



**'BE THE BEST YOU CAN BE!'**

# **SAFEGUARDING Policy**

**Lead person responsible:**

**J.Ash & M.Loosemore**

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## KEY CONTACTS:

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Chair of Governors	Mr Vijay Assani	<a href="mailto:vassani@rgjs.brent.sch.uk">vassani@rgjs.brent.sch.uk</a>
Governor for safeguarding	Ms Shanta Assani	<a href="mailto:sassani@rgjs.brent.sch.uk">sassani@rgjs.brent.sch.uk</a>
Brent Social Care	-	<b>Tel:</b> 0208 937 4300/4237/4299
Local Authority Brent Safeguarding Team (Brent Family Frontdoor)	Brent	<b>Tel:</b> 0208 937 4300 Email: <a href="mailto:family.frontdoor@brent.gcsx.gov.uk">family.frontdoor@brent.gcsx.gov.uk</a>
Emergency Duty Team (Out of hours)		<b>Tel:</b> 0208 863 5250
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### Introduction:

### Multi – Agency Safeguarding Arrangements\*

Brent LSCB ceased to exist on 21<sup>st</sup> September 2019 and the new safeguarding partnership arrangements are now in operation. On 21 June 2019 the Brent Safeguarding Partners published the new partnership arrangements to safeguard children in the borough, See ['Safeguarding Children in Brent'](#) updated 2021.

Our partners are: Local Education Authorities, Brent Integrated Care Board and the Police (Chief Superintendent of the NW Basic Command Unit and the Commander of the Metropolitan Police (Brent, Harrow, Barnet))

This policy applies to all adults, including volunteers, working in or on behalf of our school and is an over-arching document which demonstrates how everyone working in or for our school shares a commitment to keeping children safe from harm and abuse. All staff

members including supply staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and should always act in the interests of the child.

All adults who work in a school have an equal responsibility for the safety and welfare of the children in their care.

Within any group of children, there is always the risk that one or more of them may be suffering abuse. Often this abuse is suffered in silence.

We have a duty to be vigilant, identifying children who may be suffering. Just as important, however, we have a duty to act in an appropriate manner to ensure that children are protected against such abuse.

This document provides advice and guidance to help ensure that all our children are valued, monitored, protected and allowed to live safe lives.

### **Definitions**

**Safeguarding** and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

### **Child protection is:**

one part of safeguarding and promoting welfare, it refers to the procedures that are undertaken to protect specific children who are, are believed to, or are likely, to suffer significant harm.

### **The school commitment**

We are committed to safeguarding and promoting the welfare of all our students. We recognise that some children may be especially vulnerable to abuse, particularly those with SEND and that children who are abused may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging and we recognise that some children who have been abused may harm others. We will always take a considered and sensitive approach in order that we can support all of our students and recognise that each child's welfare is of paramount importance.

### **Core safeguarding Principles**

To develop an ethos that enables children and adults to feel secure, safe and equally valued.

- To ensure that every child has the right to an environment that supports their physical, social, intellectual and emotional development.
- To support children who are, have been or may be suffering abuse.
- To be aware that children may not be ready or know how to tell someone they are being abused, exploited or neglected, and /or might not recognise their experience as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers.
- To be mindful that some children are more vulnerable than others and therefore at more risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination all of which will be met with zero tolerance.
- To also be aware that some children have an increased risk of abuse both online and offline.
- To ensure that special consideration is given pupils who are missing or absent from education for prolonged periods and / or on repeated occasions.
- To reassure staff that it is acceptable to have a 'professional curiosity' and to discuss their concerns with the DSL.
- To support staff, who are, or have been, working with children who have been abused.
- To ensure that all staff have received training and are aware of the procedures to follow should abuse be suspected.

### **Links to other policies**

- Keeping Children Safe In Education 2023
- Multiagency Safeguarding Arrangements in Brent 2021
- DfE Guidance on Child Protection in Schools during COVID - 19
- Working Together to Safeguard Children 2018
- Prevent Duty Guidance 2015 and updates 31.12.2023
- London Child Protection Procedures, 2020
- Information Sharing 2018
- Children Act 1989/2004
- Education Act 2002/2020
- Female Genital Mutilation Act 2003/2018
- Serious Crime Act 2015 (FGM)
- Safer Recruitment in Education 2021
- Mental Health and Behaviour in Schools Nov 2018 /2019
- Safeguarding children who may have been trafficked 2011
- UK GDPR 2018

And should be read in conjunction with the following Roe Green Junior School Policies: Staff Code of Conduct, Behaviour policy, Inclusion policy, Attendance Policy, Whistle blowing guidance, Health and Safety policy, E-safety policy, Anti – Bullying policy, Social and Emotional Support policy, Separated Parents policy and the Lockdown policy.

