

## Learning in Harmony Trust

### Hartley Primary School Safeguarding Policy

#### Context

*Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.*

*Keeping Children Safe in Education (DfE 2016)*

The document '[Keeping Children Safe in Education](#)' and the supplementary advice **must** be read in conjunction with this policy.

The Learning in Harmony Trust takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of all children and to work together with other agencies to ensure adequate arrangements are in place within our learning community to identify, assess, and support those children who are suffering harm. This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, and related guidance. This includes:

- [Southend, Essex and Thurrock \(SET\) Child Protection Procedures](#) (2016)
- [Newham Local Safeguarding Children's Board Procedures](#) (2016)
- [Keeping Children Safe in Education](#) (2016)
- [Working Together to Safeguard Children](#) (2015)
- [Disqualification under the Childcare Act \(2006\)](#) (DfE, 2015)
- [The Prevent Duty](#) (2015)
- [Counter Terrorism and Security Act](#) (HMG, 2015)
- [Multi-Agency Practice Guidelines: Female Genital Mutilation](#) (2015)
- [What to do if You're Worried a Child is Being Abused](#) (2015)

This policy should be read in conjunction with the following school policies: e-Safety Policy; First Aid and/or Intimate Care Policy; Positive Handling and/or Physical Contact Policy; Safer Recruitment Policy; Staff Code of Conduct; Whistleblowing Policy.

## 1. Aims/Objectives

- 1.1 To maintain children's welfare as our paramount concern.
- 1.2 To create a culture of vigilance, where the welfare of all pupils is promoted and where timely and appropriate safeguarding action is taken.
- 1.3 To provide an environment in which children feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.
- 1.4 To provide support and guidance so that children have a range of trusted adults who they feel confident to approach if they are experiencing difficulties.
- 1.5 To protect children from harm and ensure that they are taught in a way that is consistent with the law and our values, promoting respect for all others.
- 1.6 To use the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision-making so that children have a range of strategies to ensure their own protection and understand the importance of protecting others.
- 1.7 To ensure all staff are able to recognise the signs and symptoms of abuse and are aware of the procedures and lines of communication.
- 1.8 To monitor and support children who have been identified as vulnerable, keeping confidential records which are stored securely and shared appropriately with other professionals.
- 1.9 To make parents/carers aware of the policies and practices for safeguarding and ensure that, wherever possible, every effort is made to establish open and honest working relationships.
- 1.10 To develop effective and supportive liaison with parents/carers and other agencies, ensuring pupils receive the right help at the right time.

## 2. Roles and Responsibilities

- 2.1 All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. There are, however, key people within schools and Local Authorities who have specific responsibilities under child protection procedures. The names of those in our school carrying out these responsibilities are listed in Appendix 1 and appendix 10
- 2.2 The Designated Safeguarding Lead in school has responsibility for managing child protection referrals, safeguarding training and raising awareness of all safeguarding and child protection policies and procedures. It is their role to ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They should be a source of advice and support for other staff in relation to child protection matters. It is the role of the Designated Safeguarding Lead to make appropriate and timely referrals to Children's Services in accordance with the current procedures. If, for any reason, the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead has been identified who will act in their absence.
- 2.3 The Trust and Leadership Teams within each school are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (*see policy on Safer Recruitment for further information*).
- 2.4 The Governing Body at each school is responsible for ensuring:
  - all staff and volunteers undergo effective safeguarding training and that it is regularly updated (at least annually);
  - the school contributes to inter-agency working in line with statutory guidance;
  - information is shared and stored appropriately;
  - children are taught about safeguarding, including online safety and that appropriate filters and monitoring systems are in place;
  - children are taught to keep themselves safe through the provision of a broad and balanced curriculum; and
  - volunteers and visitors are appropriately supervised in school.

Governors and directors must not be given details relating to individual child protection cases, or situations, to ensure that confidentiality is not breached.

- 2.5 The Headteacher/Designated Safeguarding Lead and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 (*S.157 for Independent schools*) of the Education Act 2002. Safeguarding updates are also provided to each school's Governing Body as part of the Headteacher's report.
- 2.6 Each school will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.
- 2.7 The school will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.
- 2.8 The Local Authority for each school provides a Designated Officer who is available to offer advice and support and to ensure that training is available for the school's Designated Safeguarding Lead.

### 3. Procedures

- 3.1 When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given access to a copy of our school's Safeguarding Policy, advised who our Designated Safeguarding Lead (and Deputy) is and informed how to share concerns with them, see appendix 9a/b and 10
- 3.2 Staff are also given access to Keeping Children Safe in Education - information for all school and college staff (DfE, July 2015) and What To Do If You're Worried a Child is Being Abused (HMG, March 2015), which gives helpful advice about how to respond to child protection concerns or disclosures.
- 3.3 All staff are kept informed about safeguarding and child protection responsibilities and procedures through induction, briefings and regular awareness training.
- 3.4 Concerns for a child may come to the attention of staff, volunteers or other adults in a variety of ways, for example through observation of behaviour (including behavioural change), injuries or disclosure. Any adult who has a concern for a child, however insignificant this might appear to be, must discuss this with the Designated Safeguarding Lead or a designated person as soon as is practicable. More serious concerns, such as allegations or disclosures of abuse, must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff or volunteer they should follow the guidance below:

- Allow the child to make the disclosure at their own pace and in their own way.
- Avoid interrupting, except to clarify what the child is saying.
- Do not ask leading questions or probe for information that the child does not volunteer.
- Reassure the child that they have been heard and explain what you will do next and to whom you will talk.
- Record the conversation as soon as possible on an *Initial Concern or Nagging Doubt Form* (Appendix 2) or *Safeguard Software Tool*, including the following information:
  - Child's name and date of birth.
  - The incident(s) which gives rise for concern with date(s) and time(s).
  - A verbatim record of what the child has said.
  - If recording bruising/injuries indicate position, colour, size, shape and time on the appropriate body map (Appendix 3a-3c).
  - Signature of the person completing the report, including the names of any witnesses.
  - Any notes should also be attached to the document.
- Hand the *Initial Concern or Nagging Doubt Form* to the Designated Safeguarding Lead or designated person who will decide on the appropriate action. They will ensure that records relating to concerns for the welfare or safety of children are kept separate from other files and are stored securely in chronological order.
- In all but the most exceptional cases, parents/carers will be made aware of the concerns felt for a child at the earliest possible stage.
- Seek support and advice for yourself if appropriate.
- It is important to remember that any issues are confidential and staff should be

informed on a 'need to know' basis only. (See appendix 9a and 9b for managing concerns around safeguarding)

- 3.5 The Designated Safeguarding Lead, or the Deputy, will immediately refer cases of suspected abuse or allegations to Children's Services. A telephone referral to Children's Service must be confirmed in writing within 48 hours.
- 3.6 The Early Help Assessment (EHA) relevant to each school's Local Authority should be used to support a child protection referral. A completed EHA form contains all the information required for a child protection referral and should be sent to Children's Services. In cases where there have been mounting concerns about a child, it is likely that an EHA will already have been completed prior to a child protection referral. A telephone referral to Children's Services – in cases where there are immediate safeguarding concerns - should be confirmed in writing within 48 hours, using the EHA form to provide the information required. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure, plus any advice given. This written confirmation must be signed and dated by the referrer.
  - Southend schools: the EHA form and guidance is available on the Southend LSCB website and Southend Learning Network.
  - Newham schools: the EHA form and guidance is available on the Newham LSCB website and Newham Council website.
- 3.7 The school will always undertake to share our intention to refer a child to Children's Services with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Children's Services or Essex Police.
- 3.8 If a member of staff continues to have concerns about a child and feels the situation is not being addressed, or does not appear to be improving, the staff member concerned should press for re-consideration.
- 3.9 Parents and carers are informed about our school's duties and responsibilities under child protection procedures on admission and on the school website.

#### **4. Records and Monitoring (making a referral)**

- 4.1 Well-kept records are essential to good child protection practice. Learning in Harmony Trust schools are clear about the need to record any concern about a child or children, the status of such records and when these records should be passed over to other agencies.
- 4.2 Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location of the incident. The source of the information should be recorded, as well as a note of other people involved, for example, as witnesses, and there should be a clear distinction between fact and professional opinion. All records will be dated and signed, detailing the name and position of the person making the

record, and include the action taken. This information will be presented to the Designated Safeguarding Lead (or Deputy) who will then decide on appropriate action.

- 4.3 These file notes are kept in a confidential child protection file, which is separate from the pupil file. All child protection records are stored securely and confidentially, and are accessible through the Designated Safeguarding Lead (or Deputy). The school should retain the record for as long as the pupil remains at the school. When a pupil with a child protection record reaches statutory school leaving age, the last school attended should keep the child protection file for 35 years after the last entry to allow for an access to records request by the child as an adult.
- 4.4 If a pupil transfers from our school to another, their child protection records will be forwarded to the new educational setting without delay, separate from their main pupil file. Care will be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. If posted, this should be by recorded delivery and schools should ensure receipt of the information. Copies may be retained if for example, there are siblings in the school and the records relate to them too, or there is an ongoing complaint or request for access to records.

## **5. Attendance at Core Groups, Conferences etc. (supporting pupils at risk)**

- 5.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at any Child Protection Conference called for children on the school roll, or previously known to them. A report will be made available to the Conference Chair, 48 working hours in advance of the conference, and shared with the parents/carers before the day of the conference (Appendix 4). Whoever attends the conference will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference and express a view, at the end of the meeting, as to whether the child(ren) should be made subject to a Child Protection Plan.
- 5.2 Notes should be taken at all meetings and shared with staff on a 'need to know' basis (Appendix 5). These should be stored confidentially or uploaded to Safeguard Software. If in any doubt, consult with the Designated Safeguarding Lead.
- 5.3 If a child is made subject to a Child Protection Plan, or a Child in Need Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, progress, welfare and presentation. If the school is part of the Core Group, the Designated Safeguarding Lead will ensure that the school is represented and provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the Core Group Meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's Social Worker immediately and then record that they have done so and the actions agreed.
- 5.4 If there is an unexplained absence of a child subject to a Child Protection Plan, the child's Social Worker must be notified immediately.

## **6. Confidentiality**

- 6.1 Confidentiality is an issue which needs to be discussed and fully understood by all those

working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

- 6.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held treated confidentially.

## 7. Training and Support

- 7.1 The Designated Safeguarding Lead (and Deputy) will undergo updated child protection training at least every two years, in accordance with Keeping Children Safe in Education (DfE, July 2015).

The Designated Safeguarding Lead is responsible for ensuring that all staff and volunteers receive appropriate safeguarding training to equip them to carry out their responsibilities for child protection effectively. Training is conducted every three years, with annual refresher training and sessions for new staff and volunteers as appropriate, which forms part of their induction.

A record of all Child Protection training will be kept.

