

West Twyford Primary School

Safeguarding and Children Protection Policy



Last reviewed on:	Autumn 2024
Next review due by:	Autumn 2025
Approved by:	FGB

Safeguarding and Child Protection Policy

This policy incorporates policy, advice and guidance in the DfE *Keeping Children Safe in Education* document, September 2024

1. Aims of the Safeguarding and Child Protection Policy

In accordance with our school's vision, which is to develop happy, inquisitive and resilient life-long learners who strive for excellence in all they do; learners who are respectful, polite and kind, and who take pride in belonging to our school and the wider community, West Twyford Primary School is committed to providing an environment where children achieve together and feel safe, secure and are able to trust the adults whose responsibility it is to care for them. We will:

- promote a culture in which pupils and adults develop an understanding and respect for each other.
- develop pupils' skills in keeping themselves and their friends safe. The welfare of the child is paramount and must be promoted and safeguarded at all times.
- ensure that confidentiality is respected as far as possible without compromising the safety of the child.
- keep the pupils in our care safe. All pupils regardless of race, gender or disability have the right to be protected.
- develop in pupils the knowledge that their concerns will be fairly and seriously considered.
- develop in all adults the skills, sensitivity and knowledge when caring for pupils, who have suffered abuse.
- ensure that adults feel secure when dealing with child protection matters and that they recognize their responsibilities in identifying and reporting possible cases of abuse.
- promote a multi-agency approach with regard to Child Protection in line with local and national policy.

Purpose of Policy

- Identify the names of responsible persons in the school and explain the purpose of their role.
- Describe what should be done if anyone in the school (including EYFS) has a concern about the safety and welfare of a child who attends the school.

- Identify the particular attention that should be paid to those children who fall into a category that might be deemed “vulnerable”.
- Set out expectations in respect of training.
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff.
- Outline how complaints against staff will be handled.
- Set out expectations regarding record keeping.
- Clarify how children will be kept safe through the everyday life of the school including EYFS.
- The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.
- Include a section on Female Genital Mutilation, in line with national recommendations.
- Include a section on the PREVENT Strategy, in line with national recommendations.
- Include a section on child-on-child abuse.

A copy of this policy will be made available on the School's website.

Legislation and statutory guidance

This policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- 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.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- 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 working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage 31 March 2021.

2. Definitions

Safeguarding and promoting the welfare of children means:

- Providing support and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether this is within or outside the home, including online.
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

(This definition is in line with Working Together to safeguard children 2023)

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

3. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist

for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEND)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

4. Responsibility for Child Protection Issues

Child protection issues are the responsibility of all staff involved in the care of our pupils, i.e. teaching staff, TAs, LSAs, SMSAs, governors, site manager, administrators, kitchen staff, supply teachers, students and volunteers. All adults should take the attitude that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised. No adult can say it has nothing to do with them. If in any doubt they should contact the Designated Safeguarding Lead (DSL). All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

The Designated Safeguarding Lead (DSL) currently is the Headteacher. In her absence any child protection issues should be reported to the Deputy Headteacher who are is a fully trained DSLs, or the teacher in charge that day. The child protection issue should also be recorded on the CPOMS system.

Headteacher: Matthew Shapland 020 8965 6858

Deputy Headteacher: Laura Archer 020 8965 6858

The **nominated child protection governor** for this school is: Nimisha Carver and, in her absence, the CP governor is Jonathan Bayliss (Chair of Governors)

4.1 Governing body

The governing body will ensure that the school meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- The school has the following policies in place and that these are regularly monitored, reviewed and updated where necessary; safeguarding policies and procedures covering early help and child protection that are consistent with Ealing Safeguarding Children Board procedures and Ealing's internal policies. A staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media.
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
- There is a nominated governor with responsibility for liaising with Ealing Safeguarding Children Board on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
- A senior member of staff is appointed the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- There is a designated teacher nominated to promote the educational achievement of looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school and there are robust whistleblowing procedures in place.
- Steps are taken to ensure parents and pupils are aware of the school's safeguarding and child protection policies and procedures.
- Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line safety.
- The school has appropriate written procedures in place to ensure safe recruitment practices and reasonable checks on visitors to the school, to

deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.

- At least 1 member of the governing body has undertaken accredited safer recruitment training.
- All staff receive safeguarding and child protection training at least every year and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation.
- The school has procedures in place to deal with allegations made against other pupils and pupils who go missing from education.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.

4.2 Head teacher

The head teacher will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly and have read all the school's safeguarding and child protection policies so that they are fully aware of their role in safeguarding children and are able to fully implement policies.
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals to Social Services.
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- Safe recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- The school offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of the governing body.

