



Gunnersbury Catholic School

Safeguarding and Child Protection Policy

Reviewed by the DSL: July 2020

Implementation Date: September 2020

Governors' Ratification: July 2020

CONTENTS

Safeguarding and Child Protection Policy Statement	Page 2
Introduction	Page 4
School Procedures	Page 6
Allegation of abuse made against staff	Page 14
Managing allegations against other children (Peer on Peer Abuse)	Page 18
Alternative Provision	Page 21
Visitors and Visiting Speakers	Page 22
Contractors and Site Security	Page 24
Statutory Framework and Guidance references	Page 26
Appendix 1: Role of Designated Safeguarding Lead	Page 27
Appendix 2: Safeguarding Reporting Form	Page 28
Appendix 3: Indications of Abuse and Safeguarding Issues	Page 30
Appendix 4: Online Safety	Page 60
Appendix 5: Visiting Speaker Agreement/Risk Assessment	Page 63
Appendix 6: Staff Advice Sheet	Page 64
Appendix 7: Local Authority Designated Officer Referral Form	Page 64

SAFEGUARDING/CHILD PROTECTION POLICY STATEMENT

Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted. Consequently, the overall aim of this policy is to safeguard and promote the welfare of the children in our care (in situations where child abuse is suspected, our paramount responsibility is to the child). The Governing body takes seriously its responsibilities to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We provide a safe and welcoming environment where students are nurtured, respected and valued. We will be alert to the signs of abuse, maltreatment and/or neglect and will follow the procedures set out in this document to ensure that students receive effective support, protection and justice. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

The procedures contained in this policy apply to all staff, governors and volunteers and are consistent with those of the local Safeguarding Student Board. All school staff must ensure that they are familiar with the contents of this policy. **The terms *Safeguarding and Child Protection* shall be used interchangeably in this document.**

As a school we are committed to:

- Establishing and maintaining an environment where school staff (including supply staff) and volunteers feel safe, are encouraged to talk and are listened to when concerns about the safety and wellbeing of students is raised.
- Supporting children's development in ways that will foster security, confidence and independence.
- Providing an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, maltreatment and/or neglect.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, as a school, contribute to assessments of need and support packages for those children.
- Ensuring pupils recognise when they are at risk and know how to get help when they need it via assemblies and tutor time, as well as via posters around the school. Living

Faith and PSHE lessons are used to teach pupils about the risks to young people and how to mitigate against such risks.

- Developing a structured procedure, in line with the statutory guidance contained in Keeping Children Safe in Education (2020), within the School which will be followed by all members of the school community in cases of suspected abuse.
- Developing and promoting effective working relationships with other agencies, especially the Police and Social Care.
- Ensuring that all staff working within our school who have substantial access to children have been checked as to their suitability, including but not limited to:
 - verification of their identity
 - right to work
 - qualifications
 - barring from teaching check,
 - overseas checks (where appropriate)
 - satisfactory Enhanced DBS check (according to guidance).

The school retains documentary evidence of these checks, where available, and records relevant information in the School's Single Central Register. This information is inspected for completeness by senior staff, governors and Ofsted. Full details of the School's safer recruitment procedures are contained in our Safer Recruitment Policy.

Agency and Third Party Staff:

Agencies and contractors who supply staff to the School must complete the same pre-employment checks which the School would otherwise complete for its staff. The School requires written confirmation that these checks have been completed by the agency and the date on which they were completed before an individual can commence work. In addition, the School will independently verify the identity of staff supplied and have sight of the original DBS certificate upon their arrival at the School.

For staff supplied by agencies, the DBS certificate must be under three months old when the assignment commences, unless the worker has been engaged in a School during the previous three months. An older certificate will be accepted if the worker is subscribed to the Update Service, and the certificate can be verified and confirmed as still accurate by the School.

Where the third-party employer does not undertake enhanced DBS checking (eg agencies supplying temporary office staff), the School will obtain an enhanced DBS disclosure as soon as reasonably practical and ensure that individuals are checked against the Barred List (if working in regulated activity) and supervised at all times.

For health and safety reasons, the majority of building works are carried out when pupils are not on site. Emergency repair contractors are appropriately supervised by a member of staff. In the event that building contractors have access to areas where unsupervised contact with children is possible, the school undertakes DBS checks on the contractor or requires the company to confirm that checks have been undertaken. Photographic identification is checked on arrival at the School.

Enhanced DBS and barred list checks will also be undertaken on **trainee/student teachers** if they not undertaken by the training provider.

Governance of safeguarding

The Governing has overall responsibility to ensure compliance with child protection statutory requirements and actively promote the wellbeing of pupils. It is the role of the Governors to provide scrutiny of the safeguarding policy and safeguarding practice. The Governing Body takes seriously its responsibility to fulfil its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. To this end the Governors will ensure that:

- an effective, up-to-date child protection policy is in place and made available on the School's website;
- other policies, as prescribed Part 2 of KCSIE, are in place and operational;
- required pre-employment checks are being carried out in a timely way and correctly recorded in the Single Central Register;
- all staff receive safeguarding training in accordance with this policy;
- pupils are taught about safeguarding, including online safety;
- the School's safeguarding arrangements take into account the procedures and practice of the Hounslow Safeguarding Children's Partnership;
- the School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of pupils are identified;
- appropriate filters and monitoring systems are in place to keep children safe online; and
- the School reports to their local authority any pupil who joins or leaves the School at non-standard transition times in line with statutory and local authority guidance.

The Governors have appointed a nominated Governor for safeguarding, **Sharon Sheehan**, to take a lead responsibility for monitoring the operation of safeguarding arrangements. This is done in a number of ways, these being

- discussions about safeguarding matters with the DSL at least once a term and more regularly if needed;
- liaising with the local authority and/or partner agencies where appropriate; and
- conducting an annual audit of the School's safeguarding procedures and submitting a written report to the Governors with recommendations for further improvements. The annual written report will typically consider: the effectiveness and implementation of relevant policies; staff safeguarding training; staff recruitment procedures; the handling of safeguarding issues; referral management; the contribution the School is making to inter-agency working; and the provision for teaching pupils how to keep themselves safe. This audit will form part of the annual review undertaken by the Governor Body as a whole to ensure that all policies, procedures and training provided by the School are effective and comply with the law.

The school has a Designated Safeguarding Lead (Conor Mahon) and a Deputy DSL (Tracy Kennerson). The DSL is a member of the Senior Leadership Team and has responsibility for addressing child protection issues within the school and liaising with other agencies as necessary.

The school has procedures for dealing with allegations of abuse against staff and volunteers and procedures for making a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

Both the Lead DSL and the Deputy Designated Safeguarding Lead have undertaken the relevant training, followed by updates every two years.

All staff and governors, have child protection awareness training, updated as appropriate (at least annually, to maintain their understanding of the signs and indicators of abuse.

All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of relevant staff training.

Concerns about child protection or allegations against adults working in the school are referred to the Local Area Designated Officer (LADO) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

CHILD PROTECTION AND THE SCHOOL ORGANISATION

Child Protection is defined as protecting students from maltreatment, preventing impairment of Children's Mental and physical health and/or development, ensuring that students grow up in the provision of safe and effective care and maximizing student's life chances.

Purpose of the Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding students.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hounslow Safeguarding Children Partnership Protection Procedures

The school follows the procedures established by the Hounslow Safeguarding Children Partnership – information on this Partnership can be found here: <https://www.hscb.org.uk/>

School Staff & Volunteers

All school staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with pupils. All school staff and volunteers receive safeguarding training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. This training will be refreshed every year. The Designated Safeguarding Lead and the Deputy DSL will receive training every two years. Each year all staff will receive an annual update at the start of the academic year.

Staff Development

As part of their induction, new staff will be made aware of this policy and will be asked to ensure compliance with its procedures at all times. They will also be made aware of the key staff involved in Safeguarding.

New staff will also receive the following training but not limited to:

- Online NSPCC Level 1 Safeguarding training
- Prevent Training
- Keeping Children safe online and acceptable use of IT
- Staff code of conduct
- Whistleblowing
- Behaviour for learning policy
- KCISE (Part 1 and Annex A) training and the changes
- Goggle Classroom Training

SCHOOL PROCEDURES

Staff should be aware of the difference between a Child in Need and a Child at Risk.