### **Staff and Governor training:**

We will ensure that:

- All children feel listened to, valued and respected.
- All staff receive regular training and information regarding policy amendments so that all members of the school community are aware of their responsibility towards safeguarding and are confident to deal with situations when they arise. This applies to all temporary staff, volunteers and students working in the school.
- All paid and unpaid staff are subject to rigorous recruitment procedures. Shortlisted candidates will be informed that the school may carry out online checks as part of the due diligence process.

### **Safer recruitment and selection**

We will ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers, supply teachers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history; undertaking interviews; enhanced Disclosure and Barring Service (DBS) checks, barred list checks and prohibition checks.

In addition, the school will ensure that its Single Central Record is meticulously maintained and kept up to date. The Chair of Governors, Governor for Safeguarding, all members of the Senior Team and a number of middle managers have undertaken Safer Recruitment training.

All applicants for all vacant posts advertised internally or externally will be advised that appointment is subject to an enhanced DBS check, confirmation of ID, the ability to work in the UK, satisfactory references and medical clearance. The interview will also deal with the issues of safeguarding children with each candidate.

### **School Procedures:**

We will comply with DfE guidance on 'Keeping Children Safe in Education' 2023 (KCSiE) at all times. We have 3 designated members of staff: a Designated Safeguarding Lead (DSL), Jessica Ash, a deputy DSL, Melissa Loosemore (HT). Lucy Byrne (DH) will deputise for the DSL and Deputy DSL if they are unavailable; the DSL, HT and DH attend multi-agency training bi annually.

Mr Guest (Assistant Head) and Mr Patel Network Manager – oversee safe use of the internet.

The DSL and Deputy DSLs regularly update their knowledge and skills via e- bulletins and reviews, consultations and amendments of the DfE guidance in KCSiE. In addition they

attend further in depth training on Prevent and extremist and terrorist ideologies.

All parents are made aware of the school's Safeguarding Policy via the website and new parents are introduced to the policy in order to ensure they are clear of our expectations in relation to safeguarding. Our Safeguarding Policy is reviewed annually and all new members of staff given safeguarding training as part of their induction.

All staff receive regular safeguarding training including induction on the DSL's responsibilities, Prevent training and updates on policy changes.

All staff have read and understand the Safeguarding Policy, are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children. A central register is kept to monitor and record when staff receive and read new safeguarding guidance.

Online safety is of paramount importance. Our computing and E-Safety policies give detailed information about how we protect the children from online dangers including details on filtering and monitoring processes.

### **Safeguarding information for students**

The school is committed to ensuring that children are aware of behaviour towards them which is not acceptable and how they can keep themselves safe. This is relayed to the children through our PSHCE, relationships and sex education curriculum which also includes lessons about online and internet safety, (please also refer to RGJS E-Safety and Anti-Bullying Policies). Safeguarding awareness is also used as a theme in assemblies. Student planners, which all children carry, contain information on e-safety.

### **The Governors' responsibility**

- Make sure that the school has the appropriate filtering and monitoring systems in place to review their effectiveness.
- Review the DfE's filtering and monitoring standards and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards.
- Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role.
- Make sure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and in line with advice from the safeguarding partners.
- Make sure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of the safeguarding training.

### **The Headteacher's responsibility**

The Head teacher will ensure that the Safeguarding Policy adopted by the Governing Board is fully implemented and followed by all staff. She will ensure that the appropriate training is facilitated for all staff. She will oversee the safe use of technology, mobile phones and cameras within the setting. In addition, the Head teacher will ensure that sufficient resources and time are allocated to enable the Designated Teachers to discharge their responsibilities and ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice towards children. Such concerns will be addressed sensitively and effectively in a timely manner, in accordance with agreed whistle blowing policies.