4.3 Role of the designated safeguarding lead (Headteacher)

The role of the designated safeguarding lead and their deputy is to take lead responsibility for safeguarding and child protection within the school and to be available during school hours for staff to discuss safeguarding concerns. If neither the Designated Safeguarding Lead or Deputy are on school site staff may contact them at any time on their mobile phone (number given to all staff)

The role of the designated safeguarding lead is to:

- liaise with and manage referrals to relevant agencies such as SAFE, ECIRS and Social Services, the LADO, the Police and the Disclosure and Barring Service (DBS)
- keep the board of governors informed of on- going safeguarding and child protection issues and enquiries
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals
- ensure the school's safeguarding and child protection policies are up to date and consistent with Ealing Safeguarding Children Board policies and that policies are reviewed annually
- ensure all staff, including temporary staff, are aware of and understand the policies and procedures and are able to implement them
- attend regular refresher training every 2 years and the designated teachers meetings hosted by Ealing Safeguarding Children Board in order to keep up to date with new policy, emerging issues and local safeguarding and child protection procedures and working practices
- provide regular updates received from Ealing Safeguarding Children Board to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by Ealing Safeguarding Children Board at the designated teachers meeting and designated safeguarding leads will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings)
- have an awareness of those children who may be in need, young carers and children who have special educational needs
- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes
- provide a link between the school and other agencies, particularly Ealing Safeguarding Children Board

- ensure staff , including temporary staff, receive appropriate safeguarding and child protection training every year
- ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved
- ensure relevant records are passed on appropriately when children transfer to other schools.
- ensure there are at least two emergency numbers held on record for every child on roll.

5. Confidentiality

West Twyford Primary School securely handle all confidential data in line with GDPR guidelines. Below covers the processes and principles for sharing safeguarding information within the school and external agencies as required.

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
- The government’s information sharing advice for safeguarding practitioners includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information (see appendix 1)
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy

6. Early Help Indicators

West Twyford Primary School maintains an approach ‘of it can happen here’ and considers all safeguarding for all children. This is a key component of annual safeguarding training and ongoing safeguarding practice.

We are particularly alert to children with the following early help indicators (Working Together to Safeguard Children 2023)

Early help indicators. A child who

- is disabled and/ or has special educational needs (whether or not they have a statutory education, health and care (EHC) plan) •
- is a young carer
- is bereaved
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime • is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised⁵³
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse⁵⁴
- is misusing drugs or alcohol themselves
- is suffering from mental ill health
- has returned home to their family from care
- is a privately fostered child⁵⁵
- has a parent or carer in custody⁵⁶
- is missing education⁵⁷, or persistently absent from school, or not in receipt of full time education
- has experienced multiple suspensions and is at risk of, or has been permanently

7. Categories of Child Abuse, Neglect and Exploitation

There are many aspects to child abuse and they are not easy to identify. Following is a list of the main areas:

i) Neglect:

The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold, or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development including psychological failure to thrive.

ii) Physical Abuse:

Actual or likely physical injury to a child or failure to prevent physical injury, or suffering to a child including deliberate poisoning, suffocation and Munchausen's syndrome by proxy. Children living in families where there is known or suspected domestic or family abuse. Children who see, hear or experience the effects of domestic abuse are also victims.

iii) Sexual Abuse:

Actual or likely sexual abuse of a child or adolescent. The child may or may not be dependent and/or developmentally immature. Sexual violence and sexual harassment can occur between children too. This is referred to as child-on-child abuse.

iv) Emotional abuse:

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment. This category should be used where it is the main or sole form of abuse.

v) Child Sexual Exploitation:

Sexual exploitation involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition: for example being persuaded to post sexual images on the Internet/ mobile phones with or without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Research carried out has concluded that Sexual exploitation tends to be a hidden activity, more likely to occur in private residences than on the streets.

Sexual exploitation tends to fall into three main categories:

1. Inappropriate relationships
2. Boyfriend/Peer exploitation
3. Organised/networked sexual exploitation or trafficking

Organised sexual exploitation/trafficking is the most complex form of exploitation and therefore considered a very high risk but the other forms can expose a person to extreme levels of intimidation and/or physical and/or sexual violence.

Perpetrators do not always engage in sexual activity themselves but may be arranging for others to do so. Under the Sexual Offences Act 2003 this is defined as trafficking within the UK and is increasing.

Tell-tale signs include:

- Going missing for periods of time
- Returning home late
- Disengagement from education
- Appearing with new possessions/unexplained gifts e.g. jewellery, phones, money with no plausible explanation
- Association with peers also involved
- Sexual health issues e.g., inappropriate sexual behaviour
- Changes in mood/temperament
- Drug/alcohol misuse
- Over familiarity with strangers
- Sending sexualised images over internet or mobile phones
- Involvement in exploitative relationships or association with 'risky' adults

ANY child or young person can be exploited regardless of gender, age or background. Research, however, shows that certain factors can increase vulnerability. These include domestic violence, disrupted family life, poor mental health for child/ in family, parenting issues, drug/alcohol misuse.

Vulnerability can also increase for children in care, those excluded from school and those with drug/alcohol issues.

vi) Child Criminal Exploitation

Specific forms of Child Criminal Exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation

too.