A 'Child in Need' is an individual who is aged under 18 and:

- needs local authority services to achieve or maintain a reasonable standard of health or development

- and/or
requires local authority services to prevent significant or further harm to health or development
and/or
- is disabled

The local authority must keep a register of children with disabilities in its area but does not have to keep a register of all children in need.

A 'Child at Risk' is a child who:

- is experiencing or is at risk of abuse, neglect or other kinds of harm;
and/or
- who has needs for care and support (whether or not the authority is meeting any of those needs).

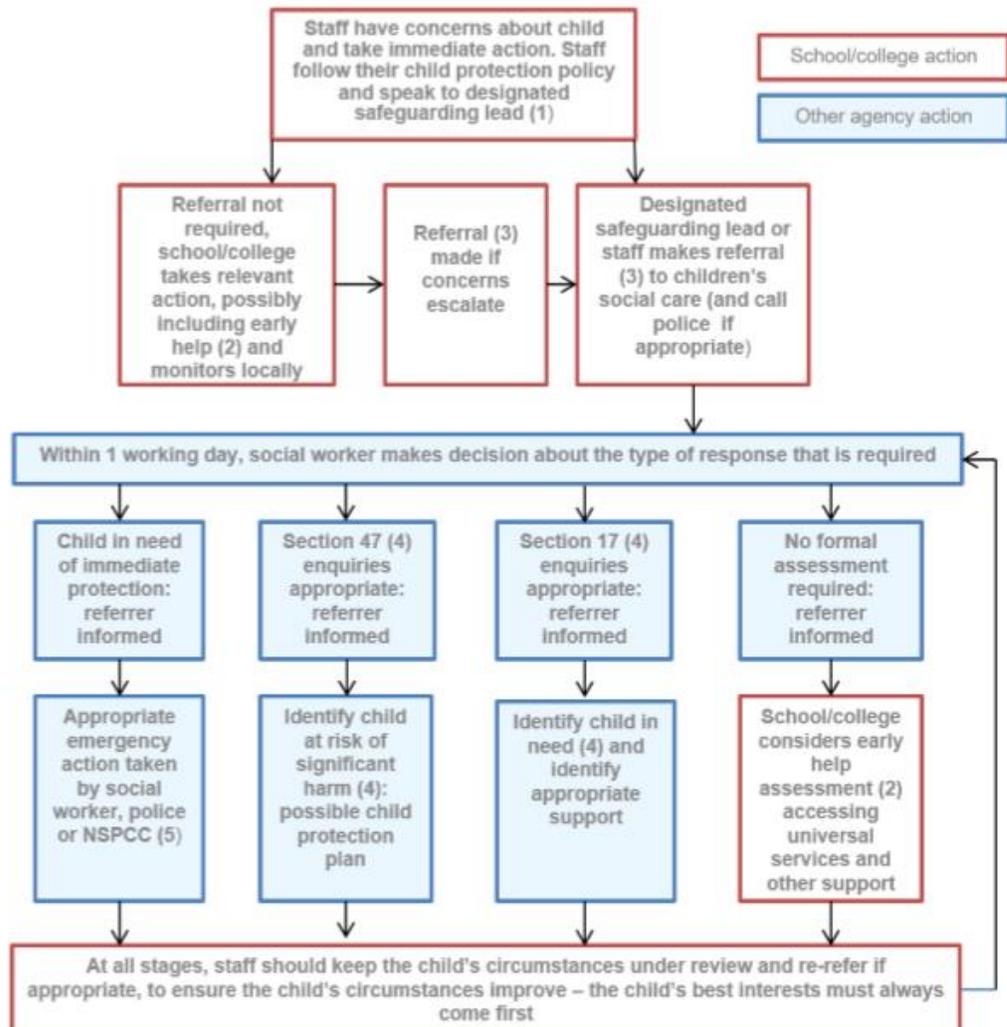
The steps below should be followed when a child protection concern is raised:

- If any member of staff is concerned about a student he or she must inform the Designated Safeguarding Lead (DSL) or Deputy DSL through Child Protection Online Management System. CPOMS is an intuitive system which assists with the management and recording of child protection, behavioural, Bullying, SEN and domestic issues. It allows all staff to record information online and ensure the relevant people are alerted immediately. The major benefit of CPOMS however is how it brings together all safeguarding and pastoral care concerns to one place, alongside the necessary tools to analyse each child's situation simply and thoroughly.) or if not possible in person. (Should the concerns involve a member of staff follow the procedures detailed from Page 10 of this policy).
- The DSL or Deputy DSL will decide whether the concerns should be referred to Social Care. This should be done immediately if there is a risk of immediate serious harm and the decision has been made in line with the Local Guidance and Assessment Protocol Threshold.
- If the DSL or Deputy DSL are not available and a member of staff believes that there is an urgent safety issue then members of staff should refer to the head teacher or another member of the Leadership team as well as recording everything on CPOMS.
- Members of the Leadership Team will need to exercise their professional judgment and can refer the matter on to the relevant agency or out of hours duty team if they believe the student is at risk of immediate serious harm.
- If there are not any senior members of staff available and there is perceived to be a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.
- The member of staff must record information regarding the concerns as soon as possible. The recording must be a clear, precise and factual account of the observations and placed on CPOMS.

- If it is decided to make a referral this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm.
- It is important to note that any staff member can refer their concerns to children's social care directly. This should generally only be necessary if the DSL, Deputy DSL or a member of the leadership team is unavailable or if there are concerns that these individuals are not adequately safeguarding the welfare of children.
- If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration.
- Particular attention will be paid to the attendance and development of any student about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) and a written record will be kept.
- If a student who is/or has been the subject of a Child Protection Plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the student's academic file. When a child on the school child protection list moves on the new school's DSL will be contacted to arrange the transfer of files.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

CONTEXTUAL SAFEGUARDING

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Gunnersbury staff should be extra aware of this as our pupils come from a large number of different cultures, boroughs and countries.

WHEN TO BE CONCERNED

When you believe that abuse has taken place. Abuse is a form of maltreatment of a child. They may do this by 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. All staff and volunteers should be aware that the main categories of abuse are:

- **Physical abuse**

This is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

- **Emotional abuse**

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse**

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

activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect**

This 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff and volunteers should be concerned about a student if he/ she presents with indicators of possible significant harm.

All staff should be particularly alert to the potential need for early help for a child who falls into the list below as these children are more vulnerable than others and are therefore more likely to need early help:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.
- Is a care leaver.

See Appendix 3 for further information and indicators of abuse.

In addition to this all staff and volunteers need to be aware of specific concerns relating to forced marriage and female genital mutilation (FGM). See Appendix 4 for further guidance on these concerns.

DEALING WITH A DISCLOSURE

If a student discloses that he or she has been abused in some way, the member of staff/ volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the student to talk freely
- Reassure the student, but not make promises which it might not be possible to keep
- Not promise confidentiality
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make an accurate written record of what has been said but do not interpret or assume what is being said (This is to be recorded on (CPOMS)).
- Pass information to the DSL or Deputy DSL without delay
- Only share information on a need to know basis
- In the instance of a member of Teaching staff being made aware of a child being subjected to Female Genital Mutilation (FGM), that member of teaching staff must personally report the matter to the police in addition to informing the DSL.

SUPPORT

Dealing with a disclosure from a student, and safeguarding issues is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of students with other professionals, particularly the investigative agencies such as social services or the Police.

If a student confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the student in a manner appropriate to the students age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other students safe.

Staff/volunteers who receive information about student and their families in the course of their work should share that information only within appropriate professional contexts.

COMMUNICATION WITH PARENTS

Gunnersbury Catholic School will undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the student at further risk from harm. We ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

RECORD KEEPING

When a student has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible (see CP record sheet) (Appendix 2) and place on CPOMS.
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the student
- Draw a diagram to indicate the position of any bruising or other injuries (or use the diagram in Appendix 2). Staff must not make any attempt to physically examine a pupil, you will be recording information you can see or that the pupil has told you about
- Record statements and observations rather than interpretations or assumptions
- All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

INFORMATION SHARING

Information sharing is an important aspect of safeguarding children and vulnerable people. Serious Case Reviews often record that a failure to share information has been a key factor. It is important however that information is shared legally. The duty to share information arises from:

Children Act 1989

Children Act 2004 Section 11

Duty to make arrangements to ensure their functions are discharged with regard to the need to safeguard and promote the welfare of children.