### **The Designated Teacher's responsibility:**

The Designated Safeguarding Lead (DSL) will take responsibility for child protection referrals and ensure that adequate information is sought to enable a decision to be made on whether to refer the matter to Children's Services when there is a significant concern. When making a referral to the DSL, LSAs and SMSAs should complete a referral form (appendix 3), Class Teachers should enter referral details on CPOMS, (digital referral system). Referrals should state the concerns succinctly, the referral procedures summarised in Appendix 2 should then be followed.

The DSL will be responsible for ensuring referrals and requests from Early Help and Social Services for welfare checks and any additional information are provided in a timely manner and followed up to ensure the well-being and safety of the child. The DSL will also take responsibility for investigating and referring where necessary to the Local Authority any allegations against a member of staff. If the allegation concerns the Head teacher, this will be referred to the Chair of Governors. An allegation against the Chair of Governors should be reported directly to the Local Authority.

### **Contact details are detailed on page 3 of this document**

It is recognised that any matter concerning child protection is confidential, the DSL will disclose information on a 'need to know' basis only. Staff will also share information on a 'need to know' basis.

All parents will be made aware of the DSL's responsibilities when their child starts at the school and how to raise a concern regarding safeguarding with the school.

### **In addition the DSL will:**

- Develop and update the Safeguarding and related policies annually in consultation with the Head Teacher and Assistant Head with responsibility for e-Safety, the staff members with responsibility for Mental Health and PSHCE ensuring that all staff, children, parents and carers are aware of them.
- Provide support and advice to all members of staff within the setting regarding safeguarding concerns.
- Keep the Head Teacher informed about any issues that arise.
- Ensure that cover is provided for the role when absent from the setting.



- Ensure that a pupil's child protection file is transferred securely and separately from the pupil's school record file when s/he moves to a new educational setting.
- Ensure that all staff receive appropriate Child Protection and Safeguarding training and that training records have been kept.
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004
- Liaise with all agencies involved with a child to ensure that requests for information are up to date.

### **Other Staff's Responsibilities**

As stated in 'Keeping Children Safe in Education' 2023, 'All school staff have a responsibility to provide a safe environment in which children can learn. All school staff have a responsibility to identify children who may be in need of extra help or who are suffering or likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed'.

It is the responsibility of all staff to ensure that safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.

Details of the referral process can be found in Appendix 2 of this policy.

The DSL may have other information regarding a child, young person, or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have.

### **How can parents/carers raise concerns?**

Any parent or carer with a safeguarding concern regarding a child at the school, whether that concern has arisen within or outside of the school, should contact the school on 0208 204 5221, at the earliest opportunity.

### **Specific safeguarding Issues**

#### **Health and Safety Procedures**

Health and Safety procedures reflect the consideration we give to the protection of our children both within the school environment and when away from the school undertaking school trips and visits. Risk assessments will be completed routinely for any child whom we believe to present a risk to themselves or others in the school community.

#### **Physical Intervention – use of restraint**

The school's Physical Intervention Policy acknowledges that staff must only ever use

physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to self, another person or damage to property. All acts of physical

intervention must be recorded in the school's log and reported by the Designated Teacher to the Local Authority. It is understood that physical intervention of a nature which causes an injury or distress to a child may be considered under child protection or disciplinary procedures. The use of restraint is supported by 'The Use of Reasonable Force in Schools – Gov.UK'

## **Attendance**

Irregular attendance undermines the educational process and can lead to educational and social disadvantage. The school expects notification of any absence from a parent or carer and will follow up in the case of any unauthorised absences. Any child who is absent from school without explanation will be reported to Children's Services as 'Missing in Education'. We will be particularly vigilant regarding children not returning to school in September from the summer holidays and ensure all staff are made aware of the issues relating to forced marriage, female genital mutilation (FGM) and risk of radicalisation.

## **Forced Marriage**

It is illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used.

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

Staff should be aware that our students are drawn from a wide and diverse community and must therefore be alert to the possibility of a girl being at risk of or already having suffered FGM.

There are a range of possible indicators which are shared with all staff through annual safeguarding training; all staff must be mindful and alert to these potential signs.

From October 2015, section 74 of the Serious Crime Act placed a statutory duty on schools to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining students, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory reporting duty applies.

## **Prevention of Radicalisation**

The school takes seriously its duty to ensure that students accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The school is aware that as a very culturally diverse community, there is the potential for students to be exposed to the risk of radicalisation. As a result, in addition to giving e-safety a very high profile in the school, all staff will be trained in preventing and detecting radicalisation; the Head teacher and Senior Leadership team will all participate in WRAP training; we will fully engage with the Government's 'Prevent Duty' and refer students where necessary to 'Channel' via the Brent Safeguarding Partners.