It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

vii) Sexting

Sexting is when a young person takes an indecent image of their self and sends this to their friends or boy/girlfriends via mobile phones. There are a number of definitions of sexting but for the purposes of this advice sexting is simply defined as images or videos generated:

- by children under the age of 18, or
- of children under the age of 18
- of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. Once taken and sent, the sender has lost control of these images and these images could end up anywhere eg future employers, their friends or by child sex offenders. By having in their possession, or distributing, indecent images of a person under 18 on to someone else – perpetrators could be breaking the law as these are offences under the Sexual Offences Act 2003. (CEOP, 2015)

Children in Year 5 and 6 will be informed about the implications of sexting and how, once a picture has been sent, this image can never fully be removed from the World Wide Web.

viii) Female Genital Mutilation (FGM)

FGM is a form of child abuse and violence against women and girls, and is therefore part of child protection. It is often referred to as 'cutting'. Professionals have a responsibility to ensure that families know that FGM is illegal, and should ensure that families know that the authorities are actively tackling the issue. This knowledge alone may deter families from having FGM performed on their children, and save girls and women from harm. UK legislation - FGM is illegal in the UK. While parents are not always keen to perpetuate FGM, their parents may apply pressure to do so.

In England the practice is illegal under the Female Genital Mutilation Act 2003. It is also an offence to assist a girl or woman to mutilate her own genitalia. It is an offence for anyone to perform FGM in the UK or to assist a girl to perform FGM on herself in the UK. Provided that the mutilation takes place in the UK, the nationality or residence status of the victim is irrelevant.

There are four types of FGM

1. Clitoridectomy – partial or total removal of the clitoris
2. Excision – partial or total removal of the clitoris and the labia minora,

- with or without the excision of the labia majora
- 3. Infibulation – narrowing of the vaginal opening
- 4. All other harmful non-medical procedures to female genitalia.

The practice is normally carried out on girls between the ages of 4 and 13, although the majority of cases are thought to take place between the ages of 5 and 8. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. They may talk of going to their family's country for an extended stay, they may refer to a special ceremony, or to becoming a woman. They may return in discomfort or have to be hospitalised.

Staff should also note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. If in any doubt, staff should speak with a DSL: Ms Collum, Mr Shapland or Miss Ahmed. It is our statutory responsibility to report any case of actual or suspected FGM to the authorities.

If a child has been deemed to have suffered in any of these areas, a Child Protection Conference may be called and the child may be placed on the **Child Protection Register**. This register is known to all agencies involved in the child's welfare. Placement on the register is regularly reviewed and the child's welfare is closely monitored.

ix) Allegations of abuse made against other pupils

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

It is important that when staff have any concerns about child-on-child abuse they report this to the DSL

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by discussing it in class, as part of their PSHE lessons.
- Ensuring staff are trained to understand that a child harming another child could be a sign that the child is being abused themselves.

It is important to be aware that children might not be ready to, or know how to tell someone about abuse they are experiencing, or might not recognize their experiences as harmful. Staff need to be professionally curious and share any concerns.

7. Responding to the Child:

When a pupil first reveals abuse the staff member should:

- 1) listen carefully to what the child says;
- 2) reassure the child that they are not to blame and were right to tell;
- 3) acknowledge the child's feelings;
- 4) ask questions to help them give more details if they wish but, do not lead: e.g. "Would anyone else understand how you feel?" rather than "Does he do this to your sister?";
- 5) the child may love the abuser, but hate the abuse, so agree the abuser "is wrong" and not "bad";
- 6) reassure the child that adults will ensure that they are protected;
- 7) let the child know that you have to tell someone else so she or he will not be hurt anymore;

- 8) Inform the DSL in person
- 9) make a written record on CPOMS as soon as possible after talking to the child, with full details, , actions taken, and annotate the diagram to show the location and size of marks on the child's body stating the date when it was seen;
- 10) once the procedures set out in paragraph 5 below are followed, then the child's feelings must be acknowledged and they should be told:
 - who else knows about the allegation;
 - their confidentiality will be respected, but that others may need to be told in order to secure help;
 - they can talk to a staff member whenever they need to; and
 - it is right that abuse is made known.
- 11) Returning to school after a traumatic investigation will be easier for the pupil if an appropriate/known member of staff eg Head/Deputy/Asst Head contacts the child/family, acknowledging the outcomes and rebuilding relationships.

8. Vulnerable groups: children with special education needs or disabilities (SEND) and lesbian, gay, bisexual, transgender, questioning + (LGBTQ+)

The school is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. Pupils who are LGBTQ+, or perceived to be, may also be at greater risk of harm. School policies reflect this and recognise that staff need to be able to help these group to overcome barriers to seeking help.

9. EYFS

The processes and procedures set out in this document include our Early Years Foundation Stage. We meet the safeguarding and welfare requirements set out in the Statutory Framework for EYFS (31 March 2021) e.g. staffing qualifications, training, adult:pupil ratios, health, managing behaviour, record keeping, safe environment and SEND.