Data Protection Act 1998 Section 29

Disclose personal information without consent to detect or prevent crime.

Defined category of public interest: The protection of vulnerable members of the community.

When children are suffering or may be at risk of suffering significant harm, concerns must always be shared with children's social care or the police.

Schools should make it clear to parents that they have general duty to share information with other agencies where they have safeguarding concerns. However, consent must be sought directly from parents on a case-by-case basis. A general statement does not replace the need to ask for consent when required.

It is good practice that schools should work in partnership with parents and carers. This means that in general schools should share information with other agencies with the parents' knowledge and consent.

When schools feel that a referral should be made to social care, they should seek the consent of the parent. However, the duty to refer overrides this, as the safety of the child is paramount.

Seeking consent is not required, if to do so would:

- place a person at increased risk of harm (usually the child, but also a family member or another person);
- prejudice the prevention, detection or prosecution of a serious crime; or
- lead to an unjustifiable delay in making enquiries.

Recording Consent Decisions

Schools must record the request for consent and the outcome. Where the parent refuses consent or is not asked, the school must record the decision to share information without consent and give the reasons. Social care referral forms usually has a space for the consent decisions to be recorded.

ALLEGATIONS OF ABUSE MADE AGAINST STAFF

The detailed framework for managing cases of allegations of abuse against people who work with children is set out in Working Together to Safeguard Children (2018) and Keeping children safe in education (2020).

This guidance provides a summary of the steps that must be followed where it is alleged that a member of school staff (including volunteers and those who work on a temporary or supply teachers) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child in a way which poses a risk of harm if they work regularly or closely with children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. EG Transferable Risk

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach. Staff are made aware of the Code of Conduct for Employees. Relationships and associations that staff may have in school and outside school (including online), may have an implication for the safeguarding of children in school. Where this is the case, the member of staff must speak to the school.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that student is over the age of consent.

Any allegation of abuse must be dealt with quickly, fairly and consistently, giving protection to the child and at the same time supporting the person who is the subject of the allegation.

Procedures following an allegation of staff led child abuse

- When a complaint of abuse (as set out above) is made against an employee there should be immediate consideration of whether a child or children is/are at risk of significant harm and in need of protection.
- Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure the matter is reported to the Headteacher. In the event that the allegation involves the Headteacher then the matter must be reported to the Chair of Governors. In all cases it is really important to ensure that the person about whom an allegation is made is not informed without the explicit consent of Local Authority Designated Officer (LADO). Where there is a child protection issue the Headteacher (or Chair of Governors) will report the matter to the Local Authority Designated officer/s within one working day.
- The Headteacher (or Chair of Governors) and the LADO will consider the nature, content and context of the allegation and agree a course of action. If a decision of no further action is taken, all agreements and decisions need to be recorded and the individuals concerned informed. Should further action be necessary, the designated officer/s will advise on further action in accordance with statutory obligations. This is not the beginning of an investigation, but part of the basic information gathering process. Advice will include who, if anyone, should be made aware that an allegation or concern has been raised.
- It is important for this consultation to take place to demonstrate that the school has acted in an open and transparent manner in establishing if the allegation meets the threshold for referral. Confidentiality must be maintained throughout this stage in order that any subsequent investigation is not prejudiced and that the interests of all parties are protected.
- Serious allegations may require immediate intervention by the police and/or the local authority's social care services. If a strategy discussion is needed, or police or local authority's social care services need to be involved, those agencies will be consulted and action agreed. A strategy discussion is convened if significant harm to a child is suspected, taking account of the fact that staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. If a strategy discussion is needed, this will be co-ordinated by the LADO.
- Where it is clear that an investigation is unnecessary, the options range from taking no further action to summary dismissal or a decision not to use the person's services in future. In straightforward cases the investigation is normally carried out by a senior member of staff, but some cases will require an independent investigator.

Supply teachers

Whilst Gunnersbury Catholic school is not the employer of supply teachers, we will ensure allegations are dealt with properly. Before the supply teachers employment is terminated all facts regarding an incident will be acquired and immediate contact with the LADO will be sought to determine a suitable outcome.

The governing body will then discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The school will take the lead due to the agency not having direct access to the child or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. The supply teacher will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting will be arranged to address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

Timescales

All allegations must be investigated as a priority to avoid any delay. Where the allegation does not involve a possible criminal offence or formal disciplinary action, appropriate action should be taken normally within three working days.

Suspension

In some cases the possible risk of harm to a child or the seriousness of the case means that the person is suspended until the case is resolved. Suspension should not happen automatically and other alternatives such as redeployment or the presence of an assistant should be carefully considered and support provided for the person who is the subject of the allegation.

Where a strategy discussion or initial evaluation concludes that there should be local authority enquiries or an investigation by the police, the LADO should be asked for their views on suspension, but the final decision lies with the Governing Body.

Supporting those involved

Employers have a duty of care to their employees. Individuals will be informed of concerns or allegations as soon as possible, and told what will happen next. They should be advised to contact their trade union representative for support. The employee must be kept informed of the progress of their case and current work related issues.

Parents or carers of a child should be told about the allegation as soon as possible, after this is agreed with any other agencies involved. They must also be kept informed about the progress of the case, and told of the outcome where there is not a criminal prosecution.

The local authority social care services or the police will consider what support the child or children involved may need.

Confidentiality

Confidentiality is extremely important while an allegation is being investigated. The school will take advice from the LADO, police and local authority social care services and agree the following:

- Who needs to know and exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any, information can be given out to reduce speculation;
- How to manage press interest.

Resignations

Where a person resigns, or refuses to cooperate, it is still important to follow up, conclude and record the result of the investigation where possible as well as contacting the relevant authorities.

Record keeping

Details of allegations that are found to have been malicious are removed from personnel records. Otherwise a clear summary of the allegation, with details of how it was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file and a copy provided to the person concerned.

This record can then be used for any future reference or DBS disclosure and to prevent unnecessary re-investigation. The record should be retained at least until normal retirement age or for a period of 10 years from the date of the allegation if longer.

Action following a Criminal Investigation or a Prosecution

The police or the Crown Prosecution Service (CPS) will inform the school and LADO straightaway on completion of an investigation or trial. The LADO will then discuss any further action with the Headteacher.

Action on conclusion of a case

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances

Referrals to the DBS should be made as soon as possible after the resignation or removal of the staff member and within one month of ceasing to use the person's services. The DBS will consider barring the person from working in a regulated activity. The School will also make a referral to the Teaching Regulatory Authority in situations where the school dismisses or ceases to use the services of a teacher because of serious misconduct

The return to work of a person who has been suspended needs to be done carefully and support provided; options include a phased return, provision of a mentor and consideration of how best to handle contact with the child who made the allegation if they are still a pupil.

Action in respect of Unfounded or Malicious Allegations:

In this case the LADO will refer the matter to children's social care to see whether the child concerned is in need of services, or may have been abused by someone else.

The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as potential referral to the police) against any pupil found to have made deliberate and malicious allegations.

References

Cases in which an allegation was proven to be **false, unsubstantiated** or **malicious** should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

MANAGING ALLEGATIONS AGAINST OTHER CHILDREN (Peer on Peer Abuse)

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy and Anti-Bullying Policy. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Examples of pupils' conduct towards each other that could raise safeguarding concerns are:

- bullying (including cyberbullying)
- physical violence such as hitting, kicking, biting etc
- sexual violence
- sexual harassment
- upskirting (Typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or to cause humiliation or distress is now a criminal offence. Anyone of any gender can be a victim.)
- youth-produced sexual imagery (sexting)
- initiation/hazing types violence and rituals.