- 7.2 The Designated Safeguarding Lead or Headteacher, in the first instance, will provide support and supervision to staff involved in child protection issues. Schools can also provide external supervision and the Headteacher can signpost to outside agencies for professional support/supervision.
- 7.3 All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Handbook / Code of Conduct. All staff and volunteers are required to read key policies, including the Safeguarding Policy (and Keeping Children Safe in Education) and Code of Conduct, and sign to record they have read and understood them. Temporary staff who work with children are made aware of the school's arrangements for child protection and their responsibilities.

## 8. Categories of Abuse and Specific Safeguarding Issues (Appendix 6)

- 8.1 Keeping Children Safe in Education defines abuse as the maltreatment of a child.  
*'Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.'*

- 8.2 The four main types of abuse referred to in Keeping Children Safe in Education are: Physical; Sexual; Emotional; and Neglect. However, all adults should be aware of the wider [definitions and signs and symptoms of abuse](#). *Please click on the link and ensure you are up to date with the different types of abuse and the fact that SEND pupils are more vulnerable to abuse and neglect.*
- 8.3 Whilst each school within the Trust will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues. Government guidance is available on the [GOV.UK](#) website and organisations such as the NSPCC ([www.nspcc.org.uk](http://www.nspcc.org.uk)) provide specialist information.

## 9. Allegations against staff

- 9.1 All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct.
- 9.2 The school works in accordance with statutory guidance in respect of allegations against an adult working with children (in a paid or voluntary capacity).
- 9.3 Each school within the Trust has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection. Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors.
- 9.4 Where an allegation against a member of staff has been received, the Headteacher, senior named person, or the Chair of Governors must inform the Local Authority Designated Officer within one working day. Where the allegation is against the Headteacher, the Chair of Governors will consult with the Designated Officer.
- 9.5 The Designated Officer has overall responsibility for oversight of the procedures for dealing with allegations against staff members. Wherever possible, contact with the Designated Officer should be made immediately, as they will then advise on how to proceed and whether the matter requires police involvement. This will include advice on speaking to pupils, parents and HR. The school will manage these procedures alongside the disciplinary process in liaison with the school's HR Advisor.
- 9.6 In accordance with 'Keeping Children Safe in Education' (DfE, 2016) details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, the record should be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer. However, cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references.

## 10. Monitoring and Evaluation





## Contact Information

	Blenheim	Greenways	Hartley	JFK	Sheringham	Upton Cross
<b>Designated Safeguarding Lead</b>	Darren Woollard 01702 474684	Sue Duggans 01702 987950	Kiran Bhangra 020 8472 2523	Julie Newman 020 8534 8544	Kath Sewell 07921 000778	Nick Turvey 0208 552 1084
<b>Deputy Designated Lead(s)</b>	Rick Taylor Amanda Wiley Suzy Crowe James Green Sophie Hill Clare Garwood Jane Price Nix King Sue Hills	Jo Calver Kathy Rees	Leilah McClay James Berry Kam Kahlon Jennifer Brobbey Jerome Lodewyk Vicky York	Diane Rochford Shaun Dobbs Pablo Menendez Debbie Foster Janet Still Kim Gregory Ben Hawes Nithra Subrananiam	Chris Lewis Afzal Chowdhury Hannah Phillips Vicky York	Rashida Khan Michelle Richardson Gavin McGregor Emma Turtington Matina Jones Katie Edwards Charlotte Moore Gilli Menhiun
<b>Safeguarding Governor</b>	Chrissy Papas	Catherine Crabb	Bilan Yusuf	Karen Malcolm	Amie Jallow	Ishmat Mussa
<b>Designated Officer (LADO)</b>	Allison Francis 01702 534539 <a href="mailto:allisonfrancis@southend.gov.uk">allisonfrancis@southend.gov.uk</a>		Mary Jacobs / Patricia Hussein 0203 373 1462 / 07766 071941 <a href="mailto:CPRT.LADO@newham.gov.uk">CPRT.LADO@newham.gov.uk</a>			
<b>LA Contact</b>	Sharon Langston 01702 534591 <a href="mailto:safeguardingforchildren@southend.gov.uk">safeguardingforchildren@southend.gov.uk</a>		Kathy Dee 0203 373 0673 <a href="mailto:kathy.dee@newham.gov.uk">kathy.dee@newham.gov.uk</a>			
<b>Children's Services</b>	First Contact 01702 534495 / 534496 <a href="mailto:fct@southend.gov.uk">fct@southend.gov.uk</a> (unsecure) <a href="mailto:fct@southend.gcsx.gov.uk">fct@southend.gcsx.gov.uk</a> (secure)		Newham Triage Service 020 3373 4600 <a href="http://www.newham.gov.uk/triage">www.newham.gov.uk/triage</a>			
<b>Out of Hours</b>	0845 606 1212 01245 492127		020 8430 2000			
<b>Anti-Terrorist Hotline</b>	0800 789321 <a href="mailto:SBFIMU@essex.pnn.police.uk">SBFIMU@essex.pnn.police.uk</a> <a href="mailto:PREVENT@essex.pnn.police.uk">PREVENT@essex.pnn.police.uk</a>		0800 789321 <a href="mailto:PREVENT@met.pnn.police.uk">PREVENT@met.pnn.police.uk</a>			



### Initial Concern or Nagging Doubt

Name of Child \_\_\_\_\_  
 Year / Class \_\_\_\_\_  
 Date of Birth \_\_\_\_\_

Nature of concern:

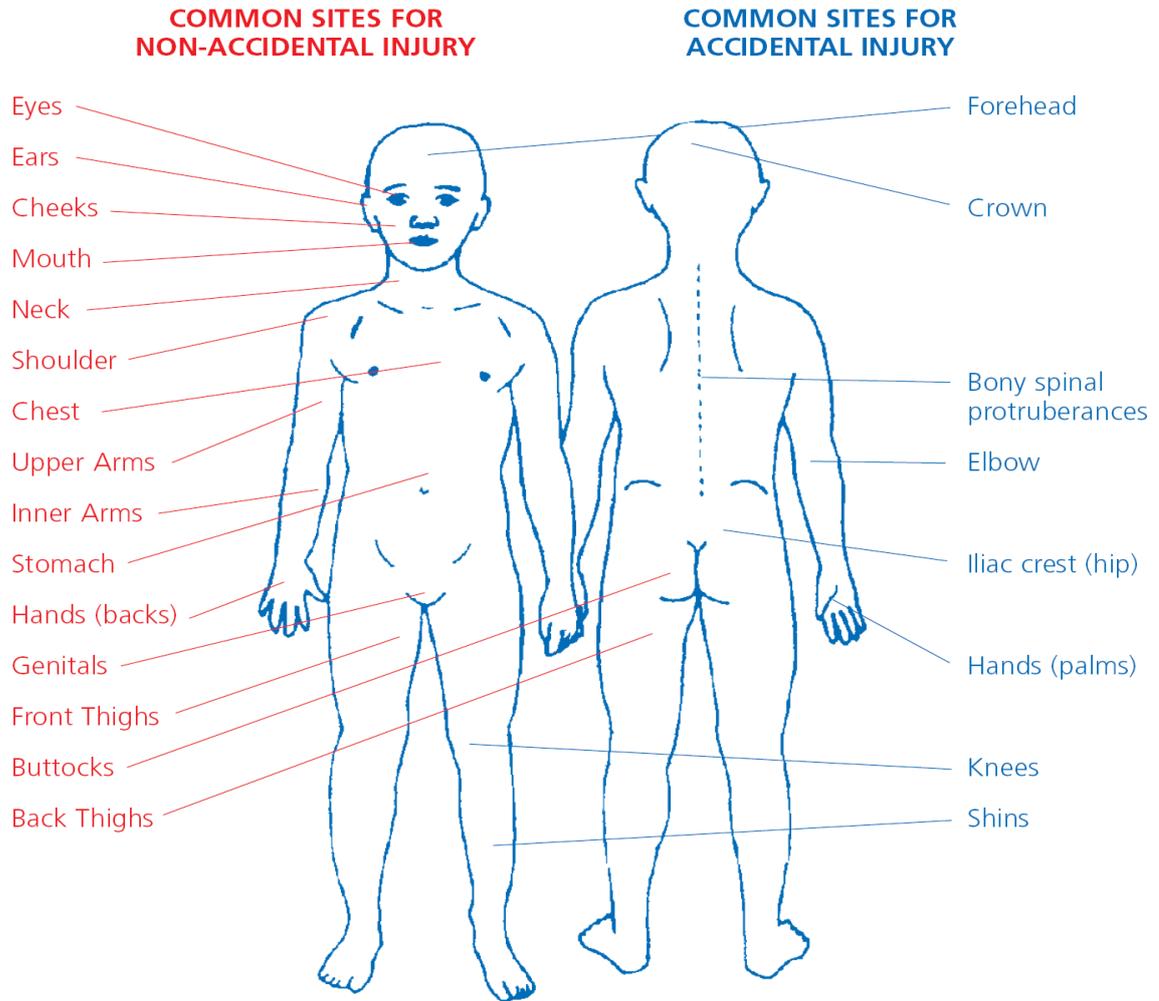
Source of information:

Time and Date of Report		Name of Reporting Professional		Signed	
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Action Taken: *To be completed by a designated person*

Time and Date of Report		Name of Reporting Professional		Signed	
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## Body Map: common sites for non-accidental and accidental injuries

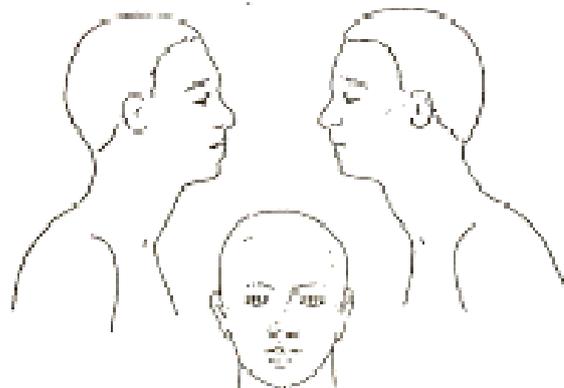
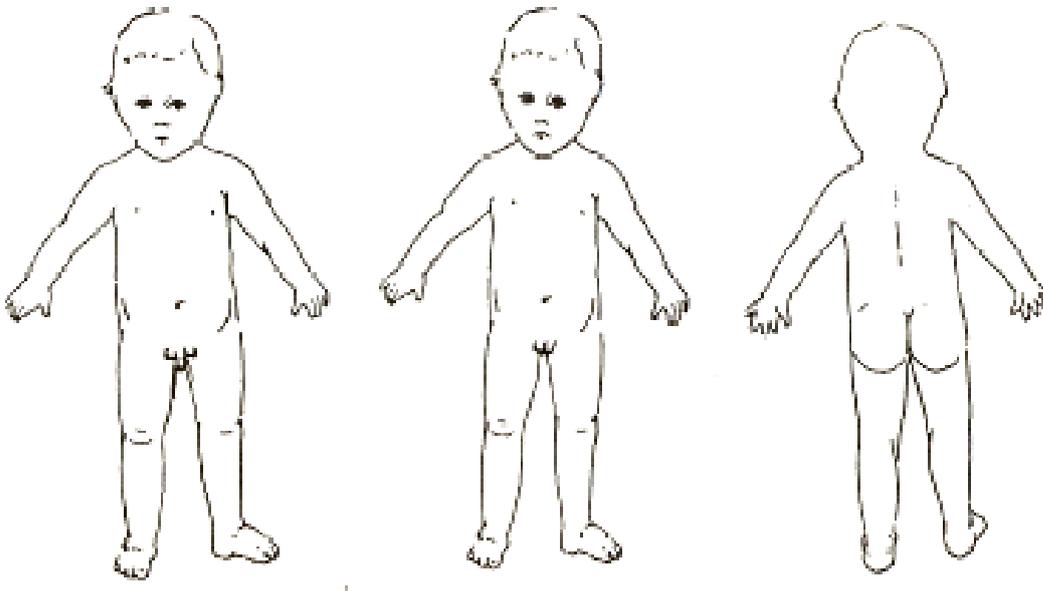


