allegations against members of staff is available on the LSCB website and within Working Together to Safeguard 2013.

#### **14. Safer recruitment**

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with the local authority and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- be checked through and registered with the Disclosure and Barring Service as appropriate to their role; and
- be interviewed by a panel including a Governor trained in Safer Recruitment.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have received a copy of the child protection policy (see: appendix one).

#### **15. Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures. When our children attend off-site activities, we will check that effective child protection arrangements are in place.

## **16. 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 children 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 child's first name with an image;
- ensure that children are appropriately dressed;
- encourage children to tell us if they are worried about any photographs that are taken of them;

## **17. Safeguarding and child protection procedures**

The Single Point of Access, more commonly known as SPA, is the first point of contact for child protection and safeguarding. Their phone number is: **020 8547 5008**

Their website is: [http://www.richmond.gov.uk/single\\_point\\_of\\_access](http://www.richmond.gov.uk/single_point_of_access)

To make an on-line referral go to:

[http://www.richmond.gov.uk/home/services/children\\_and\\_family\\_care/single\\_point\\_of\\_access/single\\_point\\_of\\_access\\_for\\_professionals.htm](http://www.richmond.gov.uk/home/services/children_and_family_care/single_point_of_access/single_point_of_access_for_professionals.htm)

[If you believe the child to be at risk of imminent harm you should always contact the police by calling 999 and then call SPA.](#)

### **Recognising abuse**

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse/sexual exploitation and neglect.

### **Physical abuse**

This 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. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse**

This is a form of abuse which involves the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the

needs of another person. It may include not giving a child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

This can involve forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

This form of abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect can be defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur at any time and can start during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-takers); or
- ensure access to appropriate medical care or treatment.
- The child may be overweight or underweight, and they may appear hungry or wanting food;

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[\(Definitions taken from Working Together to Safeguard Children 2015\)](#)

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. Every incidence of bullying should be reported and will be managed through our anti-bullying procedures. The subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head of school and the DSL will consider implementing child protection procedures.

## **Indicators of abuse and what you might see**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they tell.

It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/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.

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 Designated Safeguarding Leads to decide how to proceed. It is very important that you report your concerns – you do not need absolute proof that the child is at risk.

## **The impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties

## **Other forms of abusive behaviour towards children**

Children may also be vulnerable to exploitation sexually, being trafficked and exploited for economic reasons by adults or family members, or vulnerable to bullying through gang activities.

- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

### **Children missing from education**

[Children missing from education](#) is a potential indicator of abuse or neglect. The school and staff should follow the school's procedures for dealing with 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 going missing in the future.

### **Honour based violence**

This is a crime or incident which may have been committed to protect or defend the honour of the family or community.

### **Private Fostering**

A [private fostering](#) arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

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

School staff should notify the Designated Safeguarding Leads when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check if they are aware of their duty to inform the local authority. The school itself has a duty to inform the local authority of the private fostering arrangements.

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

## **Child Sexual Exploitation and Female Genital Mutilation**

[Child sexual exploitation](#) (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

[Female Genital Mutilation](#) (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. It is mandatory for schools to report concerns of FGM.

### **Peer on Peer Abuse**

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse.

This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear about our policy on peer on peer abuse which we treat in the same way as any other safeguarding concern in school by referring to the Designated Safeguard Lead

### **Cyber-bullying**

[Bullying](#) is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Detailed guidance can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444862/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)

and here: <http://www.childnet.com/search-results/?keywords=cyberbullying>

### **Preventing Radicalisation – The Government’s Prevent Duty**

Schools are subject to a duty under Sect 26 of the Counter-Terrorism and Security Act (CTSA 2015) to have “due regard” to those drawn into terrorism. Schools must ensure children are protected from extremist materials, including online; ensure staff are appropriately trained to identify any risks, and that they assess the risk of children being drawn into terrorism and extremism. More information can be found here about promoting British values:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Protecting children from the risk of radicalisation is part of our wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. In order for us to fulfil the Prevent duty, it is essential for our staff to be able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. We will build our pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, we will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

