



**AVANTI HOUSE**

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# Avanti House Primary School

## Child Protection and Safeguarding Policy

<b>Lead Professional</b>	<b>Name</b>	<b>Date Approved</b>	<b>Review Date</b>
<b>Principal DCPO</b>	<b>Mr Dravit Koorichh</b>	September 2019	September 2020
<b>Deputy Principal DDCPO</b>	<b>Mrs Lalita Joshi</b> <b>and</b> <b>Mrs Shriti Bellare</b>	September 2019	September 2020
<b>Chair of School Stakeholders Committee Members (SSC)</b>	<b>Mrs Bhavana Chauhan</b>	September 2019	September 2020

\*This document should be read in conjunction with the DfE document – Keeping children safe in education, Working together to safeguard children and safer recruitment in education.

# **CHILD PROTECTION POLICY**

Avanti House Primary School

## **Policy Review**

Agreed and Ratified: September 2019  
2020

Review Date: September

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## 1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safeguarding Policy (if your school/college chooses to adopt one), Safer Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Anti-Bullying Policy, Code of Conduct/Staff Behaviour Policy, E-safety Policy and ICT Acceptable Usage Policy.

### **Purpose of a Child Protection Policy**

To inform staff, parents, volunteers and School Stake Holders Committee Members (SSC) about the school's responsibilities for safeguarding children.  
To enable everyone to have a clear understanding of how these responsibilities should be carried out.

### **Harrow Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures**

The school follows the procedures established by the Harrow Safeguarding Children Board; a guide to procedure and practice for all agencies in Hertfordshire working with children and their families.  
[www.harrowlscb.co.uk](http://www.harrowlscb.co.uk)

### **School Staff & Volunteers**

All school and college staff have a responsibility to provide a safe environment in which children can learn.

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 children.

All school staff will receive appropriate safeguarding children training (which is updated regularly – Harrow Safeguarding Children Board advises every three years), 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. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person-including Child Protection Policy and staff behaviour policy (code of conduct)

### **Mission Statement**

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

### **Implementation, Monitoring and Review of the Child Protection Policy**

The policy will be reviewed annually by the School Stakeholders Committee Members (SSC). It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Person and through staff performance measures.

## 2. STATUTORY FRAMEWORK

Section 11 of the Children Act 2004 sets out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children. These arrangements are outlined within this document so that all staff, families and the local community is provided with a clear understanding of our school's processes and commitment to safeguard and promote the welfare of children and young people in our care.

This policy is also based on the following legislation:

- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

Our policy and procedures also reflects Government guidance set out in Keeping Children Safe in Education (DfE September 2019) which incorporates a range of related responsibilities for schools. The Policy should also be read in conjunction with 'Working Together to Safeguard Children' 2018, Governance Handbook and Harrow LSCB guidelines and procedures.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

### **3. THE DESIGNATED SENIOR PERSON**

**N.B. Keeping Children Safe in Education, DfE 2016 refers to this role as Designated Safeguarding Lead - DSL**

**School Stakeholders Committee Members (SSC) and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should 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.**

During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be: (individual school needs to outline these below):

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**The Designated Senior Person for Child Protection in this school is:**

**NAME: Mr Dravit Koorichh Assistant Principal**

There should be a Deputy Designated Senior Person (DDSP) in the absence of the lead DSP.

**The Deputy Designated Senior Person for Child Protection in this school is:**

**NAME: Mrs Lalita Joshi Assistant Principal  
Mrs Shriti Bellare Principal**

**The broad areas of responsibility for the Designated Senior Person are:**

➤ **Managing referrals and cases**

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services) , Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Deputy Principal or Principal to inform him/ her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff who make referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with

consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

- Ensure they have details of the CLA's social worker and the name of the virtual school Principal in the authority that looks after the child.

