

Cherry Lane Primary School



Child Safeguarding Policy

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SCHOOL STATEMENT ON PUPIL SAFETY AND WELFARE

The governors recognise that children have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel safe and secure. The governors and staff aim to provide a safe school environment that promotes pupil self-esteem and the knowledge that pupil's concerns will be listened to and acted upon. Adults in our school take all welfare concerns seriously and encourage children and young people to talk with us about anything that may worry them.

The governors will also ensure that the school carries out its child protection responsibilities as set out in the Working Together to Safeguard Children 2018. These responsibilities include reporting suspected abuse to the Social Services Department and assisting the Department in acting on behalf of children at risk and enquiring into allegations of child abuse.

The Designated Safeguarding Lead is the acting headteacher, Nicky Tranter. In her absence please inform members of the SLT: Alice Carroll, Sarah Daniels and Anna Kennedy. The named Governor for Safeguarding is Mary Davie.

2. AIMS OF THE POLICY

The aims of this school policy are:

- ✚ to raise the awareness of all school staff (including support and ancillary staff) of the importance of child protection, and to report any concerns to the Designated Lead or the Deputies;
- ✚ to ensure pupils and parents are aware that the school takes safeguarding seriously and will follow the appropriate procedures for identifying and reporting abuse, and for dealing with allegations against staff;
- ✚ to promote effective liaison with other agencies in order to work together for the protection of all pupils;
- ✚ to provide a systematic means of monitoring pupils known or thought to be at risk of significant harm;
- ✚ to support all pupils' development through the PSHE curriculum and relationship education in ways which will foster security, confidence and independence;
- ✚ to inform children about aspects of risk and relationships with adults;
- ✚ To promote safe practice and challenge poor and unsafe practice.

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- ✚ To ensure that all adults working within our school have been checked as to their suitability to work with children; in accordance with guidance given in 'Keeping Children safe in Education' (2019)
- ✚ To ensure staff have access to a copy of Safer Working Practices for Adults who work with Children & Young Persons (2009), guidance May 2019.

3. PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

Our school procedures are in line with guidance issued by the Local Safeguarding Children Board (Hillingdon Safeguarding Children Board – from the Children's Act 2004), 'The All London Child Protection Procedures' 'Working Together to Safeguard Children' (2018) and take account of guidance issued by the DFE.

The governors will ensure that the policy and procedures for intervention which all staff are made aware of through their Induction Meetings and training form the basis of the school's child safeguarding policy and procedures are followed by all staff. The key principle is that:

- ✚ The prime concern at all stages must be the interests and safety of the child. Where there is a conflict between the interests of the child and the interest of the parents, the interests of the child must be paramount.

4. CONFIDENTIALITY

- ✚ We recognise that matters related to Child Safeguarding are of a confidential nature. The designated member of staff and / or Headteacher will therefore share detailed information about a pupil with other staff members on a need to know basis only.
- ✚ All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.

5. RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER

Governors will ensure that the school has a Designated Teacher and Deputies for safeguarding children and that the Head/Designated Teacher undertakes the following responsibilities:

- ✚ Ensure all staff are familiar with the school Child Safeguarding Policy, including the procedures for identifying and reporting suspected abuse.
- ✚ Ensure all staff have read Keeping Children Safe in Education (2019) [Part 1]; and those staff members who work directly with children should also read Annex A and sign they will comply with it.
- ✚ To ensure all staff receive the Staff Code of Conduct policy and sign they will comply with it.