10. Reporting Procedures:

Teachers and support staff should be aware of all the children in their class on the Child Protection register and those about whom there are general concerns. The CPOMS system collates all documentation relating to concerns about a child and it is the teacher's responsibility to ask the DSL for information about the child. They will be informed about anything they need to know. The teacher, and class support staff, are uniquely placed to observe the behaviour of large numbers of children and are likely to know what is 'normal' or 'usual' for a particular child and can spot concerns over e.g.:

- Marks on the child's body
- Unusual / different behaviour, including academic achievement
- Mood changes

- Puzzling statements / stories from the child or information from others

Staff must record the following:

- Patterns of attendance
- change in moods
- Changes in classroom functioning
- Relationships with peers / adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home / family changes
- Medical
- Response to PE / sport sessions
- Injuries / marks past and present

If any adult suspects, or has evidence of, or a disclosure of abuse, then **within the same day, whilst the child is still at school**, the following steps should be taken:

IN ALL INSTANCES OF ABUSE:

- (a) The staff member with the concern tells **the DSL (in the first instance this is the Deputy Headteacher) The concern must be recorded on CPOMS . If the Deputy Headteacher is not available the staff member should report to either of the deputy DSLs, or the person in charge that day. If this is impossible, they should phone the Child Protection Advisors at the relevant local authority, record their advice and action it. However, it should always be possible to contact one of the DSLs or the leader on duty.**
- (b) The injury or concern and the child's explanation (or lack of it) should be recorded on CPOMS. Facts should be separated from opinions. For Child Protection reporting, any action (such as contacting social services) must be dated and include the time.

IN RESPECT OF NON-PHYSICAL OR NON-SEXUAL ABUSE ONLY:

- (a) The DSL, in collaboration with the Head /Asst Head /other may decide that a telephone call to the parent is sufficient if there have been **no previous concerns**. This call is to verify the child's story and to inform the parent. This shared decision means a shared responsibility. - **WITHIN HALF A DAY.**
- (b) If the explanation is unsatisfactory then the DSL must consult with previous CPOMS entries, all who may have knowledge of the child's welfare, e.g. previous teacher, support staff, to build a fuller picture

and to decide on what course of action should be taken. - **WITHIN HALF A DAY.**

- (c) If there is uncertainty about whether or not to refer, then one of the following can be consulted:
- ECIRS helpline (020 8825 5236) or Brent Family Front Door (020 8937 4300 select Option 1)
 - The Social Services office for the child's home address
 - The Education Department's designated officer for child protection

SUSPECTED PHYSICAL OR SEXUAL ABUSE:

- (a) If a child makes an allegation of physical or sexual abuse Social Services **MUST** be contacted and the child kept in school before the parents are informed. For low level physical abuse, consent would be sought from parents regarding the referral is being made, unless an implement was used or there are marks on the child. In these cases you would follow the advice of the social workers as to whether to contact the parent.
- (b) Referrals should be made by phone to the Social Services office for the child's home address. CPOMs entries, the facts of the case, past concerns and any other relevant information should be given. Ask to be kept informed of developments.
- (c) Confirm the referral, and the details of it, in writing to Social Services through a referral form.
- (e) When the DSL speaks to Social Services, they should decide which of them will phone the parents about the referral and when this will happen. These decisions will depend on the circumstances of individual cases.
- (f) **In cases of severe physical or sexual abuse the concerns must not be discussed with parents.** Social Services will do this only after an inter-agency strategy meeting. Advance warning may allow an abuser to bribe or intimidate a child. The same may apply in cases of physical abuse. **Advising parents of the referral should happen after discussion with Social Services.**

All information and decisions should be recorded, dated and signed. All information is confidential and must be stored electronically on the CPOMs system.

Anyone who has a concern that a child might have been abused by another child should refer their concerns to children's social care in accordance with the referrals procedure. Allegations of peer abuse will be taken as seriously as allegations of

abuse perpetrated by an adult.

11. Parental consent to refer

Where there is no immediate safeguarding concern about a child, but additional services and help are needed to support a child in need – consent of the parent must be sought by the DSL. **However, if the child has been harmed or is at risk of harm or abuse – it is not necessary to gain consent to refer the case to Children’s Services.**

Other instances in which you may consider making a referral without the parent’s consent:

- If seeking consent put the child at increased risk.
- If seeking consent would cause delay which significantly adds to the risk.
- If the concern is about sexual abuse, forced marriage, honour-based violence, female genital mutilation, fabrication or induced illness in a child.
- If the child or young person has the capacity to understand and make their own decisions to give or refuse consent to sharing information about themselves. It is presumed that young people over the age of 16 have sufficient understanding. Children aged 12 and over may generally be expected to have sufficient understanding.

Where consent has not been given or where you think it may not be appropriate to seek it – call the ECIRS Consultation Line on 020 8825 5236 or call ECIRS on 020 8825 8000 or Ealing’s Child Protection Advisers (CPAs) on 020 8825 8930.

12. Responding to Parents

It is necessary to strike a balance between respecting the parents and ensuring children are protected. Childcare legislation stresses that the child’s welfare is paramount so parents may have to be distressed in order to protect children who may be abused. Staff need to keep in mind:

- 1) the importance of not assuming or expressing ‘guilt’ to parents;
- 2) that they should not believe or assume that parents are not the sort of person who would abuse;
- 3) the importance of gathering all related information;
- 4) the investigation is not a criminal inquiry but an attempt to find out what has happened;
- 5) Social Services must be contacted before parents are told of the concern by the school in cases where the child has been harmed or is at risk of harm or abuse.
- 6) the need to tell parents that Government guidelines direct schools to refer concerns to Social Services. The school has no discretion in the matter.