It is important to note that Peer on Peer abuse is not gender specific. But it should also be noted that evidence shows that boys are more likely to be perpetrators and girls to be victims of peer-on-peer abuse. Peer-on-peer abuse also often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

At Gunnersbury Catholic School each incident will be looked at separately and involve all the relevant groups and individuals. All students are made fully aware of where they can get support should they be suffering any form of peer to peer abuse.

Sexual Violence and Sexual Harassment

Staff are made aware of how to report any concerns that they have on the first day back to school and are reminded through out the year on our staff briefings.

Sexual violence: It is important that school staff are aware that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences such as:

- Rape
- Assault by Penetration
- Sexual Assault

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

When acting on a report of sexual violence and/or sexual harassment the school will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- any power imbalance between the children
- is the incident a one-off or sustained pattern of abuse
- are there ongoing risks to the victim, other children, school staff
- contextual safeguarding issues

The school has four options when managing a report of sexual violence and/or sexual harassment:

- Manage Internally
- Early Help – three safeguarding partner arrangements
- Referral to children’s social care
- Reporting to the police – in parallel to children’s social care

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Procedures

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead should be informed and recorded on CPOMS.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the behaviour policy and procedures. However it is important to note that support must be given to both the victim and the perpetrator.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. Also it will be noted that both the perpetrator and victim will be viewed as being at risk and support provided to both.
- where the allegation includes an online element, being aware of **searching screening and confiscation advice (for schools)** and **UKCCIS sexting advice** (for schools and colleges). You may find the links to the above documents below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

- The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

VISITORS/VISITING SPEAKERS

Where possible permission should be granted by the Headteacher before any visitor is asked to come into school.

- All visitors must enter via reception and must not enter via any other entrance.
- At the front door, all visitors must state the purpose of their visit and who has invited them.
They should be ready to show formal identification where appropriate.
- All visitors will be asked to sign into the Visitors Book.
- Each visitor will be issued with a visitors badge containing information about school procedures
- The member of staff on reception will share the Visiting Speakers Agreement with the visitor which will then be given to the DSL.
- The member of staff on reception will show the visitor where the toilet facilities are and where mobile phones and other valuables can be safely stored.
- Visitors will then be escorted to their point of contact or their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site.
- At no point should a visitor be left on their own with children (if the visitor is meeting a member of staff).
- On departing the school, visitors should leave via the School Office, sign out of the visitors book and return their visitors badge.

Visitors whose purpose is to work with pupils in some capacity:

- Visitors may work with pupils in a variety of capacities, for example, to deliver a lesson (normally supervised by a member of staff), to meet with small groups of pupils or individuals or alternatively they may be working with a pupil on a one to one basis (e.g. Children's services or health professionals.)
- Staff should ensure that all normal visitor policy requirements are followed.
- Any visitor who is not DBS checked must not be left alone with pupils at any point. This includes whole class or small group teaching or one to one interviews of pupils or escorting pupils around the building.
If a visitor has DBS clearance they may work with pupils unaccompanied by another member of staff. At times this may be teaching a class or a one to one interview. This must be agreed in advance.
- Regular visitors to the school must have DBS clearance.
- Any visitor delivering a lesson or assembly must comply with the requirements of the visiting speakers agreement.

Use of External Agencies and Speakers

At Gunnersbury Catholic School we encourage the use of external agencies or speakers to enrich the experiences of our pupils; however we will positively vet those external agencies,

individuals and speakers who we engage to provide such learning opportunities or experiences for our pupils.

The Deputy Head, Mr C. Mahon, is in charge of coordinating and vetting the booking of all visiting speakers and staff members should seek permission giving a clear explanation as to the relevance and purpose of any visit and intended date and time.

Appropriate checks will be carried out on the suitability of the visiting speaker which may include internet searches and/or contacting other schools where the person has spoken previously.

Although not always possible, we try to invite speakers from an established company, charity or other groups whose aims are well documented.

We ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not be directly connected with the rest of the school curriculum so we need to ensure that this work is of benefit to our pupils.

All external agencies and speakers will be expected to talk with the staff member in charge of coordinating events about the content of the presentation before the event and the visiting speaker must also read and agree to adhere to the school's 'Visiting Speakers Agreement' (see appendix).

All information about the visiting speaker and the booking process will be recorded on the 'Risk Assessment for Visiting Speaker/Event form' (see appendix).

After the presentation a post event evaluation will be completed which will include feedback from staff, noting any contentious subject areas or comments and state whether the speaker should be booked again in the future.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils support fundamental British Values and our school values.
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and are clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate or support this. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage risk themselves where appropriate to their age and ability but also to help pupils develop critical thinking skills needed to engage in informed debate.

Visiting speakers will be made aware that their presentation will be brought to an early end, if the content proves unsuitable.

Unknown/uninvited visitors to school

- Any visitor to the school site who is not wearing a visitors badge should be challenged politely to enquire who they are and their business on the school site.
- They should then be escorted to the School Office to sign in using the visitors book and be issued with a visitors badge.
- In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Headteacher should be informed immediately.
- The Headteacher and/or members of the senior management team will consider the situation and decide if necessary to inform the police.
- If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

SITE SECURITY

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Designated Safeguard Lead will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

ALTERNATIVE PROVISION

The school will obtain written confirmation for the provider that that appropriate safeguarding checks have been carried out on individuals working at the establishment and will obtain a copy of the provider's safeguarding policy.

Statutory Framework and Guidance

Our policy and procedures have been established in accordance with the following publications:

The Children Act 1989

Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000,

'What to do if You are Worried a Child is Being Abused' 2003.

The Children Act 2004

Education Act (2002), section 175

The Teacher Standards 2012

'Working Together to Safeguard Children' 2018,

'Keeping Children Safe in Education' 2020

'The prevent duty: for schools and childcare providers' 2015

Appendix 1

ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Senior Child Protection Officer in this school is:

NAME: Conor Mahon

In the absence/unavailability of Mr Mahon the Deputy Designated Safeguarding Lead is:

NAME: Tracy Kennerson

Job description for the Designated Safeguarding Lead (DSL and DDSLs)	
The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	
Summary of the role	<ul style="list-style-type: none"> To take lead responsibility for safeguarding and child protection (including online safety) occurring at the School and to support all other staff in dealing with any pupil welfare and child protection concerns that arise. To have the status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of pupils. Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated. To take part in strategy discussions and inter-agency meetings and to support other staff to do so, and to contribute to the assessment of pupils. To promote and safeguard the welfare of pupils in the School.
Main duties & responsibilities	Further specifics:
Managing referrals	<p>You are expected to:</p> <ul style="list-style-type: none"> refer cases of suspected abuse of any pupil at the School to the local authority children's social care; support staff who make referrals to local authority children's social care; refer cases to the Channel programme where there is a radicalisation concern; support staff who make referrals to the Channel programme; refer cases where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (DBS); and refer cases where a crime has been committed to the Police.
Work with others	<p>You are expected to:</p> <ul style="list-style-type: none"> act as a point of contact with the three safeguarding partners: the local authority (Hounslow); the clinical commissioning group; and the police; liaise with the Principal to inform him of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

	<ul style="list-style-type: none"> • as required, liaise with the “case manager” (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member; • liaise with staff (especially pastoral support staff, IT staff, First Aiders, and the named persons with oversight for SEND) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and • to act as a source of support, advice and expertise for all staff.
Training	<p>You are expected to ensure your child protection training and that of the DDSLs is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training.</p> <p>In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role in order to:</p> <ul style="list-style-type: none"> • understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements; • have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; • ensure each member of staff has access to, and understands, the School’s child protection policy and procedures, especially new and part-time staff; • be alert to the specific needs of children in need, those with special educational needs and young carers; • understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; • understand the importance of information sharing, both within the School, and with the three safeguarding partners, other agencies, organisations and practitioners; • be able to keep detailed, accurate, secure written records of concerns and referrals; • understand and support the School with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting pupils from the risk of radicalisation; • be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep pupils safe whilst they are online at School; • be able to recognise the additional risks that pupils with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND pupils to stay safe online; • obtain access to resources and attend any relevant or refresher training