### ➤ **Training**

The Designated Senior Person should undergo formal training every two years . The DSP should also undertake Prevent awareness training In addition to this training, their knowledge and skills should be refreshed(for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. 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
3. Ensure each member of staff has access to and understands the school's or college's safeguarding and child protection policy and procedures, especially new and part time staff
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
6. Be able to keep detailed, accurate, secure written records of concerns and referrals
7. Obtain access to resources and attend any relevant or refresher training courses
8. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

### ➤ **Raising Awareness**

- The designated safeguarding person should ensure the school or college's policies are known, understood and used appropriately.
- Ensure the school or college's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with School Stakeholders Committee Members (SSC) or proprietors regarding this.

- Ensure the safeguarding and child protection 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 or college in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

#### 4. THE SCHOOL Stakeholders COMMITTEE MEMBERS (SSC)

School Stakeholders Committee Members (SSC) and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The nominated School Stakeholders Committee Safeguarding Lead for child protection is:

**NAME: Mrs Bhavana Chauhan**

The responsibilities placed on School Stakeholders Committee Members (SSC) and proprietors include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – Appendix 1 and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Lead Designated Senior Person. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Senior Person.
- ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)

- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- **ensuring** that children are taught about safeguarding in an age appropriate way
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements

## 5. WHEN TO BE CONCERNED

### A child centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and colleges and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

### Key local contacts for safeguarding children.

Harrow Children's Social Care & Multiagency Safeguarding Hub (MASH)	<b>0208-901-2690</b>  Emergency Duty Team: weekends, bank holidays and between 5pm-9am during the week: 020 8424 0999
Metropolitan Police: Child Abuse Investigation Team	0300 – 123-1212
FGM - Mandatory reporting	<b>Police 101</b>
Children and Young People with Disabilities 0-25 years	020 8966 6481
<b>Youth Services:</b> <ul style="list-style-type: none"> <li>➢ Admissions</li> <li>➢ Education Welfare</li> <li>➢ Behaviour Support</li> <li>➢ Special Educational Needs</li> </ul>	<b>02087366755</b>
<b>Alcohol and Drug Support:</b> <ul style="list-style-type: none"> <li>• Domestic Violence Support</li> <li>• National Domestic Violence Helpline</li> <li>• Harrow Police Community Safety Unit</li> </ul> Harrow Victim Support -Young Carers Support	<b>COMPASS Harrow 02088612787</b>
<b>PREVENT:</b> <ul style="list-style-type: none"> <li>• Radicalisation and Extremism</li> </ul>	<b>02089012690</b>
Local multi-agency procedures, guidance and Training: Harrow Safeguarding Children Board	<b><a href="http://www.harrowlscb.co.uk/">http://www.harrowlscb.co.uk/</a></b>

NSPCC	0800 800 5000
Childline	0800 1111
Government's Whistle-blowing Service via NSPCC Report Line	0800 028 0285

A directory of early help services is available at

[www.harrow.gov.uk/homepage/65/child\\_protection](http://www.harrow.gov.uk/homepage/65/child_protection)

and will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are showing signs of engaging in anti-social or criminal behaviour.**
- **Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence**
- **Children who are showing early signs of abuse and/or neglect.**

School and college staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

*See Appendix 4 for information on indicators of abuse and Appendix 1 for specific safeguarding issues.*

### **Children with special educational needs and disabilities:**

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;

- ❖ Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- ❖ Communication barriers and difficulties
- ❖ Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- ❖ Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child's understanding of abuse.
- ❖ Lack of choice/participation
- ❖ Isolation

### **Peer on peer abuse**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

### **Upskirting**

'Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.' It is now a criminal offence and may constitute sexual harassment.

Education settings recommend the use of The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to

sexualised behaviour. The traffic light tool can be found at [www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool).

Guidance on responding to and managing sexting incidents can be found at <http://swgfl.org.uk/magazine/Content/Documents/Online-Safety/Managing-Sexting-Infographics-designs.aspx>

The UK Safer Internet Centre and SWGFL have produced a really useful factsheet for schools: 'Responding to Sexting'. The guidance sets out areas for consideration when deciding whether to report the matter to the police or not.