## Body Map for Recording Concerns (0-3 Years Old)

<b>Forename</b>		<b>Date of Birth</b>	
<b>Surname</b>		<b>Date of Observation</b>	

Illustrate any concern regarding physical injury on this sheet and provide a Nagging Doubt form with further information. Indicate the position of any bruising, cuts or abrasions and approximate age where possible. Show size, shape and colour of marks observed. Do not remove clothing for the purpose of this.

Hand to the *Designated Safeguarding Lead* on completion.



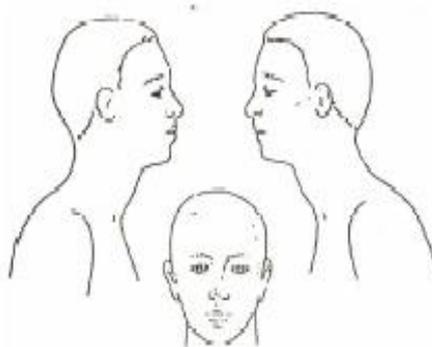
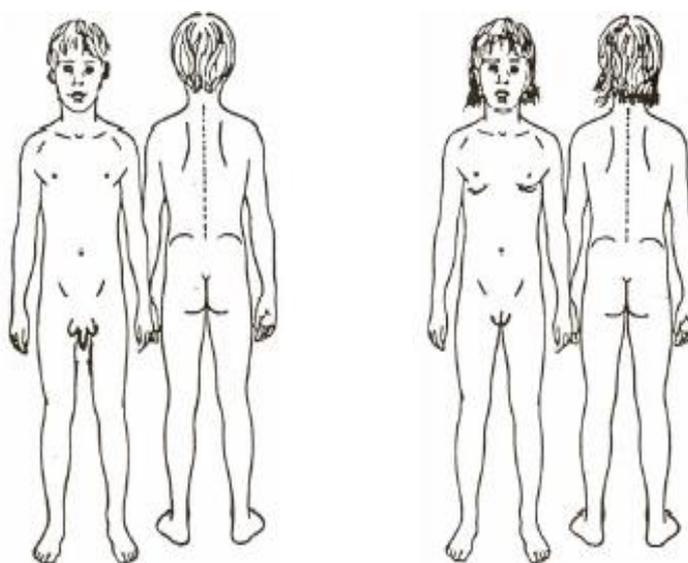
<b>Name of person completing report</b>		<b>Time</b>	
<b>Signed</b>		<b>Date</b>	

## Body Map for Recording Concerns (4-19 Years Old)

<b>Forename</b>		<b>Date of Birth</b>	
<b>Surname</b>		<b>Date of Observation</b>	

Illustrate any concern regarding physical injury on this sheet and provide a Nagging Doubt form with further information. Indicate the position of any bruising, cuts or abrasions and approximate age where possible. Show size, shape and colour of marks observed. Do not remove clothing for the purpose of this.

Hand to the *Designated Safeguarding Lead* on completion.



<b>Name of person completing report</b>		<b>Time</b>	
<b>Signed</b>		<b>Date</b>	

## REQUEST FOR INFORMATION

### Hartley Primary school

Hartley Avenue, East Ham, London E6 1NT

020 84722523    info@hartley.newham.sch.uk

### Personal Details

Name of Pupil		Date of Birth	
Home Address		Date of Meeting	

### Summary of Strengths and Areas for Development

#### Child's Developmental Needs (social, emotional, behavioural etc)

Strengths:

- 

Areas for Development:

- 

#### Child's Learning Needs

Reading	Writing	Maths	Science

Strengths:

- 

Areas for Development:

- 

#### Engagement with Parents

Strengths:

- 

Areas for Development:

-

**Child's Views**

Strengths:

- 

Areas for Development:

- 

**Additional Information**

- 

Name of professional completing report:	
Signed:	
Date:	

*Reports will usually be shared with the family and other professionals unless otherwise agreed. If there is sensitive or confidential information which should be restricted, it is the responsibility of the member of staff attending the meeting to contact the chair to make appropriate arrangements for this information to be considered.*

## Feedback Form

*Please use this form to record key information from the meeting and liaise with relevant members of staff. This form should be kept in the child's confidential folder. No confidential information should be passed on without discussion with the Designated Safeguarding Lead.*

<b>Child Protection Conference</b> <input type="checkbox"/>		<b>Child Protection Core Group</b> <input type="checkbox"/>	
<b>Child in Need Meeting</b> <input type="checkbox"/>		<b>Looked After Child Meeting</b> <input type="checkbox"/>	
<b>Date:</b>	<b>Venue:</b>	<b>Person Attending:</b>	<b>Child(ren):</b>

<b>Notes:</b>	<b>Actions to be taken:</b>

## **Specific Safeguarding Issues**

### **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. 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, and sexual bullying including cyber-bullying 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. Schools report any information about CSE to the police, as well as referring to Children's Services, as appropriate.