	<p>courses; and</p> <ul style="list-style-type: none"> encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.
Raising awareness	<p>You are expected to:</p> <ul style="list-style-type: none"> ensure that the School's child protection policies are known, understood and used appropriately; ensure the School's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Board regarding this, ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this; link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that pupils, including pupils with a social worker, are experiencing, or have experienced, with teachers and School leadership staff. This includes: <ul style="list-style-type: none"> ensuring that relevant School staff know who these pupils are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; and supporting teaching staff to identify the challenges that pupils in this group might face and the additional academic support and adjustments that they could make to best support these pupils.
Child protection files	<p>You are expected to:</p> <ul style="list-style-type: none"> ensure that when a pupil leaves the School their child protection file is transferred to the new school or college as soon as possible; ensure child protection files are transferred separately from the pupil's main file in a secure manner and confirmation of receipt is received from the destination school or college; consider whether it is appropriate to share any information with the new school or college in advance of the pupil leaving
Availability	<p>You are expected to:</p> <ul style="list-style-type: none"> ensure during term time either the Designated Safeguarding Lead (or a deputy) will always be available during School hours (8 am – 5 pm) to discuss any safeguarding concerns; and Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Signed:

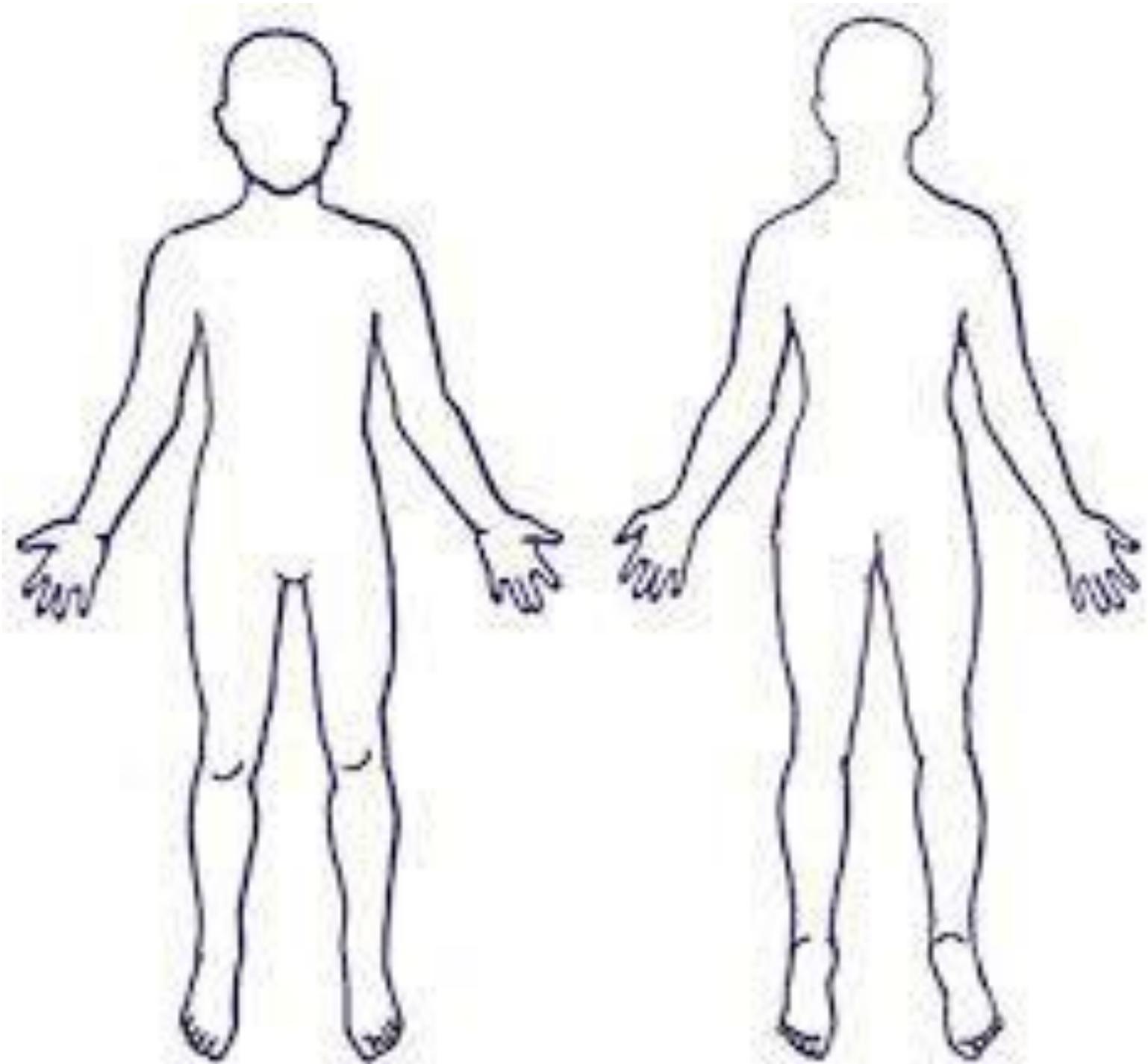
Position:

APPENDIX 2 - REPORTING A CONCERN

CHILD PROTECTION / SAFEGUARDING CONCERN FORM

Students Name:	
Students DOB:	
Date & Time of concern:	
<p>Your account of the concern: (what was said/observed/reported and by whom)</p> <p>Record any observed physical indications of abuse on the body plan sheet (over page)</p> <p>Staff must not make any attempt to physically exam a pupil, you will be recording information you can see or that the pupil has told you about.</p>	
<p>Additional Information: (Your opinion, context of concern/disclosure)</p>	
<p>Your response: (what did you do/say following the concern)</p>	
Your Name:	
Your signature:	
Your position in school:	
Date and time of this recording:	
<p>Action and response of DSL/HT</p> <p>Name:</p> <p>Date:</p>	

This form must be completed as soon as possible after a child protection concern has been raised.



Appendix 3

Indicators of Abuse and Safeguarding Concerns

Children who may be particularly vulnerable

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

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

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the Local Authority or otherwise living away from home
- care leavers
- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism
- children with family members in prison
- children homeless with their families or living independently from their parents or guardians.

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs. These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

PHYSICAL ABUSE

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.

Indicators in the Child	Indicators in the Parent	Indicators in Family/Environmental
<ul style="list-style-type: none"> • Bruises – shape, grouping, site, repeat or multiple • Bite marks – site and size • Burns and Scalds – shape, definition, size, depth, scars • Fractures- delay in seeking medical attention, old fractures, • Injuries not typical of accidental injury • Fabricated or induced illness • Improbable or conflicting explanations for injuries • Repeated or multiple in juries • Admission of punishment which appears excessive • Fear of parents being contacted and fear of returning home • Withdrawal from physical contact • Aggression towards others • Frequently absent from school <p>Emotional/behavioural presentation</p> <ul style="list-style-type: none"> • Refusal to discuss injuries • Admission of punishment which appears excessive • Fear of parents being contacted and fear of returning home • Withdrawal from physical contact • Arms and legs kept covered in hot weather • Fear of medical help • Aggression towards others • Frequently absent from school • An explanation which is inconsistent with an injury • Several different explanations 	<ul style="list-style-type: none"> • Parent with injuries that may suggest domestic violence • Not seeking medical help/unexplained delay in seeking treatment • Evasive or aggressive towards child or others • Refusal or reluctance to discuss injuries or mention previous injuries • Delay in seeking treatment • Given explanation inconsistent with injury • Over chastisement of child / aggressive towards child or others • Absent without good reason when their child is presented for treatment • Disinterested or undisturbed by accident or injury • Unauthorised attempts to administer medication • Tries to draw the child into their own illness. • Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault • May appear unusually concerned about the results of investigations which may indicate physical illness in the child • Wider parenting difficulties may (or may 	<ul style="list-style-type: none"> • Marginalised or isolated by the community • History of mental health, alcohol or drug misuse or domestic violence • History of unexplained death, illness or multiple surgery in parents and/or siblings of the family • Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

provided for an injury	not) be associated with this form of abuse. <ul style="list-style-type: none"> • Parent/carer has convictions for violent crimes. 	
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Notes on Physical Abuse