All our staff have undergone Prevent training (December 2015) and have a good understanding of the Prevent guidance and are trained to recognise vulnerability to being drawn into terrorism. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances. School staff understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf) and here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

## Taking action

Key points to remember for taking action:

- In an emergency take the action necessary to help the child, for example, call 999.
- Report your concern to the DSL immediately if possible – at the very latest by the end of the day.
- If the DSL is not around, ensure the information is shared with the most senior member of staff available

## More Information

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on their website <https://www.nspcc.org.uk/>

All staff are able to access broad government guidance on the issues listed below via the [www.gov.uk](http://www.gov.uk) website or the LSCB website <http://www.kingstonandrichmondscb.org.uk/>

### If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no real evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical, but inconclusive, signs. In these circumstances, you should give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use the Record of concern form (see: Appendix Two) to record these early concerns. If the child does begin to reveal that they are being harmed you should follow the advice in the section 'If a child discloses to you' below.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person. **(See Flowchart One)**

### If a child discloses information to you (See Flowchart Two)

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed (particularly if the abuse is sexual) their abuser may have threatened them if they tell anyone, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen. If you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- allow them to speak freely;
- remain calm and do not over react – the child may stop talking if they feel they are upsetting you;
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘this isn’t your fault’, ‘You are doing the right thing in talking to me’;
- do not be afraid of silences – remember how hard this must be for the child;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this;
- avoid asking leading questions, ask open-ended questions for clarification purposes only;
- at an appropriate time, tell the child that in order to help them you must pass the information on;
- do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive, but the child may interpret it that they have done something wrong;
- tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise, let them know that someone will come to see them before the end of the day;
- report verbally to the designated person;
- write up your conversation as soon as possible on the record of concern form and hand it to the designated person;
- avoid taking notes whilst in conversation with the child; and
- seek support if you feel distressed.

### **Notifying parents**

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL 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, then advice will first be sought from children’s social care.

### **Referral to children’s social care**

The DSL will make a referral to children’s social care by contacting the Single Point of Access (SPA details at the end of this document); if it is believed that a child is suffering or is at risk of suffering significant harm. The child (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 child.

### **Action when children are not collected from school at the end of the day**

The child will remain at school if they are not collected; staff will try to contact the parent/carer using the available telephone numbers;

If the parent/carer or other family member with parental responsibility cannot be contacted by the time all clubs have finished, the school will contact SPA **020 8547 5008** after 4.45pm.

In exceptional circumstances, it may be necessary for a child to be taken from school to another appropriate venue (relative/friend etc.) while the parent/carer is being located. SPA will make further enquiries to identify any possible alternative venue for interim care of the child until the parent/carer is contacted; Parents will be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

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

### **Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved, but also to ensure that information being released into the public domain does not compromise evidence for any future investigation or prosecution.

Staff should only discuss concerns with the designated person, head of school or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a need-to-know basis.

Child protection information will be stored and handled in line with [Data Protection Act 1998](#) principles. Information is:

- processed for limited purposes;
- adequate, relevant and not excessive;
- accurate;
- kept no longer than necessary;
- processed in accordance with the data subject's rights; and secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be tagged to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

**Related safeguarding policies/ procedures can be made available:**

- Physical intervention and the use of reasonable force
- Complaints procedure
- Anti-bullying
- Appropriate physical contact
- Whistle blowing
- SEND
- Behaviour
- Missing children
- Safer recruitment
- Managing allegations & grievance and disciplinary
- Acceptable use of IT policy

## **18. Key service contacts:**

### **Single Point of Access (SPA)**

Civic Centre,  
44 York Street  
Twickenham  
TW1 3BZ

Phone: 020 8547 5008

Email:

[spa@richmond.gov.uk](mailto:spa@richmond.gov.uk)