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- ✚ Ensure the school operates an effective child safeguarding policy and to make that policy known to parents/carers and pupils (via the school website);
- ✚ Ensure all staff receive foundation training in child protection every two years at a minimum and annually to highlight any updates in line with Keeping Children Safe in education (2019);
- ✚ Be responsible for co-ordinating action and liaising with other agencies and support services over child protection issues;
- ✚ Contact the Duty Team to seek advice and to check whether the child is already known to Children's Social Care. To submit an Inter-Agency Form within 24hrs with the concerns.
- ✚ To inform Children's Social Care if a family, on Child Protection Plan, move from Cherry Lane Primary School.
- ✚ Assist Children's Social Care in enquiring into allegations of child abuse. This will include ensuring the school is represented at initial and review child protection case conferences and that information about the child is provided, as required, at least 48 hours before conference;
- ✚ Children Missing Education (CME) these are children who have poor attendance or are regularly missing. We use Truancy Call, the School Welfare Officer, Home Visits and referrals to the Participation Officer. All children with poor attendance are included on the monthly CME Audit.
- ✚ Follow as appropriate recommendations made by the Local Safeguarding Children's Board (LSCB)
- ✚ To keep all records secured in a central area. We use an online reporting system – Safeguard My School see Appendix 8
- ✚ To notify Children's Services of any pupil in a private fostering arrangement see Appendix 7
- ✚ Support and advise staff on child protection issues generally.
- ✚ Ensure a member of the Designated Team to attend local Safeguarding Cluster Meetings

6. RESPONSIBILITIES OF SCHOOL STAFF

All school staff have a statutory duty to ensure the safety and well-being of all pupils in their school. In doing so they should seek advice and support as necessary from the Head/Designated Teacher and other senior staff members. Safeguarding incidents can happen anywhere and staff should be alert to possible concerns being raised in school. Any member of staff may raise concerns with Children's Services if they believe there is a risk of immediate serious harm to the child. If there is no improvement in the child's well-being the staff member can again raise it with Children's Services to reconsider the issues.

All school staff are expected to:

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- ✚ ensure that the appropriate online forms are completed – Safeguard My School
- ✚ report concerns to the Designated Teacher or other senior staff member who will keep online clear, dated, factual and confidential records of child protection concerns;
- ✚ be aware that children with SEND may be especially vulnerable to abuse;
- ✚ follow school guidance on procedures as set out in this document.
- ✚ establish and maintain an environment where children feel safe and secure , are encouraged to talk and feel listened to.
- ✚ ensure that children know that there are adults in the school whom they can approach if they are worried
- ✚ include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Staff should ensure they

- ✚ don't make promises e.g. to keep secrets
- ✚ stay calm and be available to listen.
- ✚ listen with the utmost care to what the child is saying.
- ✚ question normally without pressurising, and only using open questions.
- ✚ don't put words in the child's mouth but note the main points carefully.
- ✚ keep a full record - date, time, what the child did, said etc; on the online 'record of concern' form using the online body map if appropriate. See Appendix 8
- ✚ re-assure the child and let them know that they were right to inform us.
- ✚ inform the child that this information will need to be passed on
- ✚ are aware of the vulnerability of Children in Care (LAC), the emotional impact of moving out of the family home. To reassure the child and to make provision for their needs.
- ✚ are aware that children with special educational needs and disabilities can face additional safeguarding challenges.
- ✚ are aware of our school's response to peer-on-peer abuse, including 'sexting' which we report to the police – UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017) See our behaviour policy.

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- ✚ are aware, and inform Children’s Services of any child in a private fostering arrangement. See appendix 7
- ✚ are alert to girls who may have undergone FGM (Female Genital Mutilation). FGM is most common to some African, Asian and Middle Eastern communities in the UK. Signs that may occur: prolonged absence, a noticeable change in behaviour on return, experiencing discomfort or pain, talk of special procedures. Please speak with the Safeguarding Team. See appendix 4
- ✚ are aware of the signs and symptoms of Child Sexual Exploitation. See appendix 5
- ✚ are aware of information related to Preventing Extremism / Radicalisation. Should staff be aware of any extremist attitudes expressed by any members of the school community, they should report the matter to the DSL staff and record their concern. See appendix 6

Parents should ensure they:

- ✚ keep all their contact details up to date including phones numbers
- ✚ have at least two contacts for an emergency
- ✚ contact the school office in the event of any absence – see Attendance Policy
- ✚ to inform, in the strictest confidence, the DSL, Deputies or the Pastoral Manager of any incident, outside of school, that may have an impact on their child’s emotional well-being.