In addition to this:

- We will work in partnership with the wider school community and the local authority.
- All staff will ensure that children are constantly monitored while using specific internet sites. This is in addition to the existing London Grid for Learning (LGFL) firewall, used to block inappropriate sites.
- Due diligence will be undertaken to ensure visitors to the school are appropriate personnel. For full details please see Appendix 5 'School Procedures'
- As part of Spiritual, Moral, Social and Cultural (SMSC), all children will be encouraged to adopt the school's core values, which complement fundamental British values.
- Pupils will be helped to understand the importance of democracy through assemblies and lessons in PSHCE, R.E and Relationship Education.
- The school council will enable pupils to understand and actively participate in the democratic process.

### **Child on child abuse / bullying\***

- Abuse from one child to another physical or verbal will not be tolerated.
- Abuse will always be taken seriously and never be tolerated or dismissed as 'banter' or part of 'growing up'.
- Pupils will be educated to recognise abusive / bullying behaviours.
- Such behaviours will be recorded in school behaviour logs (these will transition to online Behaviour Logs in CPOMS in due course).
- For procedures to minimise, record and investigate allegations of child on child-abuse please refer to our Anti-Bullying Policy.

### **Sexism and sexual harassment**

- Sexual comments, from one peer to another are comments that discriminate against a particular gender. These comments will not be tolerated, pupils will be educated to understand that such comments are unacceptable.
- Pupils must be aware and that there are steps they should take to report sexual harassment.
- Pupils will also be made aware of the consequences for unacceptable behaviours.
- A separate log will be used to record any form of sexual harassment and the actions taken to address it.
- PSHCE resources are available to educate pupils about behaviours that are

identified as being abusive/ bullying or sexual harassment.

- Details regarding the procedures for investigating, addressing and recording these issues are outlined in our Behaviour Policy.

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

The school has taken note of recent lessons learned from serious case reviews regarding CSE. CSE involves exploitative situations, contexts and relationships where a young person receives something, for example food, drugs or money, in return for performing and/or others performing on them, sexual acts.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming including participating in the viewing or creation of images and videos.

It has become increasingly prevalent in recent years and the school will ensure that all students and staff are made aware of the risks of CSE and how to protect themselves/students from it.

Attendance, in particular afternoon attendance will be carefully monitored to identify any patterns in absence which may indicate susceptibility to CSE.

Staff should activate school safeguarding procedures, using existing protocols if they have any concerns regarding CSE.

### **Child Trafficking**

Child trafficking is child abuse. Children are recruited, moved or transported and then forced to work or sold.

#### **Children may be trafficked for:**

- sexual abuse
- forced marriage
- domestic servitude
- forced labour
- child criminal exploitation (CSE) children who become engaged in criminal activity such as pick pocketing.

Many children are trafficked into the UK from abroad. Children may also be trafficked around the UK for example if they are employed by gangs as couriers to cross county lines.

Recent figures show that at least 10 children are trafficked every week in the UK. The school will use PSHCE lessons, Relationship Education and assemblies to highlight the issue and monitor any suspicions.

## **Domestic Abuse**

New explanations of domestic abuse have been added to 'Keeping Children Safe in Education', (KCSIE) 2023 Annex B p.141:

- Children who witness domestic abuse are also victims.
- Witnessing domestic abuse can have a lasting impact on children.
- Children can be victims and perpetrators in their own relationships too.
- The abuse can be physical, sexual, financial psychological or emotional.

## **Mental Health**

One in ten young people aged 5 to 16 have a clinically diagnosed mental health disorder. To help students succeed, schools have a role to play in supporting children to be resilient and mentally healthy.

The school will promote through its curriculum and pastoral care health, well-being and resilience (See Mental Health and Well Being policy). Additionally, the School Welfare Officer and Senior Leadership team will be alert to any changes in mental well-being and discuss with parents/carers at the earliest opportunity.

Referrals to our Social and Emotional Support staff can be made by class teachers, (See Social Emotional Support Policy)

Referrals to Child and Adolescent Mental Health Services (CAMHS), where it is deemed necessary and in a child's interest, can be made by the school or by advising that the parent/carer request a CAMHS referral through their G.P.