## **E-Safety**

We ensure that E-safety is included in the curriculum at all levels and that information is also provided to parents/carers.

All staff are made aware of the school policy on E-safety which sets our expectations relating to:

- Creating a safer online environment;
  - Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line;
- Inspiring safe and responsible use and behaviour;
  - Safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones;
- What steps to take if you have concerns and where to go for help.

Technology has become integral to the lives of children and young people in today's society, and for the 21st century, both within schools and in their lives outside school.

The requirement to ensure that children and young people are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound.

Ofsted defines e-safety as: 'The school's ability to protect and educate pupils and staff in their use of technology and to have the appropriate mechanisms to intervene and support any incident where appropriate.'

Some of the dangers pupils may face include:

- Being exposed to illegal, harmful or inappropriate images, video games or other content
- Being subjected to harmful online interaction with other users
- Personal online behaviour that increases the likelihood of, or causes, harm
- Unauthorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom they make contact with on the internet
- The sharing / distribution of personal images without an individual's consent or knowledge

- Inappropriate communication / contact with others, including strangers
- Sexting
- Implications of Geolocation
- Cyber-bullying
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- The potential for excessive use which may impact on the social and emotional development and learning of the young person

e-safety is an integral part of the computing curriculum. Children are taught to use technology safely and respectfully, to keep personal information private and to recognise acceptable and unacceptable behaviour. They know how to identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

At Avanti House Primary School, we recognise that while parents/carers have the responsibility to monitor their children's use of the internet and related communications technologies safely in the home, issues that arise at home may impact on relationships in school. Where this occurs, we aim to work in partnership with parents/carers to ensure children develop their understanding of the importance of e-safety. Parents' evenings are held with a focus on esafety.

### **Serious Violence**

All staff must be aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self harm or significant change in well-being. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Further advice can be found in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults.

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

In our school we recognise that whilst there is not necessarily an intention to harm a girl through FGM, the practice has serious short and long term medical and psychological implications. We are committed to work with families and partner agencies to promote understanding and safeguard pupils who may be at risk of this practice.

Cases of known FGM are where:

- A girl makes a disclosure that an act of FGM has been carried out on her;
- A professional observes physical signs of FGM and there is no reason to believe that the act was necessary for the girls' physical or mental health or for purposes connected with labour or birth.

The duty also covers genital piercings and tattoos for non-medical purposes. We aim to work sensitively with community groups where this may be a cultural belief and practice, however we will act to safeguard and promote our pupils welfare where required and will fulfil our duties under the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015). This places a statutory duty upon teachers along with regulated health and social care professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

Information on when and how to make a report can be found in the government's mandatory reporting procedure on FGM guidance. [Click here for Factsheet on the Serious Crime Act 2015: FGM amendments to the 2003 Act.](#)

## 6. DEALING WITH A DISCLOSURE

All staff and volunteers should be able to raise concerns about poor and unsafe practice and potential failures in the school's safeguarding regime and feel confident that concerns will be taken seriously. Where staff members feel unable to raise an issue they should follow procedures as per the Whistleblowing policy, however other whistle blowing channels are available to them:

- General guidance on whistleblowing can be found via Advice on Whistleblowing and
- NSPCC's what can you do to report abuse dedicate helpline. Staff can also call 0800 028 0285-line is available from 08:00am to 08:00pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

If a child 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 child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- 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 a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay

### Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

**If a school /college staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegation involving school staff/volunteers.***

## **7. RECORD KEEPING**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

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

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible. (pro-forma available on the School shared drive)
- Do 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 child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person 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 child's academic file.

## **8. CONFIDENTIALITY**

Safeguarding children 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 children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child 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 child in a manner appropriate to the child's 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 children safe. This may ultimately not be in the best interests of the child.