7. TEAM TEACH

We have a separate policy on positive handling, known as Team Teach, by staff which states that physical restraint will only be used in extreme circumstances when a child is likely to harm themselves, another child or school property and when all other strategies for moderating a pupil’s behaviour have been tried and failed. Any force used should always be the minimum necessary to achieve the desired result and to prevent harm to either a child or adult. Where required staff do receive training from the appropriate agency. All instances of physical restraint must be recorded in the Bound and Numbered (red) book which is stored securely in the Headteacher’s office.

Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

8. APPOINTMENT OF STAFF

The school pays full regard to current DCSF guidance “Safeguarding Children and Safer Recruitment in Education”, January 2007, guidelines 2015;

- ✚ that advertisements for staff indicate that the post will be subject to a DBS Enhanced Disclosure

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- ✚ that documentation sent out to potential candidates will make it clear that child safeguarding is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- ✚ that all references will be taken up and verified by telephoning referees;
- ✚ that a reference will always be obtained from the last employer:
- ✚ that at interview candidates will be asked to account for any gaps in their career/employment history;
- ✚ that police checks, checks against the ISA Children's List (formerly List 99 and POCA) and the similar list maintained by the Department for Health will be followed through for any staff appointed. In addition, a DBS Enhanced Disclosure will be obtained for all new appointments to our school.
- ✚ that all prospective new staff are observed interacting with children. This may be through observation of a task as part of the interview process or as part of an observation in their own school setting.

9. NON CHERRY LANE STAFF OR VISITORS

It is the responsibility of the reception staff to ensure that ID is correct and that in the case of agency staff, this has been sent previously to the office. They should also wear an ID badge. All non-staff are expected to read the agreement on the front desk and which outlines what they must do if an issue arises. This information is also on the forms for supply teachers. Volunteers who work in school all have the basic DBS check, as they will never be left alone with children. Governors and casual staff have full DBS checks. Appendix 3

10. ALLEGATIONS AGAINST STAFF

Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to allegations of abuse and will follow the Education's Department's Procedures for Dealing with Allegations of Abuse Against Staff by consulting with the Local Authority Designated Officer (LADO). Any safeguarding concerns about adults in school should be reported directly to the Head Teacher who will make enquiries with the LADO as to whether it meets the threshold for a referral. If the allegation is against the Head Teacher it needs to be referred to the Chair of Governors who will then go to LADO. See LBH Human Resources Handbook.

Governors will also ensure, through the Head, that staff will follow the Education Department Guidance and Procedures for School Visits.

11. STAFF TRAINING AND SUPPORT

Governors recognise the importance of child protection training for Designated Teachers and for all other school staff who have contact with children. They ensure this training is updated every 2 years in accordance with government guidelines.

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Governors expect the Head/Designated Teacher to ensure that the Safeguarding Team all have the full Working Together training and attend refreshers biannually. All school staff, including support and ancillary staff, receive foundation training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive appropriate training:

- ✚ basic guidance - for all staff (by delegated LBH co-ordinator)
- ✚ e training – access for all teaching staff
- ✚ Working Together – for designated staff

Governors will receive appropriate up-to-date child protection and safer recruitment training to ensure they have the knowledge and understand their responsibilities.

12. CURRICULUM

The governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives:

- ✚ developing pupil self-esteem;
- ✚ developing communication skills;
- ✚ informing about all aspects of risk;
- ✚ developing strategies for self-protection;
- ✚ developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and pupils;
- ✚ developing non-abusive behaviour between pupils.

13. RECORD KEEPING AND REPORTS

Governors further expect school staff to assist the Children's Services Department by providing information for child protection case conferences as required and in the form prescribed by the LSCB.