In some cases, if it is felt that the parent/carer is not engaging with the school and other agencies to address a mental health issue in a child, a safeguarding referral may be made by the school to Children's Services.

## **Pupils with SEND and Health Issues**

There may be barriers to recognising abuse and neglect in relation to pupils with SEND, or certain medical or physical health conditions. These barriers are outlined in paragraph 199 - 202 of 'Keeping Children Safe in Education', (KCSIE) 2023.

## **Children who are lesbian, gay, bi or trans (LGBT)**

'Children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT' 'Keeping Children Safe in Education' (KCSIE) 2023 paragraphs 203 – 205.

### **Vulnerable pupils**

Some pupils are at more risk from harm compared to their peers due to their experiences / circumstances. A central record, ('Pyramid of Need') is kept of identified pupils and shared with all relevant staff members on a need to know basis; this record is reviewed termly.

### **Other forms of abuse are as follows:\***

- Child abduction and community safety incidents
- Children and the court system
- Homelessness
- So- called 'honour' - based abuse
- Serious violence
- Cybercrime (Also see RGJS E-Safety Policy)

\*For further details refer to Annexe B pg 141 of 'Keeping Children Safe In Education' (KCSIE) 2023

## **Appendix 1 – Summary guidance for school staff regarding Child Protection Referrals**

### **Identifying children and young people who may be suffering significant harm**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

In the Children Act 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

- Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- Development means physical, intellectual, emotional, social or behavioural development.
- Health includes physical and mental health.
- Ill-treatment includes sexual abuse and other forms of ill-treatment which are not directly physical, (eg. witnessing domestic abuse, emotional abuse or neglect.) \* also see 'Abuse and Neglect' below and 'Neglect' in Appendix 1.

### **Recognising Abuse:**

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2012) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role, to enable those children to have optimum life chances and to enter adulthood successfully.

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

### **Abuse and Neglect\*** (also see 'Neglect' pg 16 of this policy)

Are forms of maltreatment, somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children.

**Physical Abuse:**

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.

**Sexual Abuse:**

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images and videos, watching sexual activities, or 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.

**Emotional Abuse:**

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development; It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the 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 causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

It may involve child on child abuse / bullying – For procedures to minimise, record and investigate allegations of peer on peer abuse please refer to our Anti-Bullying Policy.

Abuse should always be taken seriously and never be tolerated or dismissed as 'banter' or part of 'growing up'.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.



**Neglect: \***

Is the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development? Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, 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 caretakers);
- ensure access to appropriate medical care or treatment, it may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Procedures for recording signs and allegations of abuse are outlined in the Child Protection Referral Process **Appendix 2**.

## **Appendix 2 – Child Protection Referral Process**

### **Taking action to ensure that children are safe at school and at home**

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. All concerns regarding the welfare of students will be recorded and discussed with a designated teacher with responsibility for child protection (or the Head teacher in the absence of the designated teacher or the Deputy Head Teacher if neither are available) prior to any discussion with parents.

#### **Child protection concern may have come from:**

- something the child has said or done;
- an injury that is apparent;
- the appearance of the child;
- behaviour that is observed;
- concerns that have accumulated over time;
- the attitude or behaviour of parents or carers;
- comments made by others about the child or parent/carer.

The information should be recorded immediately by the person directly involved: LSAs and SMSAs on the school referral form (Appendix 3) Class Teachers on CPOMS, (the digital referral system). Information regarding anyone else who was present or witnessed it should also be included. It is important to record the time, the date and to sign it.

The member of staff concerned should seek out one of the designated teachers responsible for Safeguarding. This should be done without delay to give Children's Services time to take appropriate action, if required, before the end of the school day.

The designated teacher will make a referral to Children's Services if there are serious concerns about the welfare or safety of a child (the parent/carer does not need to give consent to this referral). Any telephone referral will be followed up with a written report. Referrals about stranger abuse will be reported to the Police.

The referrer should be prepared to discuss or provide information about the following:

- the evidence basis for the referral;
- details of the child and family background;
- accurate information regarding the child's name, language spoken at home, ethnic origin and any disabilities s/he may have;
- information regarding whether contact has been made with the parents/carers.

A social worker will then make further enquiries about your concerns and will probably come to school to see the child.