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

## 9. SCHOOL PROCEDURES

*Please see Appendix 3: What to do if you are worried a child is being abused : flowchart.*

If any member of staff is concerned about a child he or she must inform the Designated Senior Person. The Designated Senior Person will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DCPOs role to make referrals, any staff member can make a referral to Children's Services . If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DCPO, the DCPO should be informed as soon as possible.

If a **teacher** ( persons employed or engaged to carry out teaching work at schools and other institutions in England) , in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2016): Annex A for further details.

Harrow Children's Services (including out of hours) 020 8424 0999

If the allegations raised are against other children, the school should follow guidance from <http://www.harrowlscb.co.uk/guidance-procedures/>. Please see the school's anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. (record of concern pro-forma is available on the T Drive).

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person 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 child's academic file.

The Designated Senior Person is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

## 10. COMMUNICATION WITH PARENTS

Avanti House Primary School will ensure the Child Protection Policy is available publicly either via the school or college website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

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

(The school may also consider not informing parent(s) where it would place a member of staff at risk).

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

## 11. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS/ CONTRACTORS/ STAKEHOLDERS

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

### **What school or college staff should do if they have concerns about safeguarding practices within the school or college**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Deputy Principal or Principal. Where there are concerns about the Deputy Principal or Principal, this should be referred to the Chair of School Stakeholders Committee Members (SSC)/ Chair of the Management Committee/Proprietor as appropriate.

The Chair of School Stakeholders Committee Members (SSC) in this school is:

NAME:

CONTACT Details:

Mrs Bhavana Chauhan

[Bhavana.Chauhan@avanti.org.uk](mailto:Bhavana.Chauhan@avanti.org.uk)

In the event of allegations of abuse being made against the Principal, where the Principal is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the

Designated Senior Person if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2016, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place,

brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Principal.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Principal/Chair of School Stakeholders Committee Members (SSC) will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Children's Services –  
(Out of Hours Service-Children's Services) – 020 8424 0999

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with <http://www.harrowlscb.co.uk/wp-content/uploads/2015/06/HSCB-Allegations-Mgt-2015.pdf> section the Harrow Safeguarding Children Board.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Principal should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

**For further information see:**

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- **Harrow's Children's Services: Golden Number: 0208-901-2690**
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## APPENDIX 1 : KEEPING CHILDREN SAFE IN EDUCATION (DfE 2016)

### Part One: Information for all school and college staff

#### Annex A: Further information

On publication of this Child Protection Policy (July 2016), the May 2016 version of the statutory guidance '**Keeping Children Safe In Education**' available online, has been denoted by DfE as 'for information only'. The guidance commences on 5<sup>th</sup> September 2016. The DfE have confirmed that this guidance will be updated annually thereafter.

The CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content.

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex , which provides further information on:

- children missing from education
- child sexual exploitation
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

### Link to Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## APPENDIX 2: DECLARATION FOR STAFF

### Child Protection Policy and Keeping Children Safe in Education (DfE 2016)

**School name :** Avanti House Primary School, Harrow

**Academic Year:** 2019/2020

Please sign and return within one week to Mr Koorichh (Assistant Principal)

Date:

.....

I have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

(1) The School's and AST Child Protection Policy

(2) **Part 1 and Annex A** of '**Keeping Children Safe in Education**' DfE Guidance , 2019

I am aware that the Designated Safeguarding Leads are:

Mr Dravit Koorichh - DCPO

Ms Shriti Bellare and Mrs Lalita Joshi- DDCPO

Mrs Bhavana Chauhan- School Stakeholders Committee (SSC)

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available from School Office and it is saved on the School shared T drive.

Full name: \_\_\_\_\_ Role: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)

### Flowchart

#### Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead ( DSP) .

#### Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the DP or Principal, if the concerns is about the DP or Principal, report to Chair of SSC. Utilise whistleblowing procedure.

#### Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead ( DSP)
- Responsibility to take appropriate action, do not delay.

#### Refer

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 0208-901-2690 .

## **TALKING TO THE CHILD**

When talking to children about child protection issues:

### **DO:**

- Use the TED framework of questioning;
  - Can you **tell** me...
  - Can you **explain**...
  - Can you **describe**...
- Notice how the child presents him/herself.
- Talk to them in a non-threatening, concerned manner
- React calmly
- Be aware of your body language / non-verbal messages
- Keep your responses short, simple, slow, quiet and gentle
- Let the child talk; don't stop a child who is freely recalling what has happened
- **Listen to what you are told** but do not pressurise.
- Repeat back to clarify if necessary.
- Find a quiet place to talk where you will not be interrupted
- Let the child know you are pleased to have been told
- Tell child you believe them
- Offer ongoing support/be reassuring
- Talk to someone about your own feelings
- You can say things like:
  - "How did that make you feel?"
  - "I believe you..."
  - "You're very brave..."
  - "It's not your fault..."
- Reassure
- Observe and listen

### **DO NOT:**

- **Do not interrogate the child**
- **Do not put words into their a child's mouth**
- **Do not ask leading questions.**
- **Do not make promises about what will happen**
- **Do not promise confidentiality** (Explain to the child who you will need to tell (i.e. a designated teacher) in order to find out what to do next and that the designated teacher may need to share the information with someone else who can help them.)
- Do not judge the abuser.

## **AFTER YOU HAVE FINISHED TALKING TO THE CHILD**

Write down what has been said in as much detail as possible, **using the child's words**, as soon as possible, and pass it on **URGENTLY** to a designated teacher. Try to avoid recording the conversation as it takes place as this can be off-putting for the child.)

Remember that **information regarding child protection issues is confidential and must only be disclosed to those professionals who absolutely need to know (i.e. the Designated Teacher).**