14. COMMUNICATING POLICY TO PARENTS AND PUPILS

All school policies, including Child Safeguarding are available on request at Reception. Local and National telephone helplines are displayed in Reception.

15. USE OF MOBILE PHONES AND CAMERAS

Cherry Lane Primary School allows staff to bring in personal mobile telephones and devices for their own use but must ensure that these are left inside a bag or locker whilst in contact time with children. Under no circumstances may staff contact a current parent/carer or pupil using a personal device. Staff bringing personal devices into the school must ensure there is no inappropriate or illegal content on the device.

Cameras

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Photographs taken for the purpose of recording a child or groups of children participating in activities or celebrating their achievements is an effective form of recording their progression and celebrating learning, particularly in the EYFS. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Under no circumstance may staff use their mobile phone or personal camera to take photographs within the setting. Should a member of staff fail to comply with this it will result in disciplinary action.

Only the designated school cameras and iPads may be used to take any photograph within the setting or on outings. Images taken must be deemed suitable and must never put the child / children in any compromising positions that could cause embarrassment, distress or harm.





Parent's permission for using their child's image in various scenarios eg. school website, Facebook etc will be sought and the parents' wishes will be respected.




16. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY

The governors require the Head to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

17. CHILD SAFEGUARDING IN RELATION TO OTHER SCHOOL POLICIES

This child safeguarding policy should be read in conjunction with other relevant schools policies:

-  Whistle blowing
-  Safer Recruitment
-  Confidentiality
-  Positive Handling

-  Personal Care
-  Internet Safety
-  Mobile Phone Policy

APPENDIX 1

DEFINITIONS

- Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm.
- Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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. Abuse and neglect is broadly divided into four categories: Physical Abuse, Emotional Abuse, Sexual Abuse and Neglect. Indicators of abuse and neglect are given below:

Physical abuse: 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: 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: 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. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27 KCSIE 2019)).

Neglect: 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.

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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.

Peer on peer abuse: children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

APPENDIX 2

Referral flow chart for suspected child abuse

Practitioner has concerns about a child's welfare



Practitioner discusses with manager/designated member of staff ***



Still has concerns



Referral to Children's Services. Follow up in writing within 24 hours.



Inform parent/carer as appropriate



Children's Services will feed back on referral and inform you of next course of action.



No longer has concerns



No further action or instigate a period of monitoring.

***** Three members of the safeguarding team will discuss significant concerns – a referral will be made if any one of these members of staff thinks it should be made.**

In cases of suspected sexual abuse or if informing the parents would place a child at greater risk, **DO NOT** inform or meet with parents/carers. Make your referral to children's services and they will advise you on how to proceed.

During office hours (9:00am – 5:00pm) Children & Families Services	01895 556633
Suzi Gladish, Child Protection Lead, Education	01895 277463
Rob Wratten – LADO (Local Authority Designated Officer)	01895 250975
Out of office hours (5:00pm – 9:00 am) Out of Hours Duty Social Worker	01895 250111

Information which you may be asked for and should have to hand prior to calling:

- 1) Name, date of birth and address of relevant child and other children within the family, include all names used by family members using correct spellings.
- 2) Name address and contact numbers of parents/carers who have parental responsibility.
- 3) Contact details of child's doctor
- 4) Name of child's school and any other agencies involved.
- 5) A detailed record of concerns including date, time, reason(s) for concern, any previous concerns, details of explanations given by the child or parent/carer and any action taken i.e. spoken to parent/carer.