### **Child and Family Consultation Service**

Richmond Royal Hospital  
Foot Road  
Kew  
Richmond  
TW9 2TE

Phone: 020 8772 5661

### **LCSB Richmond Local Authority Designated Officer ( LADO)**

Phone: 020 8831 6323

Vivien Rimmer

Phone: 020 8831 6008

### **Head of Safeguarding**

Sara Doyle

Phone: 020 8891 7961

### **Emergency out of hours contacts:**

For child protection concerns in an emergency, outside of office hours, all day on Saturdays, Sundays and bank holidays:

**Telephone:** 020 8744 2442

**Minicom:** 0845 600 7752

**Type Talk:** 1800 1 020 8744 9414



**SAFEGUARDING SUMMARY & WORKING PRACTICE AGREEMENT**

Hampton Hill Junior School and Carlisle Infant School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**EVERY MEMBER OF STAFF HAS INDIVIDUAL RESPONSIBILITY FOR REFERRING ANY CHILD PROTECTION CONCERNS**

The following have been compiled from the following key documents (which are available to read on the main staff server):

1. Keeping Children Safe in Education 2016
2. Working Together to Safeguard Children 2015

**GOOD PRACTICE:**

- Treat all children with respect
- Provide a good example and 'positive role model' to the pupils
- Be a good listener
- Be alert to changes in behaviour
- Observe other people's right to confidentiality (unless you need to report something to the Designated Safeguarding lead: Mandy Appleyard/Caroline Wrigglesworth/Karen Hood/ Vicki Trinder-CIS)
- Challenging behaviour could be a sign of abuse
- Recognise the bully and those being bullied
- Treat all children equally; never favour one child or build 'special relationships' with individual children except where one to one learning is part of a plan.
- Keep your training up to date: Safeguarding/ First aid/ epipen training. We keep records of all Safeguarding training.
- Vulnerable pupils: know who they are/ class vulnerable pupil list
- If a child discloses, inform the Designated Safeguarding Leads straightaway.
- If it 'feels' wrong – write it down. Write down the facts only. Remain objective. Try not to show your feelings.
- Get a second opinion

### **Terms to know-**

- LADO – local authority designated officer( allegations against adults who work with children)
- LAC – looked after child ( always considered vulnerable)
- SPA – single point of access ( contact for referring any child protection concerns)
- FGM – female genital mutilation
- Prevent Duty – building pupil’s resilience to radicalisation, protecting them from the risk of radicalisation and identifying those that may be vulnerable.
- CSE – Child Sexual Exploitation

### **INDICATORS OF ABUSE:**

- Bruises, burns, fractures....
- Pain or discomfort
- Arms & legs covered even in summer
- Worried about getting changed for PE
- Look uncared for
- Change eating habits
- Change behaviour
- Challenge
- Self-harm
- Frequently late
- Wary of physical contact
- Knowledgeable about drugs or alcohol

### **IF A CHILD DISCLOSES:**

- Allow them to speak freely
- Remain calm & don’t overreact
- Do not make promises
- Reassuring words and nods
- Do not be afraid of silences
- Do not ask investigative questions i.e. how many times, does it happen to siblings etc....
- At appropriate time tell the child that you need to pass the info on
- Praise them for telling you
- Tell them what will happen next : take child with you to see the Designated Safeguarding Leads or tell them someone will come and talk to them later
- Report it verbally
- Write it up asap on Record of concern template
- You can interrupt a meeting if it’s a disclosure!

**You should never:**

- Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people’s children.
- Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
- Discriminate either favourably or unfavourably towards any child.
- Give personal contact details, text, email or telephone, or make arrangements to contact, communicate or meet children outside of work.
- Develop ‘personal’ or sexual relationships with children.
- Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so.
- Be sarcastic, embarrass or humiliate, make remarks or “jokes” to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate\* or offensive nature.
- Behave in an illegal or unsafe manner whilst transporting children, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle that is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driven, fail to use seatbelts and drive in a safe manner at all times.
- Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example: under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress which is likely to impair your judgement.

Please ensure that you make yourself familiar with the ‘**Disqualification by Association**’ information and requirements factsheet which can be found on the Main staff server under Safeguarding.