Only minimum discussion should take place with the child and this should be to establish sufficient information to be able to make a referral. Bear in mind the following when having this discussion:

- leading questions should not be asked;
- consideration as to their age and understanding;
- consider what additional information the child may offer;
- the child should be informed of what action is being taken and should not be assured about confidentiality when this cannot be guaranteed;
- the child should be assured of continued support from staff.

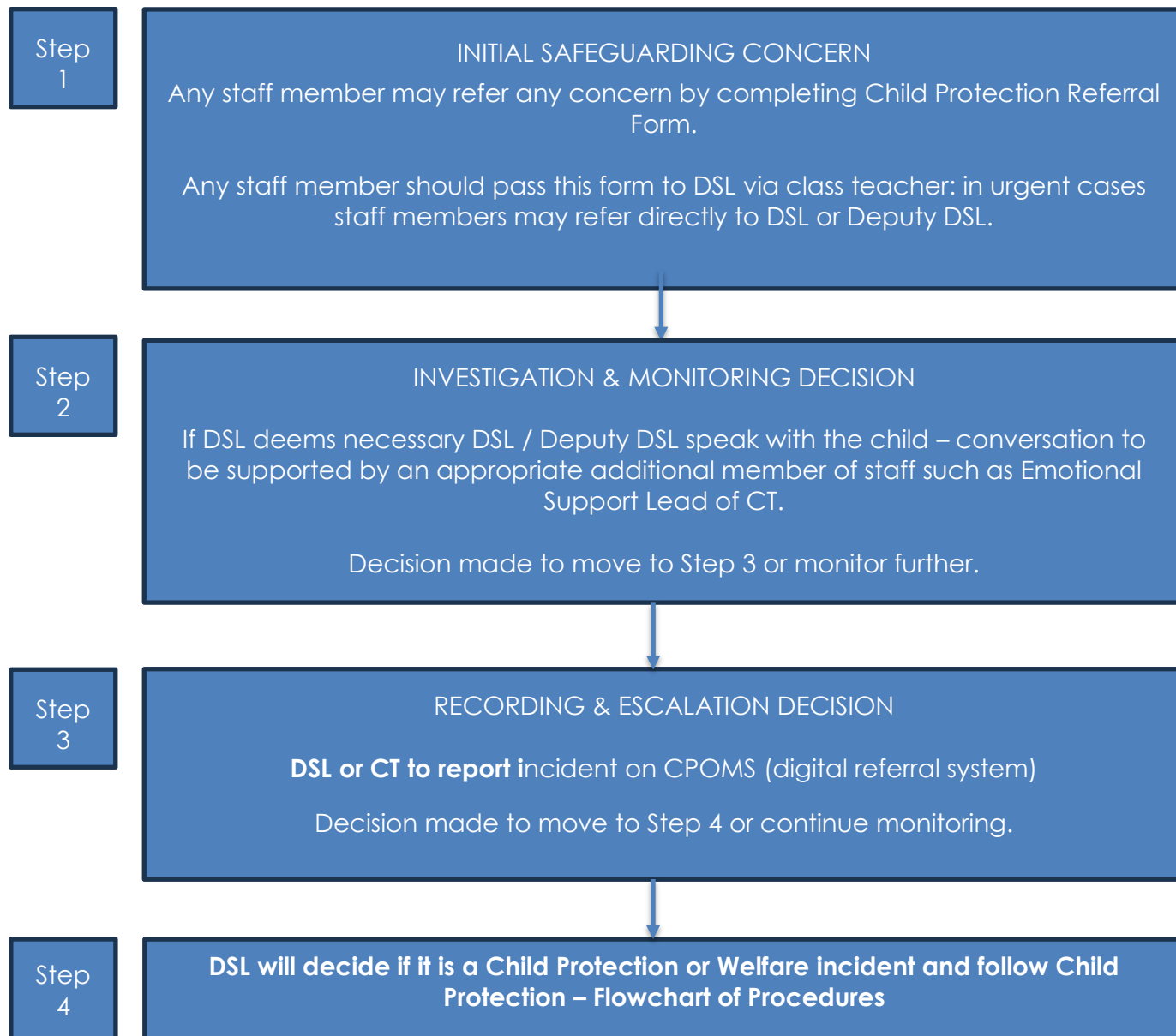
If the child protection concerns are evidenced by further enquiries, there will be a strategy discussion or meeting about what should happen next. The school will be kept informed, as will the child's parents or carer.