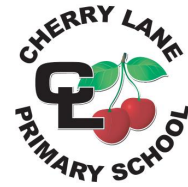
What will happen next:

Depending of the assessed risk factors to the child, social services may:

- a) Take no further action
- b) Refer the child and or parents/carers to other services
- c) Undertake a core assessment with a view to offering support to the child/family.
- d) Undertake a child protection investigation which will result in one of the following:-
 - i) No further action
 - ii) A programme of monitoring and support for the child and family.
 - iii) Child's name put on child protection register & plans for child's protection & family support.
 - iv) In serious cases, a legal care order may be applied for and the child may be moved to the safety of an alternative family member or foster carer if they are at immediate risk of significant harm in the home environment

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**Notification of Child Protection Responsibilities
for volunteers/governors and occasional visitors to school.**

What is Abuse?

The 1989 Children Act states that there are 4 types of abuse, all as serious as one another, being physical abuse, sexual abuse, emotional abuse and neglect.

Please ensure that you read the Cherry Lane Staying Safe in School documentation which can be found in the Reception area, Head's office or Staff room in Safeguarding Files. It is the responsibility of the adult to adhere to the stated Policies and Procedures.

When an adult undertakes an assignment of any kind in school it is inherent in their duty of care to bring to the attention of Nicky Tranter, Sarah Daniels, Anna Kennedy or Alice Carroll, the stated Designated Members of staff (DMS), circumstances that arise and cause suspicion of any child being abused or neglected. Tel: 203/202/212/258

At no time or under any circumstances should the adult ever intervene in a situation without a permanent member of staff being present.

Declaration by volunteer / governor / occasional visitor (circle as appropriate)

I hereby certify that I have read carefully and fully understand the above statement and signposted documentation and I am in complete agreement with it.

Signed Date

Name (please print).....

APPENDIX 4

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence). In these cases, teachers should follow local safeguarding procedures.

APPENDIX 5

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

APPENDIX 6

Statement on Preventing Extremism/Radicalisation

Extremism: Since 2010 when the Government published the “Prevent Strategy”, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been occasions in which extremist groups have attempted to radicalise vulnerable children and young people to hold extremist views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamic ideology, or to the far Right/Neo Nazi/White Supremacist Ideology, Irish Nationalists and Loyalist parliamentary groups and extremist Animal Rights Movements.

The school Governors, Head Teacher and Designated Safeguarding Staff will assess the level of risk within school and put actions into place to reduce the risk. Risk assessments may include the use of the school premises by external agencies, visitors to school, anti-bullying statement and other issues specific to the school’s profile, community and philosophy.

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The Teacher Standards state that teachers should:

- show tolerance of and respect for the rights of others
- not undermine fundamental British values
- ensure personal beliefs are not expressed in ways that exploit pupils’ vulnerability or might lead them to break the law.

It is the responsibility of the Head Teacher and Governors to:

- effectively manage potential risks to pupils and the wider school community
- respond effectively to local, national and global events which could have an impact on individual pupils or the school community
- regularly review emergency plans and procedures to prepare for future events and risks.

Should staff be aware of any extremist attitudes expressed by any members of the school community, they should report the matter to the DSL staff and record their concern. It is the responsibility of the Head Teacher to review such incidents and seek guidance from the LA Designated office:

Fiona Gibbs – 01895 277035

Counter Terrorism and Security Act 2015 (The Prevent Duty)

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APPENDIX 7

Private Fostering Arrangements

DEFINITION OF A PRIVATE FOSTERING ARRANGEMENT:

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

Private foster carers may be from the extended family such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility.

It is the responsibility of the DSL or Deputies to inform Children's Services if a pupil is privately fostered without Judicial Authorisation.

APPENDIX 8

Procedures for reporting a Cause for Concern

Staff needing to report a concern should do so online using the programme ‘**Safeguard my School**’.

Teachers should use their login for Provision Map Writer <https://edukeyapp.com/account/login>
- select the safeguarding tab and enter the agreed whole school password.

Other members of staff should use the generic weblink which will be found on the desktop of school computers <https://edukeyapp.com/safeguard/cherry-lane-primary-school> and enter the agreed whole school password.

To complete the form...