### **IF YOU ARE ASKED TO TALK TO PARENTS** about child Protection issues:

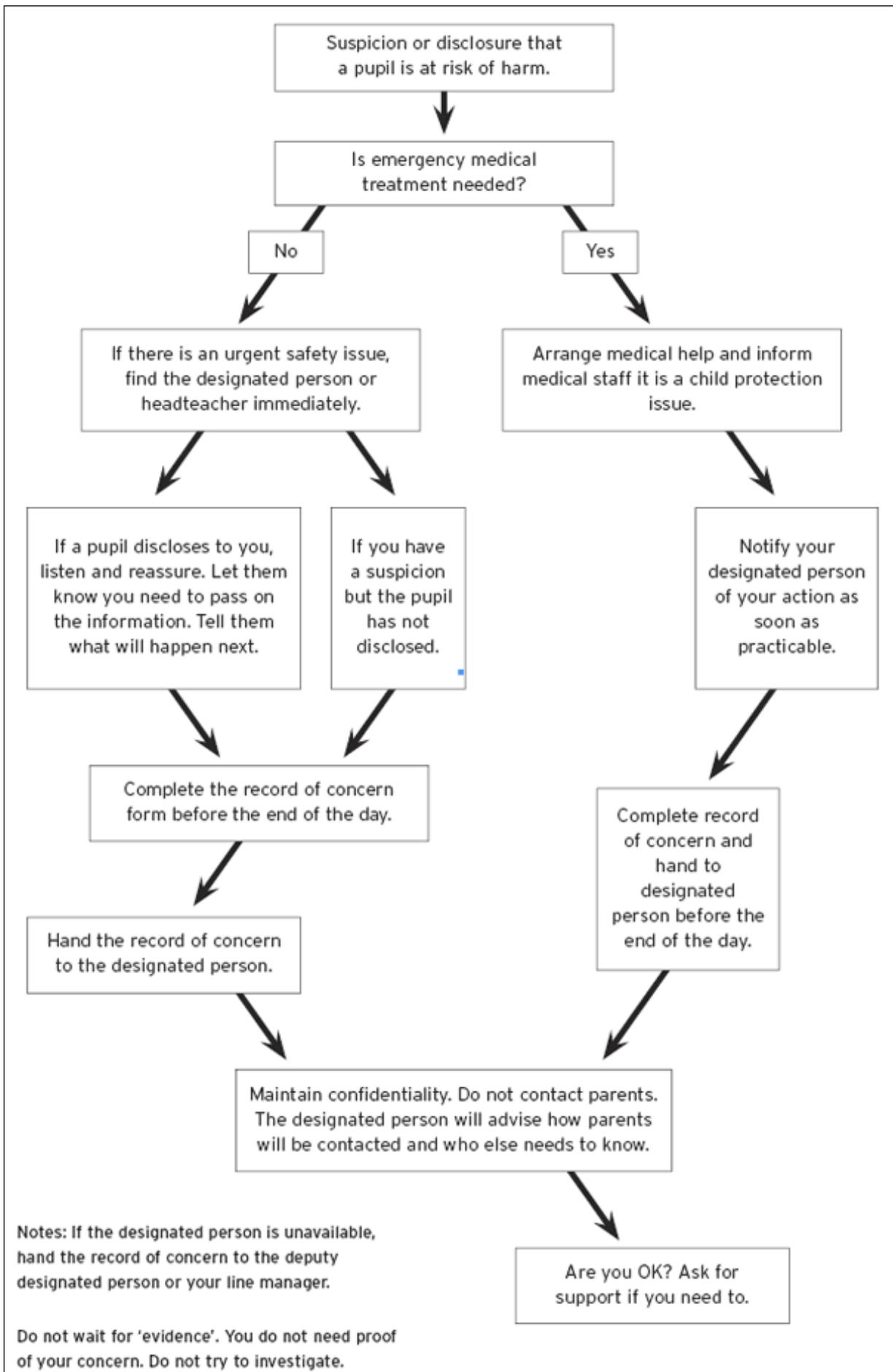
- Be sensitive
- Remember confidentiality

- Listen to what parent has to say on the matter
- If possible have another member of staff with you
- After the meeting, record what was discussed and parents reactions/comments and pass this to the Designated Teacher.
- Tell parents what you will do with the information

**Do not speak to parents if you consider it will put the child, yourself or other members of staff at risk of physical injury or if it relates to sexual abuse**

**NEVER report an allegation of sexual abuse to anyone other than a designated teacher,** (even the 'safe parent'). The designated teacher will seek advice from other agencies.

## Child Protection Procedure Flowchart



## APPENDIX 4 : RECORD OF CHILD WELFARE AND SAFEGUARDING CONCERN FORM

Use this form to record any concern about a pupil's welfare and give it to a designated person for child protection today:

### Section 1: to be completed by staff member with concern

#### Details of child

Name of child:		Class:
Age:	Date of birth:	Gender:

#### Your details

Your name:
Your position:
Date and time of incident (if applicable):
Are you reporting your own concerns or responding to concerns raised by someone else? (delete as appropriate)
Reporting own concerns
Responding to concerns raised by someone else

If you are responding to concerns raised by someone else, please provide their name and position within the organisation:

Please provide details of the incident or concerns you have, including times, dates, description of any injuries, whether information in first hand or the account of others, including any other relevant details:

The child's account/ perspective:

Please provide details of anyone alleged to have caused the incident or to be the source of any concerns:

Provide details of anyone who witnessed the incident or who shares the concerns:

Have you spoken to the child's parents/carers? If so, please provide details of what was said. If not, please state the reason for this:

Are you aware of any previous incidents or concerns relating to this child and of any current risk management plan/ support plan? If so, please give details:

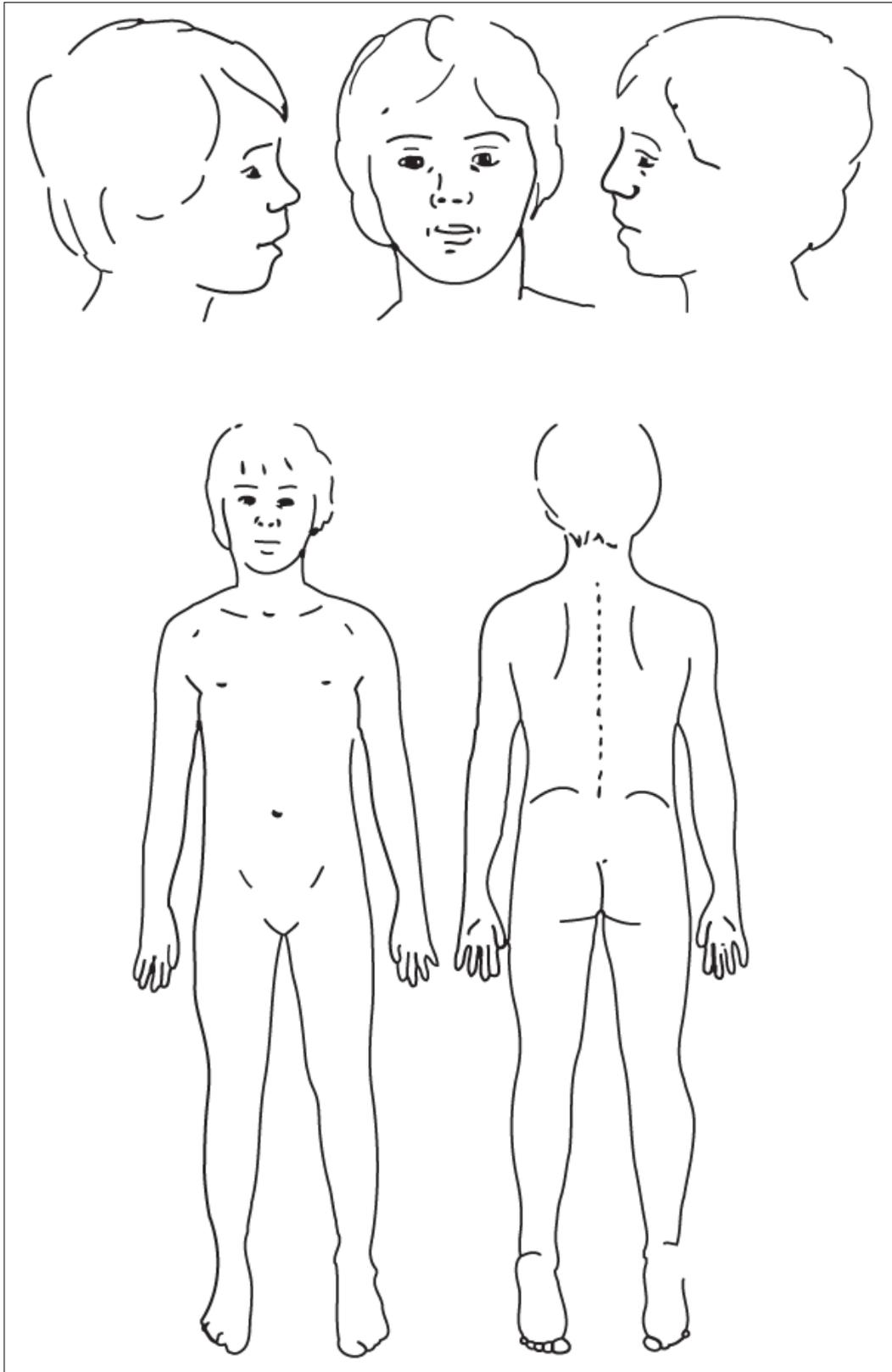
Has the situation been discussed with the named person for child protection?