Following a referral, further enquiries and an assessment of the child's circumstances and the risk to the child will be made, if necessary, and key decisions may then be made at a child protection case conference about how the child can be protected in future and how, if possible, his/her parents can be supported to look after him/her.

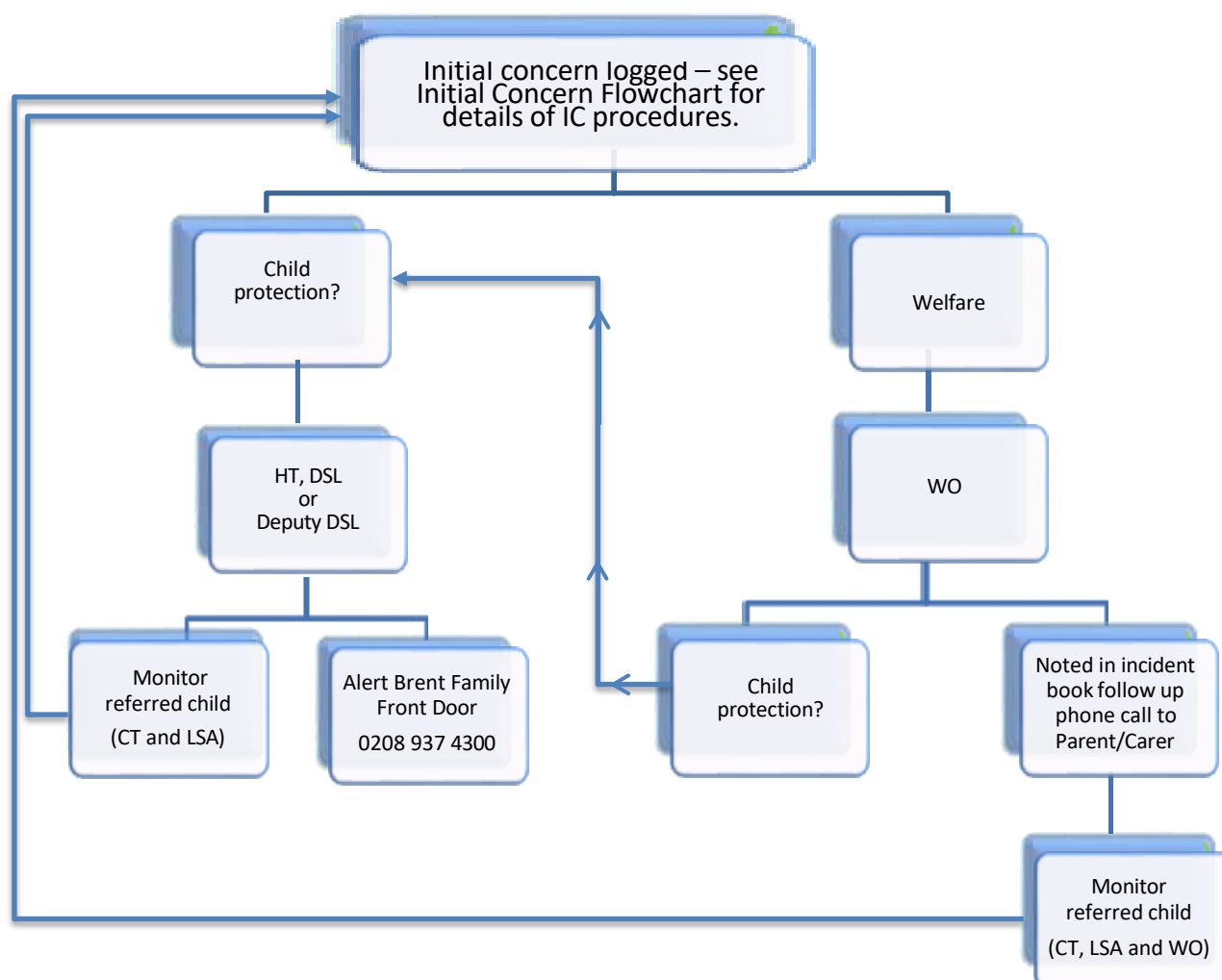
A social worker will probably ask the school to contribute information for an initial assessment child protection investigation. This information should be given promptly as the timescale for this is very short (i.e. 7 working days from the referral).