Declaration

**Name** \_\_\_\_\_

I confirm that I have read the school’s Child Protection Policy and agree to abide by the Safe Working Practice guidance contained therein.

Copies are available on the website, server under main staff area and from the school office.

I confirm that I know the identity role and responsibilities of the Designated Safeguarding Leads:

Mandy Appleyard  
Caroline Wrigglesworth  
Vicki Trinder  
Karen Hood

Deputy Headteacher-HHJS  
Safeguarding & Inclusion & Admissions Officer HHJS  
Deputy headteacher-CIS  
Designated Safeguarding Lead CIS

**Signed** \_\_\_\_\_

**Date** \_\_\_\_\_

The Headteachers and Governors of Hampton Hill Junior School and Carlisle Infant School thank you for your support of the arrangements made for the safety and care of young people and adults in our school community.

*All documents referred to are available on the Main Staff server under ‘safeguarding’*

**APPENDIX TWO**

**School Record of Concern**

Please use this form to record any details of any disclosures made to you or any concerns that you may have about a child's well-being and give it to the Designated Safeguarding Lead for child protection

**TODAY:**

Mandy Appleyard/ Caroline Wrigglesworth/Karen Hood/Vicki Trinder

<b>Child's Full Name:</b>	<b>CLASS:</b>
<b>Name of person completing this form:</b>	<b>Date:</b>
<b>Please detail your concerns about this child. (What have you observed? What have you been told?)</b>	

## **APPENDIX THREE**

### **Whistle blowing code for issues relating to children and young people**

#### **Purpose of the code**

The school adheres to the local authority whistle blowing policy and procedures that enable staff to raise concerns relating to:

- crime;
- a miscarriage of justice;
- illegality;
- health and safety;
- environmental or property damage;
- unauthorised use of public funds; and
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff understand the role of whistle blowing in the context of poor practice, and unacceptable conduct and attitudes towards children.

#### **When to use the code**

The whistle blowing procedures in this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a child is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation;
- contravening health and safety guidelines;
- serious breaches of the school's code of ethical practice;
- professional practice that falls short of normally accepted standards; and
- compromising pupils' welfare, but in a way that does not meet the threshold for child protection intervention.

#### **Reasons for blowing the whistle**

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that children are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects children, but also deters any suggestion that you have colluded with poor practice which you knew was occurring, but chose to ignore.

Whistle blowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child and the reputation of the whole school.

### **Barriers to whistle blowing**

You may worry that you have insufficient evidence to raise a concern that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced. These concerns are entirely understandable, but you can be reassured that whistle blowing procedures address these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistle blowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

### **Confidentiality and anonymity**

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern and the key evidence is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistle blowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

### **Reporting procedure**

It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.

- You may raise your concern verbally or in writing. You should report your concern directly to the headteacher.
- If the headteacher is the subject of your concern, speak to the chair of governors.
- A friend, colleague or union representative may accompany you to the meeting if you wish.
- Ensure the head or chair informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

## **Process and outcome**

The head of school or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred. Members of the school community, including governors, may be asked to provide information or advice.

- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistle -blower will be kept informed of the progress of the inquiry.
- The outcome of the inquiry will be one of the following:
  - No poor practice or wrong doing is established and the case is closed.
  - The concern has some substance and the subject of the concern will receive advice and support from the headteacher to improve practice.
  - Poor practice or wrongdoing is established and disciplinary proceedings are initiated.
  - The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