13. Working with parents and carers

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making school policies available on the school website or on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

14. Recording and Monitoring Concerns

Recording has special importance in child protection work and will be invaluable in helping agencies to assess a case. It ensures accurate transfer of information between classes and schools. It may also be needed if court action is necessary. It will also serve as a record that staff have acted appropriately and followed guidelines. All staff have a responsibility to record child protection concerns. The school **is not** required to disclose any child protection information to parents. The following must be recorded:

- 1) any concerns as they arise, no matter how small;
- 2) marks on the pupil's body, using a body map and incident book;
- 3) inappropriate behaviour;
- 4) poor attendance reported to team leaders/welfare officer ;
- 5) details of conversations with parent and pupils about the concern;
- 6) each contact with or referral to another agency;

This should be entered onto the CPOMs system which ensures that material is collated effectively, kept securely and can be accessed by DSLs as required.

15. Role of the DSL:

Duties of the DSL include:

- 1) to undertake training in the recognition and investigation of child abuse;
- 2) to develop the knowledge of the procedures involved in reporting child abuse;
- 3) to make this knowledge available to school staff in individual consultation and in school-based training;
- 4) to liaise with appropriate school staff on ensuring the use of relevant

- curriculum material;
- 5) to manage the process of referring cases of abuse to social service;
- 6) to ensure the school is represented at relevant case conferences;
- 7) be a contact point for agencies needing to contact the school about child protection issues.
- 8) to manage the Child Protection Register requirements;
- 9) to identify the need for support that any staff may have when involved in a serious abuse case. Having liaison with the Education Department's designated officer on how support can be offered.
- 10) to ensure all staff have a copy of the DfE's 'Keeping Children Safe in Education' summary.

For more detailed information read page 8 of Ealing's Child Protection Procedures.

If the DSL is unavailable the matter must be dealt with immediately by the Head Teacher or Assistant Head Teacher, who are fully trained as DSLs. It is not acceptable to leave a report about a serious issue awaiting the lead DSLs return to school the next day – it must be dealt with immediately by the Headteacher or Assistant Head Teacher or the teacher in charge for the day.

16. Role of the Head of Access and Pupil Welfare

The Local Authority Designated Officer is Paul Andrews, asv@ealing.gov.uk, 020 8825 8930, and he is available to support the school in all issues relating to Child Protection. He will work with the DSL and others to decide on appropriateness of referrals and whether a referral to Social Services should take place. He is also available for guidance and support to staff members.

17. Support for Staff

The abuse of children can generate strong emotions in professionals, especially if they know the child well. Such feelings are natural and can affect staff personally. Staff may also have the burden of continuing daily contact with the child, and in some cases the parents. Support in the form of opportunity for staff to discuss their feelings and the effect of this work on their personal life can come from:

- 1) Colleagues, DSL, Headteacher or;
- 2) the Education Departments's designated officer is available for discussion or organisation of appropriate support.
- 3) Staff can also access the Employee Assistance Programme on 0800 243458
- 4) Greta Urbonaviciute , the SPACE Counselling Project Manager

18. Vulnerable pupils

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be

reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA's Schools Safeguarding Coordinator).

See also section 6. Early Help Indicators

19. Looked After Children (LAC)

The DSL will maintain regular communication with the allocated social worker for any Looked After Children (LAC) or those children subject to Child Protection Plans and will ensure that the social worker will be informed of any issue that gives cause for concern. LAC are a vulnerable group and may suffer from:

- Low self-esteem
- Poor education standards due to time out of school
- Delayed social/emotional/cognitive development
- Bullying (or they may bully others)
- Mental health issues
- Isolation with few friends
- Behaviour issues

20. Children who are missing from education or home educated

Children who are persistently absent or missing from school are identified and reported to the DSL and local authority as this may be an indicator of welfare concerns.

Our attendance policy states clearly who needs to be notified and what action should be taken and any relevant timescales. Schools should refer to Ealing's "Children missing from education" guidance and the CSCB missing children protocol for further details.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- The Education Social Worker (ESW) must be notified of all decisions
- If the child is already known to ESW, their allocated social worker should be notified immediately
- If the child is not known to ESW, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to ESW.

21. Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We

are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmufco@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

22. Radicalisation - the Prevent duty

Schools have a legal duty to prevent young people from becoming terrorists or supporting terrorism. To meet this duty the school will:

- Assess the risk of students becoming terrorists or supporting terrorism
- Work in partnership with the local authority
- Train staff to identify at-risk children
- Keep students safe online
- Manage prayer and faith facilities
- Ensure the formal and wider curriculum promotes the school's vision and British values.

The Local Authority contact is Paul Smith, Project and implementation manager – Prevent legislation and SMART project, Email: smithpa@ealing.gov.uk (link sends e-mail), Tel: 020 8825 7590

23. Training Needs

All staff need to be familiar with the guidelines and know how to respond to child abuse concerns. **The following documents will be given to all staff, volunteers and supply staff:**

- Summary of Keeping Children Safe in Education, September 2024
- Child Protection Policy
- Staff Code of Conduct including Acceptable Use Policy
- The name of the DSLs (The Head Teacher, Deputy Head Teacher and Assistant Head Teacher) and Safeguarding Governor
- Whistleblowing Policy

The guidelines will be discussed:

- 1) in team, staff and management meetings;
- 2) formal training as part of an annual whole school INSET;
- 3) Staff briefings and newsletters
- 4) CP courses provided by the borough.