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

Our staff are alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. FGM is a collective term for illegal procedures, which include the removal of part or all external female genitalia for cultural or other non-medical reasons. Victims of FGM are likely to come from a community that is known to practise FGM. Staff 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 in Chapter 3 (p.16-17) of Agency Practice Guidelines: Female Genital Mutilation (HMG, 2015). There is a legal obligation for any suspicion of intended, or actual, FGM to be referred to Children's Services and/or the Police.

### **Prevent Duty**

Under Section 26 of the Counter Terrorism and Security Act (HMG, 2015), schools are required to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty and seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat posed by those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health.

The Prevent Duty requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- be safe spaces in which children/young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

The Learning in Harmony Trust works in accordance with the Prevent Duty and follows departmental advice for schools on preventing children from being drawn into terrorism. Prevent is not about criminalising a vulnerable person but about supporting them. The purpose is to protect children from harm and ensure they are taught in a way that is consistent with the law and our values. Awareness of Prevent, and the risks it is intended to address, are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Prevent referrals should be reported in line with all other safeguarding procedures using an *Initial Concern or Nagging Doubt Form*. Any concerns that one of our pupils is at risk in this respect will be referred to Children's Services.

Essex Police can be contacted to discuss any concerns at: [PREVENT@essex.pnn.police.uk](mailto:PREVENT@essex.pnn.police.uk)

MET Police can be contacted to discuss any concerns at: [PREVENT@met.pnn.police.uk](mailto:PREVENT@met.pnn.police.uk)

All staff and volunteers have access to a Workshop to Raise Awareness of Prevent (WRAP) as part of their safeguarding training.

### **Private Fostering**

Each school makes sure that privately fostered children are properly and safely cared for. Local Authorities are under a legal duty to ensure the welfare of a privately fostered child is being promoted and safeguarded, and are therefore required to undertake assessments of proposed or actual private fostering arrangements. As such, we always inform the Local Authority when we are notified about such an arrangement or become aware of one.

A private fostering arrangement is one that is made privately (that is to say without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of full blood, half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

# Person Vulnerable to Radicalisation (VTR) Referral Form

Sept 2015



RESTRICTED WHEN COMPLETE

**Section 1: Person referring to complete**  
(please expand boxes as required)

<b>Subject's Full Name</b> (include all known alias/maiden if relevant)	
<b>Date and place of birth</b>	
<b>Full Address</b>	
<b>Telephone</b>	
<b>Spouse/Partner/Parents/Guardian Names/D.O.B</b>	
<b>Children/Siblings' Names/D.O.B</b>	
<b>Ethnicity</b>	
<b>Religion</b>	
<b>Reason for Referral</b>	

<b>Background and risk issues - see Guidance Notes (include chronology if known)</b>	
Faith / Ideology:	
Personal / emotional & Social:	
Risk / Protective factors:	
Desire for Change:	
<b>Referrer's full name, role, contact details &amp; date submitted.</b>	Date:

**Section 2: Essex Special Branch to complete**

<p><b>FIMU ACTIONS:</b></p> <p><b>FIMU to enter on to FIMU system.</b></p>	<p>FIMU officer: _____</p> <p>Date: _____ Time: _____</p>
<p><b>Deconfliction checks by FIMU</b></p> <p>Any shareable information to be added under section 3 police checks.</p>	<p>Conflict <input type="checkbox"/> If yes, stop VTR process; referral to <b>pursue</b></p> <p>No conflict <input type="checkbox"/> If No, email to Prevent for CMIS entry, information gathering stage, submission to Channel Chair and signposting.</p> <p>FIMU assessment by: _____</p>
<p><b>PREVENT ACTIONS:</b></p> <p><b>Submitted to Channel Chair</b></p>	<p>Information gathering stage, initial VAF and submission to Channel</p> <p>Date: _____</p> <p>Panel area: _____</p> <p>VAF completed and attached (date and by who): _____</p>
<p><b>CHANNEL CHAIR ACTIONS:</b></p> <p><b>Is the referral being brought to panel or signposted to specific department or agency?</b></p>	<p><input type="checkbox"/> Submit to Channel panel</p> <p>Signposting and Rational: _____</p> <p>Decision to close referral made by: _____</p> <p>Date: _____</p>
<p><b>Referrer notified</b></p>	<p>By: _____ Date/Time: _____</p>

### Section 3: Partner complete agency checks

This process must only take place after SB deconfliction checks.