- Choose who you are (from drop down list)
- Incident date
- Choose pupil(s) concerned (from drop down list)
- Concerns (from drop down list)
- Reason for concern
- Complete the body map if necessary

Submit concern

Please ensure you provide as much information as possible. If appropriate please give detailed descriptions of any physical injury, including place and size of injury. Please only report what you have been told - Using the young person’s words where possible. It is fine to give your opinion, however please state it is your opinion.

Please also remember that this online report must not replace a verbal conversation with one of the safeguarding team.

If, for any reason, you are unable to complete the form online please complete a paper copy using the form below and pass it to one of the safeguarding team.

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Next Review: September 2020

Cherry Lane Primary School

Headteacher: Miss Nicky Tranter (acting)

Tel: 01895 444480

Fax: 01895 430296



Cause for concern form

Childs name: _____ Class: _____

Date and time: _____

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the designated teacher – **headteacher**, in his / her absence pass to **Alice Carroll, Anna Kennedy, Sarah Daniels and Nicky Tranter**. Do not discuss the information with other members of staff who do not have role in the management of this situation.

Member of staff noting concern:

Concern:

Signature & Date _____

Action taken overleaf....

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Action Taken:

Person taking action:	
Date & Time:	Action

Head Teacher informed Yes/No

Review: September 2019

Next Review: September 2020



APPENDIX 9

Hillingdon Safeguarding Children Partnership

Safeguarding in Hillingdon is everybody's business. We owe it to vulnerable children and young people, their families and carers living in the Borough to work together to provide them with the support they need to keep them safe and help them to thrive.

This Plan sets out the Safeguarding Partnership arrangements for Hillingdon. It has been agreed by the Chief Executive of the Local Authority, the Borough Commander (West Basic Command Unit) and the Managing Director of the NHS Clinical Commissioning Group - who, together, have joint and equal responsibility for developing these safeguarding arrangements.

We recognise that the needs of children and young people must be at the heart of everything we do and we will only get the best outcomes for them if we work collaboratively to manage the risks.

The governance arrangements and the aims of the Hillingdon Safeguarding Partnership are therefore set out in this document; which are based upon the principles of 'Working Together to Safeguard Children (2018)'. We will keep the arrangements under review annually so that we can learn any lessons by listening to children and young people, analysing data and emerging themes, take account of innovation and best practice and challenge ourselves to improve our performance.

Once we have established this new partnership approach for children and young people, it is our intention to further develop and extend these arrangements to safeguard and protect the interests of vulnerable adults. We know that for safeguarding to be effective, it depends upon the active involvement of a wide range of partners and agencies, both statutory and in the private and voluntary sector and we welcome your commitment, creativity and engagement at all levels so that, together, we can deliver the best outcomes for children and young people in our Borough.

SAFEGUARDING CHILDREN PARTNERSHIP VISION AND VALUES

We strive for every child and young person to be and feel safe, enjoy good physical, emotional and mental health, have pride in their unique identities, feel that they belong and have opportunities to thrive.

In order to achieve this we have agreed these shared priorities:

- To hear the voice of the child throughout practice and service development.
- To work alongside families to support family resilience and achieve better outcomes.
- To work in partnership (taking a 'whole system approach') by intervening as early as possible to protect the safety of unborn babies, children and young people through -
 - The early identification of neglect indicators
 - Collaborative working to identify contextual risk factors of abuse

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- An Innovative Early Intervention and Prevention approach to minimise the need for statutory intervention.
 - Effective multi-agency risk identification, intervention and prevention to protect victims of domestic abuse and their children
 - Promoting independence and achievement for children with special educational needs and disabilities
 - Ensuring that the needs of home educated children and young people are met
- To evidence the effectiveness of single agency and multi-agency safeguarding arrangements and satisfy the Hillingdon Safeguarding Partnership that children and young people, their families and our communities are as safe as possible.
 - To scope community creativity and innovation and include community initiatives in the Borough Safeguarding arrangements.

APPENDIX 10

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 or college to protect and educate the whole school or college 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.

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