24. Preventative Child Protection Curriculum

We develop within our pupils an awareness of safety, maintain self-discipline and self-esteem. Our PSHE curriculum includes components differentiated by age so they progressively learn the knowledge and skills needed to keep them safe. These include the topics:

- my self and family;
- keeping safe, personal safety, safety in the home and road safety;
- health and sex education;
- education for citizenship.
- online safety
- mental health and wellbeing

Our Computing curriculum covers online safety and additionally teachers focus each half term on an app/online game that is currently popular with children to educate pupils, parents and staff about the risks.

We have a trained Mental Health Lead and a trained Emotional Literacy Support Assistant(ELSA) and the SPACE (counselling and therapy service) offering individual and group support to vulnerable and potentially vulnerable children.

We aim to integrate child protection within the existing curriculum and provide a safe learning environment in which children can explore emotive issues – there must be clear ground rules. Furthermore we aim to acknowledge children’s and young people’s rights to:

- Express and share feelings, emotional ideas and opinions
- Be assertive and make judgments and choices
- Be shown respect for their own bodies and ideas
- Understand love and care
- Safety at home, at school and in the community
- Encouragement
- Tolerance – permission to experiment, make mistakes and learn their own way
- Be valued and accepted
- Respect as individuals without prejudice

We recognise the contribution of the informal curriculum and ethos of the school, especially through adult examples of tolerance, sensitivity and negotiation. These and related issues are integrated into the wider curriculum and topics appropriate to different key stages. We deliver assemblies to support safeguarding and to empower pupils to keep themselves safe. In addition the schools seeks advice and guidance from the local authority health in schools team.

25. Safer Recruitment and DBS

The Head teacher, and a governor have been trained in Safer Recruitment techniques and at least one of the above will conduct all interviews. West Twyford adopt recruitment procedures that help deter, reject or identify people who might abuse children; all adverts clearly state that children are safeguarded and all successful applicants are required to be DBS checked. All newly appointed staff are required to bring in qualifications, appropriate ID and evidence for DBS checks to take place and before taking up a placement at the school. The school has a Single Record Database in compliance with DfE guidance.

The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 specifically state that *by 1 September 2016, all maintained school governing bodies to apply for an enhanced criminal records certificate for any serving governor who does not have one.* **In accordance with the updated Keeping Children Safe in Education 2018 guidance**, all Governors will be subject to a Section 128 check, which will be recorded on the Single Central Record.

26. Volunteers, Parent Helpers

All volunteers are required to have a clear DBS check prior to working in school if their duties include prolonged or regular contact with children in isolation. If a volunteer is not checked, a risk assessment will be undertaken and the volunteer must be supervised at all times. Class teachers must make volunteer helpers in their classroom aware of the need for **complete confidentiality of information** in school and the necessity to pass on any concerns / conversations with regards to child protection issues which come to their notice. They must be given a copy of the Child Protection Policy, Acceptable Use and E-Safety Policy, Whistleblowing Policy and the summary of Keeping Children Safe in Education as part of their Induction Meeting with the School Business Manager.

A summary of DBS requirements for volunteers, regular visitors (e.g. Primary Behaviour Service) and contractors (eg Azteq, PSD)

Category	Supervision	Enhanced DBS
Short – term or infrequent volunteer	Supervised	No (Risk Assessment in place)
Volunteer, Placement, regular	Unsupervised	Yes
Regular Visitor (External Agencies)	Unsupervised	Yes
Contractor – less than 4 days/month	Supervised	Yes – without barred list info
Contractor – more than 4 days/month	Unsupervised	Yes

Afterschool Provider	Unsupervised	Yes
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27. Allegations against staff

Safeguarding concerns about adults in the school should be made directly to the headteacher, Matthew Shapland.

The Head Teacher will refer these to the LADO Officer, currently Natalie Cernuda, asv@ealing.gov.uk, cernudan@ealing.gov.uk, 07890 940 241.

In the event of an allegation against the Head Teacher, these are reported to the Chair of Governors, Jonathan Bayliss, who will contact the LADO.

27. Ofsted Training Requirements:

- The DSL is trained and does a refresher at least every two years.
- The whole school staff have safeguarding training every year.
- The Governing Body have received safeguarding training and one Governor is nominated to have safeguarding as a specific responsibility.

27. Policy Links

- Antibullying Policy
- E-Safety Policy
- Keeping children safe in education
- Model procedure for schools responding to allegations of abuse by teachers and other school staff
- Single Equality Policy
- Whistleblowing Policy
- Acceptable Use Policy

28. Children Missing Education / Off Roll

Summary of Procedures for School and Educational Social Work Service – Education and Welfare Issues

If a parent advises school that the pupil is moving to another school or a different area then:

1. Ask parent to complete Ealing's Leavers Form which includes the child's name, new address, new school (if known), another contact person and date of leaving.
2. The child remains on the school roll until we have received verbal confirmation from the child's new school that they have started attending.
3. Pupil records are transferred to the new school electronically via a CTF and paper copies are sent via the post in a recorded delivery (see appendix 2).
4. If the new school cannot confirm the pupil transfer, the school will contact the parents and emergency contacts to gather more information. The child remains on the school roll. The school will complete a 'reasonable enquiry form' (appendix 3) and contact Ealing CME team as a referral.