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm and neck
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath. The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. 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 (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the Child	Indicators in the Parent	Indicators in Family/Environmental
<ul style="list-style-type: none"> • Developmental delay • Abnormal attachment e.g. anxious, indiscriminate or no attachment • Aggressive behaviour towards others • Child scapegoated within the family • Frozen watchfulness, particularly in pre-school children • Low self-esteem and lack of confidence • Withdrawn or seen as a 'loner' - difficulty relating to others • Over-reaction to mistakes • Inappropriate emotional responses to painful situations • Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking) • Self-harm • Fear of parents being contacted • Extremes of passivity or aggression • Drug/solvent abuse • Chronic running away • Compulsive stealing 	<ul style="list-style-type: none"> • Domestic abuse • Mental health; drug or alcohol difficulties • Abnormal attachment to child e.g. overly anxious or disinterest in the child • Scapegoats one child in the family • Cold or unresponsive to the child’s needs • Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection. • Overly critical of the child • Never allowing anyone else to undertake the child’s care 	<ul style="list-style-type: none"> • Lack of support from family or social network. • Marginalised or isolated by the community. • History of mental health, alcohol or drug misuse or domestic violence. • History of unexplained death, illness or multiple surgery in parents and/or siblings of the family • Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

<ul style="list-style-type: none"> • Low self-esteem • 'don't care' attitude • Social isolation – does not join in and has few friends • Depression, withdrawal • Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention • Low self-esteem, lack of confidence, fearful, distressed, anxious • Poor peer relationships including withdrawn or isolated behaviour. 	<ul style="list-style-type: none"> • History of abuse or mental health problems • Wider parenting difficulties may (or may not) be associated with this form of abuse. 	
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NEGLECT

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may 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, clothing and shelter (including exclusion from home or abandonment);
 - protect a child from physical and emotional harm or danger;
 - ensure adequate supervision (including the use of inadequate care-givers); or
 - ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to a child’s basic emotional needs.

Indicators in the Child	Indicators in the Parent	Indicators in Family/Environmental
<ul style="list-style-type: none"> • Physical presentation • Failure to thrive/ underweight or small stature • Frequent hunger • Dirty, unkempt condition • clothing in a poor state of repair or inadequate • Swollen limbs with sores that are slow to heal, usually associated with cold injury • Abnormal voracious appetite • Dry, sparse hair • Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice • Untreated medical problems • Frequent accidents or injuries <p>Development</p> <ul style="list-style-type: none"> • General delay, especially speech and language delay • Inadequate social skills and poor socialization <p>Emotional/behavioural presentation</p> <ul style="list-style-type: none"> • Attachment disorders • Absence of normal social responsiveness • Indiscriminate behaviour in relationships with adults • Emotionally needy • Compulsive stealing • Constant tiredness • Frequently absent or late at school • Poor self esteem • Destructive tendencies 	<ul style="list-style-type: none"> • Dirty, unkempt presentation • Inadequately clothed • Inadequate social skills and poor socialisation • Abnormal attachment to the child .e.g. anxious <ul style="list-style-type: none"> • Low self-esteem and lack of confidence • Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene • Failure to meet the child’s health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy • Child left with adults who are intoxicated or violent • Child abandoned or left alone for excessive periods 	<ul style="list-style-type: none"> • History of neglect in the family • Family marginalised or isolated by the community. • Family has history of mental health, alcohol or drug misuse or domestic violence. • History of unexplained death, illness or multiple surgery in parents and/or siblings of the family • Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement. • Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals • Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating • Lack of opportunities for child to play and learn

<ul style="list-style-type: none">• Thrives away from home• Disturbed peer relationships Self-harming behaviour	<ul style="list-style-type: none">• Wider parenting difficulties, may (or may not) be associated with this form of abuse	
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SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the Child	Indicators in the Parent	Indicators in Family/Environmental
<ul style="list-style-type: none"> • Physical presentation • Pain, bleeding, bruising or itching in genital and /or anal area • Recurrent pain on passing urine or faeces / Blood on underclothes • Sexually transmitted infections • Pregnancy in a younger girl where there is secrecy about identity of the father • Physical symptoms such as injuries/bruises to the genital or anal area, buttocks, abdomen and thighs • presence of semen on vagina, anus, external genitalia or clothing • Emotional/behavioural presentation • Makes a disclosure. • Exhibits sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit • Inexplicable changes in behaviour, such as becoming aggressive or withdrawn • Self-harm - eating disorders, self-mutilation and suicide attempts • Poor self-image, self-harm, self-hatred • Reluctant to undress for PE • Running away from home • Poor attention / concentration • Sudden changes in school work habits, becomes truant • Withdrawal, isolation or excessive worrying or depression • Inappropriate sexualised conduct • Sexually exploited or indiscriminate choice of sexual partners • Wetting or other regressive behaviours e.g. thumb sucking • Draws sexually explicit pictures 	<ul style="list-style-type: none"> • Comments made by the parent/carer about the child • Lack of sexual boundaries • Wider parenting difficulties or vulnerabilities • Grooming behaviour • Parent is a sex offender 	<ul style="list-style-type: none"> • Marginalised or isolated in the community • History of mental health, alcohol or drug misuse or domestic violence • History of unexplained death, illness or multiple surgery in parents and/or siblings of the family • Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement • Family member is a sex offender

WHAT IS SEXUAL VIOLENCE AND HARASSMENT?

Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

CHILD SEXUAL EXPLOITATION

It is to be noted that in KCSIE 2020 we are given separate distinct definitions for Child Criminal Exploitation (CCE) and Child sexual exploitation (CSE) for the first time. Child sexual exploitation (CSE) is a form of sexual, emotional and physical abuse of children. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. (KCSIE 2020)

Child sexual exploitation can be defined in the following terms:

- A person under 18 is sexually exploited when they are coerced into sexual activities by one or more person(s) who have deliberately targeted their youth and inexperience in order to exercise power over them.
- The process often involves a stage of 'grooming', in which the child might receive something (such as a mobile phone, clothes, drugs or alcohol, attention or affection) prior to, or as a

result of, performing sexual activities, or having sexual activities performed on them. Although every case is different, there are different models of grooming.

- Child sexual exploitation may occur through the use of technology without the child's consent or immediate recognition; for example through being persuaded to post sexual images over the internet or via mobile phone. CSE does not always involve physical contact.
- Child sexual exploitation is often conducted with actual violence or the threat of violence. This may be threats towards the child, or her or his family and may prevent the child from disclosing the abuse, or exiting the cycle of exploitation. Indeed, the child may be so confused by the process, that they do not perceive any abuse at all.

Perpetrators 'groom' a child for sexual exploitation in a process designed to break down the child's defences and existing relationships with family and friends to establish control.

'Grooming' is like a process of recruitment and the victims are introduced into a lifestyle which they are made to believe is normal, but which is actually abusive. This may take place online or offline and could include violence, lies, blackmail, or threats. Once groomed, the child is expected to participate in sexual activities, often in exchange for something such as alcohol, gifts, money, affection, drugs, or a place to stay.

There are different models of grooming – children might experience exploitation at parties, by groups of older men or (less often) women, as part of a gang, or even by friends their own age.

The following aims to help identify the particular model of grooming used on children. However, every situation is different, and children may have been groomed for sexual exploitation through a variety of tactics.

Peer on peer exploitation

Children are sexually exploited by peers who are known to them at school, in the neighbourhood or through mutual friends.

Exploitation through befriending and grooming

Children are befriended directly by the perpetrator (in person or online) or through other children and young people. This process may begin with a girl (or boy) being targeted and befriended by a young boy or girl usually known to her as an equal, i.e. a classmate, a friend of a sibling, or a neighbour.

This introductory young person later introduces the child to either one or more older men, whom s/he may describe as an older sibling or cousin. The older men offer the child attention in the form of gifts, flashy cars, cigarettes, alcohol and drugs.

To the child, it is new and exciting. The older men treat the child as an adult and deliberately portray her/his parents as unreasonable and overly-strict, should they seek to intervene.

The 'boyfriend'/pimp model of exploitation

Perpetrators target children posing as 'boyfriends', showering the child with attention and gifts to cause infatuation. They initiate a sexual relationship with the child, which the child is expected to return as 'proof' of her/his love or as a way of returning the initial attention and gifts. The child is effectively told that they owe the perpetrators money for cigarettes, alcohol, drugs, car rides etc. and that sexual activities are one way of paying it back.