## Appendix 3 - FLOWCHARTS OF PROCEDURES

### INITIAL SAFEGUARDING CONCERN FLOWCHART



## CHILD PROTECTION - FLOWCHART OF PROCEDURES



Acronyms:	
DSL	Designated Safeguarding Lead – Jessica Ash/Melissa Loosemore
HT	Head Teacher – Melissa Loosemore
DH	Deputy Head – Lucy Byrne
AH	Assistant Head – Dan Guest
WO	Welfare Officer – Lumnije Kojqiqi
EWO	Education Welfare Officer
CT	Class Teacher
LSA	Learning Support Assistant
SMSA	School Meals Supervisory Assistant

#### Appendix 4 - Child Protection Referral Form

**CONFIDENTIAL: RETURN TO DESIGNATED TEACHER IMMEDIATELY**

Date:

Child's Name:

Male/Female

Date of Birth:

Age:

Class:

Class Teacher:

Name of reporting adult:

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**Reasons for concerns:** Include details of any physical/emotional evidence that may suggest that the **child is at risk**, please **highlight** this box if you feel that circumstances may be **COVID related** ☐

**Brief details of any previous concerns:**

**ACTION TAKEN** (In consultation with Head Teacher):

**CONFIDENTIAL: RETURN TO DESIGNATED TEACHER IMMEDIATELY**

1. Contact with parent/carer (date and explanation):
2. Other agencies contacted:
3. Further action:

Received by:

(Designated Teacher) Date:

## **Appendix 5** – School Safeguarding Procedures

### **Allegations against Staff**

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the Head teacher.

If an allegation is made against the Head teacher, this should be brought to the attention of the Chair of Governors.

In all cases, the Local Authority, who is one of the Child Protection Partners, should be notified.

The Head Teacher should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made.
- Make a referral to the Children's Service where the child resides, if appropriate
- Contact Brent immediately
- Contact the parents/carers of the child, following advice from the LOCAL AUTHORITY
- Suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from Brent Safeguarding team.
- Attend strategy meetings convened by Local Safeguarding Teams (eg Brent, Harrow, Barnet) and act upon the decisions made at these meetings

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal.

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

### **Visitors**

- Due diligence will be undertaken to ensure visitors are appropriate.
- Visitors will be given a copy of the school's 'Visitor Safeguarding Guide' as they report to reception in the Junior School
- Visitors will be supervised at all times and not be allowed to talk to pupils without a member of staff being present unless it is their professional role to do so eg Social and Family Support Workers, School Nurse, Educational Psychologist, Speech and Occupational Therapist and Specialist Teachers.
- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present.
- Staff (including supply staff) should be alert to strangers frequently waiting outside a venue with no apparent purpose.

- Children should not be collected by people other than their parents unless written notification has been received in advance.
- If a child is not collected after a session it is reasonable to wait approximately half an hour for a parent or carer to arrive. If the parent or carer cannot be contacted, staff should contact Brent Social Care.

### **School provision supporting the safeguarding policy**

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHCE) provides opportunities for children and young people to learn about keeping safe. PSHCE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL)
- Citizenship Curriculum
- Sexual Health Initiatives
- Relationship education
- Mental Health education
- School Nurse checks
- Identification and regular reviews of vulnerable children on year group lists and our 'Pyramid of Need'

### **Staff Conduct**

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Appropriate and safe staff conduct is supported in the following documents:

- Roe Green Junior School Code of Conduct
- Multi – Agency safeguarding Arrangements in Brent June 2021
- Single Central Record
- Staff Discipline, Conduct & Grievance Policy



## **Child Protection Training**

The Head Teacher, Deputy and Assistant Head Teachers will keep detailed records of all staff's child protection training and will issue reminders when training updates are required.

A register will be kept to record when staff receive and read new safeguarding guidance.

All staff complete an online e-training course; this is due to be updated every September.

Annual (KCSIE) safeguarding training is completed by all staff and Governors every September.

Annual Onl;GDPR training is completed by all staff and Governors every February.

In addition, the designated members of staff will undertake multi-agency training every two years; they are scheduled to undertake training in Spring / Summer 2025.

## **Implementation, Dissemination & Review Strategies**

This policy is reviewed annually by the DSL and is approved by the board of Governors.

All members of staff read and agree to the child protection policy before the start of their employment.

It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of all the documents and guidelines referred to in this policy are easily accessible in the following areas:

- [www.education.gov.uk](http://www.education.gov.uk)
- Roe Green Junior School network
- Roe Green Junior School website