If a pupil 'disappears' from roll and there is no preceding notice from the parent then:

1. School complete the 'reasonable enquiry' (see following pages) form after 3 days of no contact with the parents and refer to the ESW service.
2. The child remains on the school roll until advised by Ealing about the child's whereabouts.



Schools reasonable enquiry form September 2020

www.ealing.gov.uk

Leading to **Children Missing Education /Off Roll**

When should this form be submitted:

- Where pupils have stopped attending or engaging with the access to education at home resources and attempts to make contact have not been successful and no leaver's form has been completed.
- If a leaver's form has been submitted with no destination school.

*Please remember that it is the school's responsibility to ensure all information is provided by parents/carers of children leaving their school. Where parents/carers state that they have made an application for a school place for their child/ren, but have not yet been allocated one, the school must contact the Admissions department of the family's new Local Authority for confirmation this has been received. This must be done **before** taking the child off roll.*

When should this form not be used:

- Pupils who have stopped attending but have not moved; these are non-attenders NOT CME i.e. where the Local Authority Link Attendance Officer has confirmed the parent is still liable for council tax at the home address and it is believed the child is still living there.
- If parents are still in contact with the school and claim the child will return and there is **justifiable** reason for delay. In such circumstances, schools should request evidence and discuss with the CME officer if you are unsure. These pupils must remain on the school's roll for up to 20 days continuous absence or until permission to off roll has been given by the CME officer. Every effort will be made to resolve cases as quickly as possible, **please be reminded that when off rolling, attendance cannot be backdated.**

If at any time, there are Safeguarding Concerns for the child, a referral should be made to ECIRS@ealing.gov.uk

Please also refer to Private Fostering Responsibilities at:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=uDwWv33gjtU>

Please follow the procedure below before submitting a Reasonable Enquiry form:

- 1) Begin enquiries on the third day of absence where there has been no contact from parents or carers (if you have no knowledge of the child's whereabouts). Enquiries can be telephone calls, text messages and emails. It is advisable to try all forms of communication available. Three attempts at contact, on separate days, is required before submitting an enquiry to CME.
- 2) **Home visits *must* be carried out by the tenth day. (High Schools will have their own Attendance Officers or Safer Schools Officer) Primary Schools can contact their Local Authority Link Attendance Officer to assist with home visits within ten days of the first day absence.**
- 3) Submit the Reasonable Enquiry form and the child's registration certificate to CME@ealing.gov.uk by secure email/Egress on the tenth day of absence if the child still has not returned to school and you cannot contact their parent/carer to establish where they are and why they are not attending.
- 4) **Please be aware that Reasonable Enquiry forms will be returned with instructions for the school to complete their enquiries if the correct procedure has not been followed.**

When is it appropriate to take a pupil off the school roll?

- 20 days continuous absence, where there has been no communication between parent and school/Local Authority. After both the school and Local Authority have tried to locate the pupil and Reasonable Enquiry has been undertaken, and this form has been returned to the Local Authority CME team who have agreed off rolling after council tax and social care checks, and/or confirmed referral made to CME in their new Local Authority.

School Information

Name of school:

WEST TWYFORD PRIMARY SCHOOL

Enquiries made by school

Enquiry 1 Date contact attempted:

Telephone numbers called:

Email/letter sent to:

Outcome/response:

Enquiry 2 Date contact attempted:

Telephone numbers called:

Email/letter sent to:

Outcome/response:

Enquiry 3 Date contact attempted:

Telephone numbers called:

Email/letter sent to:

Outcome/response:

Home visit

A home visit should be completed before Reasonable Enquiry is submitted to CME officer. Please remember that home visits should not be conducted by lone staff members. Home visits must be carried out by the tenth day. (High Schools will have their own Attendance Officers or Safer Schools Officer) Primary Schools can contact their Local Authority Link Attendance Officer to assist with home visits within ten days of the first day absence.

Date of visit

Visit conducted by

Outcome

Anyone home?

No Yes

Bins full/post piled up/estate agent sign up outside?

Do immediate neighbours know of family's whereabouts?

No Yes If yes, provide details:

Contextual Information	
Does this absence follow a holiday?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Was the leave authorised?	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes please provide destination/reason for leave below, if known:
Any previous long absences:	<input type="checkbox"/> No <input type="checkbox"/> Yes If yes, please provide details:
Are the family know to Social Care:	<input type="checkbox"/> No <input type="checkbox"/> Yes
Social worker name:	
Social worker contact details:	
Any other welfare concerns; <i>SEN, DV, housing, mobility etc.</i>:	<input type="checkbox"/> No <input type="checkbox"/> Yes If yes, provide details:
Private fostering check	
Have you read the guidance under the link on the first page of this form?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Have you notified ECIRS about a private fostering arrangement for this pupil, if necessary?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Travellers?	<input type="checkbox"/> No <input type="checkbox"/> Yes If yes, provide previous known destinations
Asylum seekers:	<input type="checkbox"/> No <input type="checkbox"/> Yes
Previous schools attended:	
Any information received from friends or social media:	
Any recent breakdown in relationships in school between pupils, or between pupil or parent and school? .eg. <i>difference of opinion relating to behaviour, exclusions or SEN</i>:	

Any other information

Please use this space to provide any further information about the child or their family that may help us to locate them including any destination information i.e. other borough/country/district.