#### Partner system checks

(please expand boxes as required)

<b>Police inc. PNC, PND</b> <input type="checkbox"/>	Detail:  Completed by: _____ Date/time: _____
<b>Adult Services</b> <input type="checkbox"/>	Detail:  Completed by: _____ Date/time: _____
<b>Children's Services</b> <input type="checkbox"/>	Detail:  Completed by: _____ Date/time: _____
<b>Education</b> <input type="checkbox"/>	Detail:  Completed by: _____ Date/time: _____
<b>Housing</b> <input type="checkbox"/>	Detail:  Completed by: _____ Date/time: _____
<b>General Health</b> <input type="checkbox"/>	Detail:  Completed by: _____ Date/time: _____
<b>Mental Health</b> <input type="checkbox"/>	Detail:  Completed by: _____ Date/time: _____
<b>Other (please state)</b>	Detail:  Completed by: _____ Date/time: _____

**Once completed, email to: [SBFIMU@essex.pnn.police.uk](mailto:SBFIMU@essex.pnn.police.uk)**

## GUIDANCE NOTES

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

### **Faith / ideology**

- Are they new to a particular faith / faith strand?
- Do they seem to have naïve or narrow religious or political views?
- Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?
- Have there been specific examples or is there an undertone of “ Them and Us “ language or violent rhetoric being used or behaviour occurring?
- Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?
- Are there particular grievances either personal or global that appear to be unresolved / festering?
- Has there been an increase in unusual travel abroad without satisfactory explanation?

### **Personal / emotional / social issues**

- Is there conflict with their families regarding religious beliefs / lifestyle choices?
- Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?
- Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?
- Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?
- Have they got / had extremist propaganda materials ( DVD's, CD's, leaflets etc.) in their possession?
- Do they associate with negative / criminal peers or known groups of concern?
- Are there concerns regarding their emotional stability and or mental health?
- Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

### **Risk / Protective Factors**

- What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? e.g.; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.
- Is there any evidence of others targeting or exploiting these vulnerabilities or risks?
- What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

### **Desire for change**

Do they have the ability to change with / without support? Why / Why not?

How motivated are they to make steps towards changing their attitudes and behaviour?

How sustainable do you think their motivation / desire is?

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*The Constabulary collects and uses personal information so that it can carry out its legal and legitimate functions as defined by legislation, common law and best practice. Information is used to:*

- Prevent and detect crime
- Apprehend and prosecute offenders
- Protect life and property
- Maintain law and order and give assistance to members of the public

*Information is handled in accordance with the Data Protection Act 1998, which sets out 8 Data Protection Principles of good information handling practice governing the fair and lawful processing, maintenance and security of data. Please ensure that in processing the attached information, you undertake to ensure the principles are complied with. Further information can be found at: [www.essex.police.uk](http://www.essex.police.uk)*

## Safe use of Images Guidance

We recognise that photographs and video recordings for school and family use are important, although the potential misuse of images means that everyone has a shared responsibility to ensure that individual and parental rights are respected, and that vulnerable individuals are protected from risk. The taking of photographs or videos at school events is not a breach of the Data Protection Act and is permitted by the Learning in Harmony Trust. However, all parents/carers are reminded about their role in keeping every child safe by not publishing images online, particularly on social networking sites. This paragraph is read out or paraphrased at every school event where parents may wish to take photographs or videos. Parents and carers taking photographs and video recordings is not permitted during normal routines e.g. in classrooms, on school visits, unless otherwise agreed.

Photographs taken for official use in school or to be shared with a wider audience either through the press or online, may be subject to the provisions of the Data Protection Act. Permission from those with parental responsibility for a child is needed before photographs are taken for publication. Parents are asked to complete a form on admission to the school and records of children whose images must be protected are maintained by the office. It is the responsibility of the member of staff taking or publishing the photos to find out about children whose images should not be used. If parents disagree over consent, it will be treated that consent has not been given.

When images are recorded for school use and/or publication it is important that pupils are suitably dressed and care must be taken during PE lessons, particularly when children are swimming. All images should be screened by the photographer for acceptability and any image that could be used inappropriately should be deleted or destroyed. Images of groups are sometimes more appropriate than individual children, as are images from behind as this makes the children less identifiable. Images should also be inclusive, showing boys and girls from different backgrounds and abilities. In publications where the pictures have captions, it is good practice to only include first names, although local press will insist on publishing surnames. Schools may keep photographs and video recordings as evidence of children's learning and as a record of school events. Digital images are stored on servers, cloud based storage and on staff laptops/iPads.

Anyone identified taking unauthorised images of children should be reported to the Police.

## **Use of Mobile Phones**

All staff may have a personal mobile phone in their possession at work. However, mobile phones should only be used for dialling out in an emergency or receiving calls when an emergency call is anticipated. Staff should not use their phones for other purposes. However, it is acceptable to use mobile phones whilst on trips in order to make contact with school or other adults involved with the trip. If photos are to be published on Twitter (and all parents and carers have given permission), photos may be taken and uploaded, but should be deleted within 24 hours and must never be stored on a phone.

Children are discouraged from bringing mobile phones into school. However, we recognise that many parents like their children to make contact with them before and after school, particularly older pupils who walk on their own. Therefore, any child bringing a mobile phone to school must not use the phone during school hours and must sign/hand in their phone in and out of the main office. Children must not take photographs or use the internet on their phones or any other personal device e.g. tablet, watch. Phones are not permitted on school trips under any circumstances.

Parents are entitled to use their phones to make and receive calls, although this should be in public spaces and not in classrooms.

## IN THE EVENT OF A MISSING CHILD AT SCHOOL

1. Notify staff immediately and request support, reporting when and where the child was last seen. Remember to focus on the needs of any children remaining in your care.
2. Alert the Headteacher. If the Headteacher is unavailable, contact one of the Deputy Headteachers or a senior member of staff.
3. Carry out a quick search and look for possible breaches in security (check whether the missing child is hiding, attending an intervention group or after-school club etc). Do not pursue a child if they have intentionally left the school grounds.
4. After 5-10 minutes, phone the child's parents/carers (and other contact numbers if appropriate) to see if they can be accounted for.
5. Dial 999 and report the child as missing (Essex Police: 0300 333 4444). You will need access to their record file and you will be asked to provide a physical description.