## **Further action**

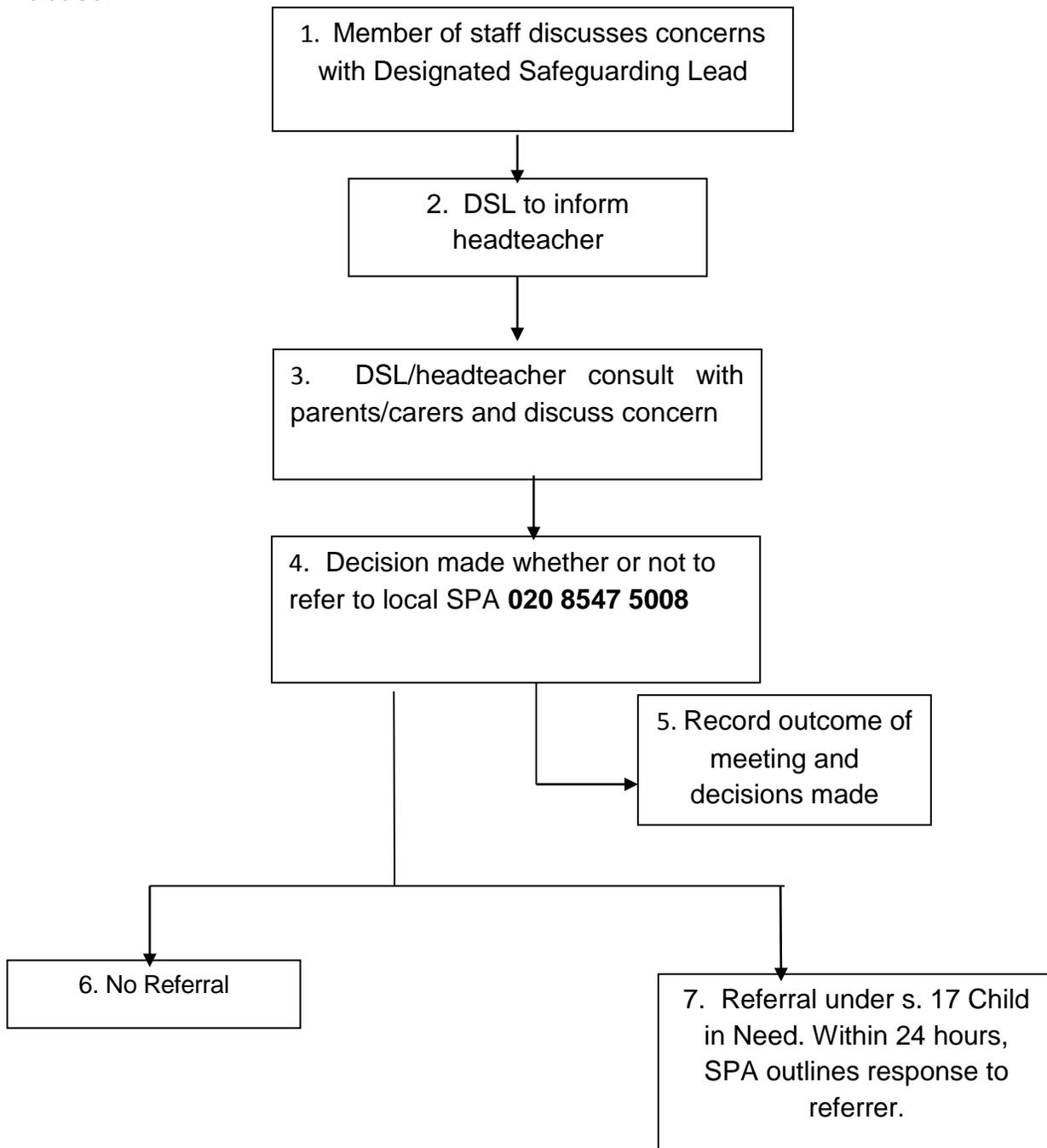
If you raise a concern and you are dissatisfied with the way it is managed or the outcome, you may contact the governing body or local authority for advice.

Alternatively, you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work  
3rd Floor, Bank Chambers, 6-10 Borough High Street, London, SE1 9QQ  
020 7404 6609  
whistle@pcaw.co.uk  
[www.pcaw.co.uk](http://www.pcaw.co.uk)

**Flowchart One:**

**When there are serious concerns about a child's welfare but no specific evidence of abuse:**



**Flowchart Two:**

**Action to be taken when child/young person discloses, or a member of school staff suspects, that abuse has occurred outside of school:**