The 'party' model

Parties are organised by groups of men to lure young people. Young people are offered drinks, drugs and car rides often for free. They are introduced to an exciting environment and a culture where sexual promiscuity and violence is normalised. Parties are held at various locations and children are persuaded (sometimes financially) to bring their peers along.

Children are also encouraged to associate with others via Facebook, Instagram, Whatsapp etc. The parties may be held some distance from the child's home, enabling the perpetrators to force the child to have sex in return for a lift home. Drugs and alcohol are used to suppress the children's resistance. Images may be taken of them without their clothes for purpose of future bribery.

Risk Indicators

These are signs to be aware of that highlight the possibility of CSE:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental health issues, parental criminality)
- History of abuse (including sexual, emotional, physical, neglect, honour based or risk of forced marriage)
- Recent bereavement or loss
- Gang association
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose to their families
- Homelessness
- Lacking friends from same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in a hostel or B&B accommodation
- Low self-esteem or self-confidence
- Young carers

Warning signs of CSE

Child sexual exploitation happens when a child has been persuaded that sexual activity is a 'normal' part of adult life.

The following signs are usually seen in young people who are being exploited (this is not a definitive list):

- They may go missing from home or care – and be defensive about their location and activities, often returning home late or staying out all night
- Drug and alcohol misuse
- Absence from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social media
- Poor mental health
- Self-harm
- Thoughts or attempts at suicide
- Offending
- They may be in possession of new, expensive items
- Exhibit a sudden change in their physical appearance or musical taste
- Look tired and/or unwell, and sleep at unusual hours
- Have marks or scars on their body which they try to conceal
- Adopt new 'street language' or respond to a new street name

The impact of child sexual exploitation

Child Sexual Exploitation has a devastating, long-term impact on the child who is abused, but also for the whole family.

How does sexual exploitation affect a child?

Once a child is entrapped in a cycle of sexual exploitation, it can be difficult for their parents to understand why they return to their abusers. The best way to explain this is that the control and manipulation the child is under is very similar to that experienced by victims of domestic violence.

Repeated sexual abuse will result in fear of being blamed or not being believed, a lack of self-esteem and worthlessness, but also misplaced loyalties towards the perpetrators. For many children, the abuse equates to their first experience of sex and love, of which they have no prior experience to measure it against. It is also important to remember that sexually exploited children are often explicitly threatened with violence if they disclose the abuse. It is common for their family to be threatened, so the child may feel they are protecting you, the parent, by enduring the abuse.

Sadly, child sexual exploitation can leave some young people with serious long-term emotional and physical effects.

HONOUR BASED Abuse

Honour Based Abuse (HB) encompasses all crimes which have been committed to protect or defend the honour of the family and/or the community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

This might include:-

- relationships with others from different cultures or religions
- belonging to a different culture or religion
- not being willing to be part of an arranged or forced marriage
- wearing non-traditional clothes
- participating in activities which are not seen as part of tradition in that culture
- expressing autonomy
- expressing homosexuality

Women and girls are the most common victims but boys and men can also be affected.

Crimes of honour do not always include violence but there may be domestic abuse, threats of violence, sexual or psychological abuse, someone being held against their will or being taken somewhere they do not want to go.

Victims of HBV are more likely to underestimate the risks to their safety than overstate them. HBV also included practices such as Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

FORCED MARRIAGE (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

FEMALE GENITAL MUTILATION (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. **Staff that become aware of a victim of FGM have a statutory duty to personally report their knowledge to the police.**

WHAT IS FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

IS FGM LEGAL?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

- As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges take action **without delay**

Any person who suspects that an individual is the victim of HBV should alert the appropriate authorities. If the individual is in imminent danger the police should be contacted.

Staff know to pass on any concerns to the Designated Safeguarding Lead. Similarly, any concerns raised by other sources about students in the school will be referred onto the Designated Safeguarding Lead.

YOUTH PRODUCED SEXUAL IMAGERY(SEXTING)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. **Staff should not view, copy or print the youth produced sexual imagery.**

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

An immediate referral at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
- If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Children's Social Care or the police.

In applying judgement the DSL will consider if:

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

RADICALISATION/PREVENT

The PREVENT strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; AND
- work with sectors and institutions where there are risks of radicalisation which we need to address.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of PREVENT and the risks that 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.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond PREVENT but they connect to the PREVENT agenda.

PREVENT referrals should be reported in line with other safeguarding procedures. If a member of staff has concerns regarding any extreme behaviour, they must report this to the Designated Safeguarding Lead in line with the school's prevent policy. If required, the school will contact the LA's PREVENT Officer to seek advice and guidance. The LA will then discuss the incident at a Channel Panel Meeting in line with the Counter Terrorism and Security Act (2015). Panels will assess the extent to which the identified individuals are vulnerable to being drawn into further issues.

CHILD MISSING FROM EDUCATION

A child going missing from education is a potential indicator of abuse or neglect. The school will carry out a daily absence check twice a day and on the third day of absence will report the matter to Hounslow's Child Missing from Education Officer. The school will take all reasonable steps to ascertain the whereabouts of the child. If a member of staff has concerns about a particular student, they should talk to the designated safeguarding lead and follow up in writing. If a child has disclosed that they are being abused to a member of staff, they should go straight to the Designated Child Protection Officer or, in his/her absence, the deputy or the Headteacher.

DOMESTIC ABUSE

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

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

members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • psychological;

- physical;
- sexual;
- financial; and
- emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse signs symptoms effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO

provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

MENTAL HEALTH

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental Health and Behaviour - advice for Schools 160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

<http://www.youngminds.org.uk/>

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Gunnersbury Catholic School has an important role to play in supporting the mental health and wellbeing of pupils as they see their pupils day in, day out in roles such as Form tutors and class teachers. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by raising the issue with the DSL, who may in turn contact an appropriate external agency.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed such as contact with appropriately trained professionals. (Mental health and behaviour in schools guidance 2018)

Mental health concerns will be dealt with as a safeguarding issue and will continue to be reported to the Designated Safeguarding Lead until the school appoints a mental health lead in the future.

CHILD CRIMINAL EXPLOITATION: COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

PRIVATE FOSTERING

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

Why are children in private foster care?

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families

The Ofsted report into Private Fostering also refers to these reasons:

- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

The Duty to refer to the Local Authority

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. (see '[Replacement Children Act 1989 Guidance on Private Fostering 2005](#) paragraph 2.6)

Note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear who has parental responsibility.

Are children in private foster care defined as 'Local After Children' ?

No. The term 'Looked After Children' means children who are looked after by the local authority. Privately fostered children are outside the care of the local authority.

Schools should not therefore code children in private foster care as 'LAC'.

How do local authorities monitor the welfare of children in private fostering ?

The local authority must visit each privately fostered child at least every six weeks in the first year of the arrangement; and at least every twelve weeks in the second and subsequent year. In some areas schools are visited as part of this process to discuss the child with teachers.

The private foster carer has a duty to inform the local authority of any substantive changes to the arrangement or within the household.

Should schools be told about a private fostering arrangement?

There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a duty on schools to inform children's services where they become aware of such an arrangement.

APPENDIX 4

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Students are taught safeguarding, including online safety during PSHE and Living Faith lessons. Resources that could support schools include:

- UKCCIS published its Education for a connected world framework. Online safety is a whole school issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school approach to safeguarding and online safety. It covers early years through to age 18.
- The PSHE Association provides guidance to schools on developing their PSHE curriculum – www.psheassociation.org.uk so that online safety is addressed,

Filters and Monitoring

Impero is used to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn and how often they access the IT system and the proportionality of costs vs risks.

Whilst filtering and monitoring are an important part of the online safety picture in school, it is only one part. A whole school approach to online safety is in place and a clear policy on the use of mobile technology in the school. Is in place, please see E-Safety policy.