In the event of a child going missing with a disability, contact the incumbent local authority in addition.

6. Staff may continue to search the school grounds and local area if a child is reported missing, but should not pursue the child. All staff involved in the search should carry mobile phones/radios so they can be contacted/make contact if the child is found.
7. If a parent is reporting their child missing outside of the normal school day, make sure that someone is at home to let them in if they arrive and to take phone calls.
8. If after school, ring round class friends to see if anyone saw the missing child leaving school/whether they went home with a friend.
9. Ensure the office phone lines are kept free to receive calls and someone is there to coordinate.

*NB. Schools should use their discretion based on the child's individual needs/circumstances.*

## **IN THE EVENT OF AN UNCOLLECTED CHILD AT SCHOOL**

1. Check pupil records in office and phone child's parents/carers. Phone other contacts if necessary after fifteen minutes.
2. Alert the Headteacher. If the Headteacher is not available, contact one of the Deputy Headteachers or a senior leader.
3. Ask the child if they know of any other telephone numbers for parents/carers or other family members we could contact.
4. Child can be taken to a relative's home and left with a responsible person (listed on the contact sheet). However, two staff need to travel with the child for safeguarding reasons.
5. Follow the school's normal procedures for uncollected children e.g. take the child to After School Club.

Essex Emergency Social Services can be contacted on 0845 6061212.

Newham Emergency Social Services can be contacted on 0203 373 4600.

**Do not leave a child unaccompanied either at school or at home.**

## **IN THE EVENT OF A MISSING CHILD ON A SCHOOL VISIT**

1. As soon as it is noticed that a child is missing, the member of staff should carry out a quick visual search and report the child missing to the group leader, stating when and where they were last seen.
2. The entire group should be brought together and a headcount carried out to ensure that the missing child has not joined another group during the visit and that other children are not missing.
3. An appropriate number of staff should remain with the whole group (dependent on age among other factors), while others begin searching the area and enlisting the help of any staff at the venue.
4. If the child is not found within 5-10 minutes, the Managing Critical Incidents procedure should be followed.
5. Make contact with the Headteacher or senior member of staff at the earliest opportunity as it may be appropriate for school to make the initial call to the CEO:

Gary Wilkie                      07950 271285

*Essex Police can be contacted on 0300 333 4444 to report a child as missing. You will need access to the child's record file and you will be asked to provide a physical description.*

*Staff may continue to search area. All staff involved in the search should carry mobile phones/radios so they can be contacted/make contact if the child is found.*

## **IN THE EVENT OF A MISSING CHILD AT THE NURSERY**

1. Notify all staff immediately and request support, reporting when and where the child was last seen.
2. The Nursery Manager (or senior member of staff) will organise a search of the building and outdoor areas, checking for any possible breaches in security e.g. an open gate.
3. Gather all the children together and check the register to ensure no other children are missing.
4. Phone the child's parents/carers (and other contact numbers if appropriate) to explain the situation.
5. Dial 999 and report the child as missing (Essex Police: 0300 333 4444). You will need access to the child's record file and you will be asked to provide a physical description.
6. Staff may continue to search the grounds and local area. All staff involved in the search should carry mobile phones/radios so they can be contacted/make contact if the child is found.
7. If a parent is reporting their child missing, make sure that someone is at home to let them in if they arrive and to take phone calls.
8. Ensure the office phone lines are kept free to receive calls and someone is there to coordinate.

## **PROCEDURES FOR MANAGING SAFEGUARDING CONCERNS AT**

### **HARTLEY PRIMARY**

Every member of staff including volunteers working with children at our school is advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in the policy.

All staff should report concerns that they have, and not see these as insignificant. Concerns about a child should be reported without delay.

For staff members, concerns should be made via the **Safeguard Software tool**.

#### ***Logging a new concern.***

- Log into SafeGuard. [www.safeguardsoftware.co.uk](http://www.safeguardsoftware.co.uk)
- You have the option to search for a child. This can be any part of their name or class.
- In the "Actions" column - press "Create Concern".
- Enter your concern and any members of staff involved. If there are no other staff members involved then leave the staff involved section blank.
- Press "Create Concern" and you are done. You can also add a body or skin map at this point.

Visitors/agency staff should record any concerns in writing on the **Initial Concern /nagging doubt form (appendix 2 of policy)** copies of which can be found in the staff rooms.

The Child Protection (CP) Lead for your phase will be the first point of contact for concerns and queries regarding any safeguarding referrals in our school. (appendix 10)

Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the phase CP Lead or, if unavailable, to the Designated Safeguarding Lead (DSL) or Deputy DSL. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff available or in an emergency; Newham Triage Service can be contacted on 020 3373 4600/ 020 8430 2000

On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the CP Leads to build up a picture and access support for the child at the earliest opportunity.

Following receipt of any information raising concern, the phase CP Lead will consider what action to take or seek advice from the DSL/Deputy DSL where necessary.

All information and actions taken, including the reasons for any decisions made, will be fully documented using the safeguard software tool.

Support in the form of in school Early Help will be assigned to a member/s of the Pastoral Team (appendix 10)

The next level of support will come in the form of the involvement of the phase CP Lead. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan where appropriate. If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Newham Children's Triage by the DSL, especially when there are complex needs or child protection concerns.

Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration by raising concerns again with the DSL and / or Deputy DSL. Concerns should always lead to help for the child.