TWELVE TIPS ON TALKING TO CHILDREN WHO HAVE BEEN SEXUALLY ABUSED.

1. Believe them and tell them that you believe them. The abuser will have told them that no-one will believe them.
2. If you feel shock and disbelief don't let the child think that means that you can't hear what they are telling you.
3. Say "you were right to tell me". The abuser will have frightened them into keeping silent.
4. Tell the child that the abuse was not her/his fault. The abuser will have made them feel responsible.
5. The child may love the abuser but hate the abuse. Tell the child that the abuser was "wrong" rather than "bad".
6. Tell the child you will try to help them stop the abuse.
7. Don't agree to keep the sexual abuse a secret. Don't promise things you can't do. Do reassure the child that you will do all that you can.
8. Tell them whom you will be telling and why.
9. Don't say things like "are you sure?", "why didn't you tell me before?", "I don't believe it".
10. If the child tells you and you are surprised, don't rush away to inform other people. Control your panic and spend time with the child until you have reassured her/him and informed the child of your actions. You will need support, but at this stage this is not as important as the support that the child needs.
11. Make sure that the child knows that your anger is with the abuser and not with them.
12. Don't necessarily believe the child if she/he later retracts the allegation. This is because of the hurt, confusion and panic that they are now feeling.

Appendix 1:

The seven golden rules to sharing information

Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

1. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
2. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
3. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
4. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
5. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
6. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix 2: Procedure for the transferring of safeguarding documents to a new school

Procedure for the transferring of safeguarding documents to a new school

Once a pupil has been confirmed as attending a new school the procedures for transferring the safeguarding documents are as follows:

Scenario 1 (if new school has no CPOMs)

If a pupil is leaving the school the Designated Safeguarding Lead will hand the file to JL once it has been checked. A checklist should be completed with details of the new school and start dates and signed off by the DSL. A transfer of records letter addressed to the DSL at the new school is attached to the file, along with a private and confidential stamped addressed envelope. JL will send the file to the school by recorded delivery. The checklist along with the proof of postage should then be stored in the archive file in the secure filing cabinet.

Scenario 2

If a family is leaving West Twyford Primary School and the pupils are going to different schools, the procedure for Scenario 1 should be followed, but records sent separately to relevant schools.

Scenario 3

If the new school has CPOMs, the Designated Safeguarding Lead will electronically transfer the records as soon as the child starts there. A checklist should be completed as per scenario 1 as filed in the archive.

For the transferring of all safeguarding records the checklist should be completed and signed off by the Designated Safeguarding Lead before any records are posted to the new school or transferred via CPOMs. The checklist should be filed in the archive.

Checklist for the transferring of safeguarding documents to a new school

File

Name.....DOB.....

.....

Details of new school	Name of Designated Safeguarding Lead	Has the pupil been confirmed as attending?
		Yes – start date : No

Are there any siblings still attending West Twyford?

Yes / No – (please circle)

If no the file can be passed to JL for posting.

If yes the file can be passed to JL for photocopying and then back to the Designated Safeguarding Lead for checking.

Transfer via CPOMs

 This file has been checked by a Designated Safeguarding Lead and is now ready to be transferred to the new school

Print Name

Signature

Date

NO FILES ARE TO BE TRANSFERRED UNTIL THIS CHECKLIST IS COMPLETED AND SIGNED OFF BY A DESIGNATED SAFEGUARDING LEAD

West Twyford Primary School

Twyford Abbey Road, London NW10 7DN

Telephone: 020 8965 6858

Email: admin@west-twyford.ealing.sch.uk

Headteacher: Mr M. Shapland
 Deputy Headteacher: Ms K. Collum
 Assistant Headteacher: Miss R. Ahmed
 School Business Manager: Mrs M. Leondiou



Date : _____

To: The Designated Safeguarding Lead,

Name of Child: _____ **Date of Birth:** _____

The above named child has recently joined West Twyford Primary School. It is important for Child Protection purposes that we contact the former setting to request any safeguarding records.

If any records exist for this child, and you have not already sent them to us or transferred via CPOMS, please do this immediately.

Please complete and sign below. Retain a copy and return this form either in the envelope provided or email to admin@west-twyford.ealing.sch.uk

Yours sincerely,

Ms Kay Collum
 Designated Safeguarding Lead

	Please tick
We have safeguarding records to transfer via CPOMS.	<input type="checkbox"/>
We have safeguarding records to transfer via secure post.	<input type="checkbox"/>
We have no safeguarding records for the above-named child and there are no safeguarding issues relating to the above named child.	<input type="checkbox"/>

Name of School: _____

Signed..... Print Name

Position Date