The filters and monitoring systems are in place, and do not “over block” or lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Reviewing Online Safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCCIS have recently published Online safety in schools: Questions for the governing board

Staff Training

Governors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and Support

There is a wealth of information available to support schools, colleges and parents to keep children safe online. The following list is not exhaustive but should provide a useful starting point;

Organisation/Resource

Organisation/Resource	What it does/provides
thinkuknow	NCA CEOPs advice on online safety
disrespectnobody	Home Office advice on healthy relationships, including sexting and pornography
UK safer internet centre	Contains a specialist helpline for UK schools and colleges
internet matters	Help for parents on how to keep their children safe online
parentzone	Help for parents on how to keep their children safe online
childnet cyberbullying	Guidance for schools on cyberbullying
pshe association	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
educateagainsthate	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
UKCCIS	The UK Council for Child Internet Safety's website provides: <ul style="list-style-type: none"> • Sexting advice • Online safety: Questions for Governing Bodies • Education for a connected world framework
The Samaritans	The Samaritans offer a 24-hour service via telephone to listen and discuss any worries or concerns with a trained volunteer. They will also respond via email if you feel it may be easier to type your concerns. Telephone – 11612 Email – jo@samaritans.org Website: www.samaritans.org
SupportLine	SupportLine offers confidential emotional support to children, young people and adults by telephone, email and post. They work with callers to develop healthy, positive coping strategies to help with feelings of stress or depression. Telephone – 01708 765200 Email: info@supportline.org.uk

	<p>Website: https://www.supportline.org.uk</p> <p>Post: SupportLine, PO Box 2860, Romford, Essex RM7 1JA</p>
Mind	<p>Mind's "Infoline" provides an information and signposting service. Their opening hours are 9am to 6pm, Monday to Friday (except for bank holidays). They will discuss and give advice on mental health and where to access help near you via telephone, text and email. Telephone - 0300 123 339 Email: info@mind.org.uk</p> <p>Website: www.mind.org.uk</p>
Childline	<p>If you have children at home, they may be finding the current situation difficult. Although they may feel that they can talk through any issues with yourself or other members of your family, they may like to talk to a trained counsellor. Childline offer both a telephone service from 9am-12am and an online service where children will be asked to set up an account free and chat 1-2-1 with a counsellor. The contact details of these services are below: Telephone - 0800 1111 Online: http://www.childline.org.uk</p>
Kooth	<p>This is a safe, confidential and anonymous mental health and emotional well-being platform for children and young people, accessible through any connected device. Times: Monday - Friday 12pm - 10pm. Saturday - Sunday 6pm - 10pm</p> <p>Website: http://www.kooth.com</p>
Child Exploitation and Online Protection Command	<p>If you have been a victim of sexual online abuse or you're worried this is happening (or has happened) to someone you know, this is a dedicated channel for reporting and accessing help</p> <p>Website: https://www.ceop.police.uk/safety-</p>

	centre
Prevent	https://www.report-terrorist-material.homeoffice.gov.uk/report
Kidscape	https://www.kidscape.org.uk/about-kidscape/ Kidscape aim is for all children to grow up in a world free from bullying and harm, with adults who keep them safe and help them to reach their full potential.
CEOP	https://www.ceop.police.uk/safety-centre/ CEOP is a law enforcement agency and is here to help keep children and young people safe from sexual abuse and grooming online. We help thousands of children and young people every year who have been in a similar situation to you.

APPENDIX 5



Visiting Speakers Agreement At Gunnersbury Catholic School

We understand the importance of visitors and external agencies to enrich the experiences of our pupils.

In order to safeguard our children we expect all visiting speakers to read and adhere to the statements below.

- Any messages communicated to pupils support fundamental British Values and our school values.
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils.
- Visitors will also be accompanied by a member of staff at all times.

Signed:.....

Date:



Gunnersbury Catholic School
Risk Assessment for Visiting Speaker/Event

Name of the Event and Speaker
Date of the Event
Nature of Event (talk, demonstration to the children, interactive learning etc.)
Outline of the Content of the Event
Point of Contact (member of staff organising the event)
Sign and date to confirm that research has been carried out on the Speaker and the organisation they are affiliated to

Sign and date to confirm that the Speaker has signed the Visiting Speakers Agreement
Sign and date to confirm that the Office has been informed of the Speaker in order that they can be added to the School diary
Sign and date to confirm that you agree to ensure that the Speaker is accompanied at all times, whilst on the premises
Agreed by the Headteacher
Date
Post Event Evaluation

APPENDIX 6 Staff Advice Sheet

What to do if you are worried about a child

Gunnersbury Catholic School has a statutory duty to “safeguard and promote the welfare of children”.

If you have any concerns about the health and safety of a student at this school or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away through CPOMS.

Some issues such as a student’s appearance, hygiene, or general behaviour can be shared with any teacher or member of support staff in the School. Please do not worry that you may be reporting a small matter – we would rather you tell us things which turn out to be small than miss a worrying situation.

However, if you think the matter is very serious and may be related to a child protection concern, where the student has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. Do not delay. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter. If the Designated Safeguarding Leads cannot be reached you may report your concern to the Headteacher or any other member of the Senior Leadership Team.

The people you should talk to at this school are:

The Designated Safeguarding Lead (DSL)

Name: Conor Mahon

His office is located next on the ground floor of the Main Building.

Tel. extension: 178

The Deputy Designated Safeguarding Lead

Name: Ms Tracy Kennerson

Tracy is located in the Main Reception

Tel. extension: 204

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Head Teacher, unless it involves them and then it should be reported directly to the Chair of the Governing Body (contact details can be obtained from the headteacher’s PA).

If you have a concern that a child is in immediate danger and you are unable to contact any of the staff detailed above, you must make a referral to social services yourself.

Hounslow Social Services can be reached at: 020 8583 6600.

REFERRAL FORM

Allegations Against Staff & Volunteers Working with Children & Young People

Referrer Details			
Referred by:		Agency/Relationship to child	
Address:		Contact No:	
Date of Referral:		Email (Secure):	
Is the professional aware of this referral?			Yes <input type="checkbox"/> No <input type="checkbox"/>

Professional against whom the allegation has been made			
Name & DoB:		Given names:	
		Known As:	

Home Address:		Postcode:	
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Employer:		Contact No:	
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Employer address:		Postcode:	
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Family Members Names:	DOB	M / F	Relationship (Please state if have PR if known)

Allegation made by:	
Name & DoB:	
Home address:	
Relationship to subject of allegation:	

Any other relevant supporting information

Reason for referral

(

Actions taken so far

New referrals / all new enquiries to the LADO should be made through the Safeguarding Advice and Allegations Management (SAAM) duty system:

Tel: 0208 583 5730

Email: lado@hounslow.gov.uk

For all LADO referrals please complete this form and email to

lado@hounslow.gov.uk

Tel 0208 5835730

We will aim to respond within one working day on receipt of your referral.

The safeguarding adviser covering LADO duties is Matilde Enriquez

matilde.enriquez@hounslow.gov.uk

Tel: 0208 583 2565

For urgent referrals out of hours please contact:

The Emergency Duty Team 0208 853 2222

The Safeguarding and Quality Assurance Manager:

Petra Kitchman (Line Manager for Safeguarding Advisor)

Tel: 0208 583 6054

Mobile: 07976 702103

Email petra.kitchman@hounslow.gov.uk

The Head of Safeguarding & Quality Assurance:

Lara Wood Tel: 0208 583 3059

Email: lara.wood@hounslow.gov.uk

The Review & Quality Assurance Manager:

Paul Andrews is Line Manager for Independent Reviewing Officers

Tel. 020 8583 3090

Email: paul.andrews@hounslow.gov.uk

LADO Decisions

	yes <input type="checkbox"/>	<input type="checkbox"/>
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If Yes, date of proposed meeting.	Date:	
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If No record reason	
End Date:	

Category of abuse			
Sexual Abuse	<input type="checkbox"/>	Physical Abuse	<input type="checkbox"/>
Neglect	<input type="checkbox"/>	Emotional Abuse	<input type="checkbox"/>

Final outcome of the investigation			
Substantiated	<input type="checkbox"/>	Unsubstantiated	<input type="checkbox"/>
Malicious	<input type="checkbox"/>	False	<input type="checkbox"/>
Further referrals needed (i.e. DBS)	<input type="checkbox"/>		

End Date:	
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