If so, who?

Name:	Position:
Date:	Signed:

**Body Map**

Please indicate position, size and shape of any visible bruises or injuries



**Section 2: To be completed by the designated child protection officer**

Your name:		
Name of child:		
Age:	Date of birth:	Gender:
Ethnicity:	Language:	Additional needs:
Name(s) of parent(s)/carer(s)		
Child's home address and address(es) of parents (if different from child's)		
Please summarise the discussion with person reporting the concern:		

Have you informed the statutory child protection authorities?

**Police:**  
Yes/No (delete as appropriate)  
Date and time:  
Name and phone number of the person you spoke you spoke to:

**Local authority children's social care:**  
Yes/No (delete as appropriate)  
Date and time:  
Name and phone number of the person you spoke you spoke to:

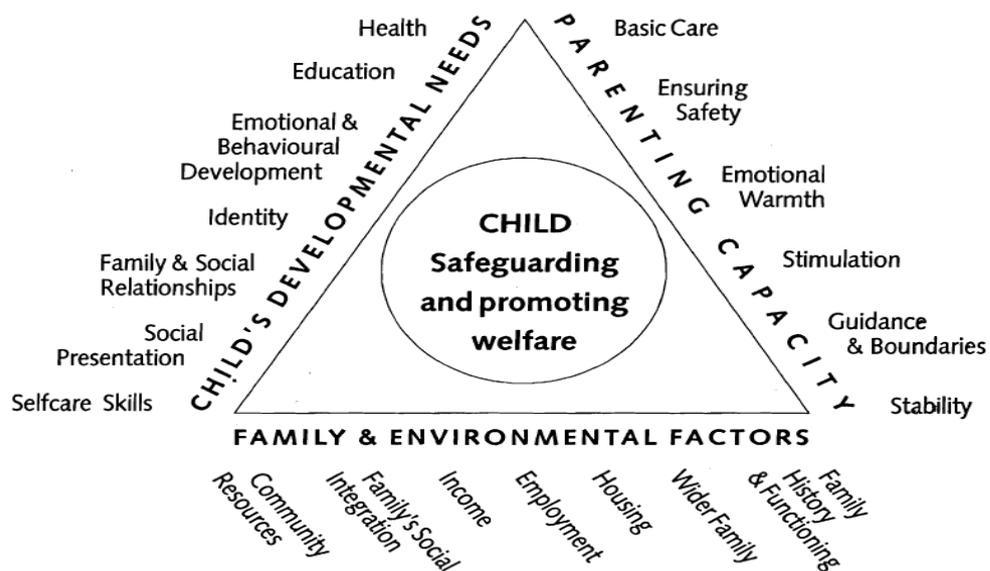
Action agreed:

What has happened since referring to statutory agency(ies)? Include the date and nature of feedback from referral, outcome and relevant dates:

If the concerns are not about child protection, details of any further steps taken to provide support to child and family and any other agencies involved:

## APPENDIX 5: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



**Working Together to Safeguard Children (DFE, 2015)**

<b>Physical abuse</b>	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
<b>Child</b>	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injury	Fabricated or induced illness -
<b>Parent</b>	<b>Family/environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.

## 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, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).***

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

## 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.***

Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

### 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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.***

#### Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	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	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.



**AVANTI HOUSE**

EXCELLENCE · VIRTUE · DEVOTION

**SAFEGUARDING CHILDREN  
IS EVERYONE'S RESPONSIBILITY**

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**Should you have any concerns about a child's welfare, please speak to Avanti House Primary School designated members of staff for Child Protection and Safeguarding:**

**Mr Dravit Koorichh**

**Mrs Lalita Joshi**

**Mrs Shriti Bellare**

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**Avanti House Primary School School Stakeholders Committee Safeguarding Lead with responsibility for Safeguarding is:**

**Mrs Bhavana Chauhan**