



Child Protection / Safeguarding Children

1. Context

Uxbridge High School takes seriously its responsibility to protect and safeguard the welfare of the young people in its care. "The welfare of the child is paramount" (Children Act 1989). Staff and governors are committed to safeguarding the students at Uxbridge High School.

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 optimising children's life chances.

This child protection/safeguarding policy works in line with the following statutory guidance and legislation and other school policies, which should be read in conjunction with this policy:

1.1 Legislation

Section 175 Education Act 2002 (maintained schools and FE colleges including sixth forms).

1.2 Statutory guidance

- Keeping children safe in education: (KCSIE – DfE September 2018);
- Working together to safeguard children (DfE July 2018);
- Multi-agency statutory guidance on female genital mutilation (April 2016);
- Sexual violence and sexual harassment between children in schools and colleges (DfE May 2018).

1.3 Non-statutory guidance

- What to do if you're worried a child is being abused (DfE March 2015);
- Prevent Duty Guidance (DfE July 2015);
- Information-sharing: advice for practitioners providing safeguarding services (DfE July 2018)
- Children missing education (DfE Sep 2016);
- Safer working practice for adults working with children and young people (2015).

1.4 School policies

- Action against bullying;
- Behaviour for learning;
- Confidential reporting;
- Disciplinary policy and procedure (staff);
- Health and safety;
- Managing ICT and e-safety;
- SMSC education including PSHE and citizenship;
- Recruitment and retention;
- Sex and relationship education;

In addition, Uxbridge High School takes in to account regional guidance and the procedures and practices of the local authority.

2. Purpose of the policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.



3. Principles

- This policy applies to all staff, governors and volunteers working in the school and in positions of trust.
- This policy reflects our active commitment to promote and safeguard the welfare of students at our school. We believe that children have a fundamental right to feel safe and be protected from any form of abuse and therefore we aim to provide a secure, caring environment and a curriculum which nurtures self-esteem and empowers children to protect themselves.
- We aim to ensure that children who are vulnerable, whether they be 'looked after', at risk, in need, have witnessed domestic violence, been the victim of bullying or witnessed bullying, or have suffered or are likely to suffer significant harm, are identified and appropriate action is taken to keep them safe.
- The school has, and will continue to develop, a systematic approach towards early assessment and, where appropriate, referral of suspected child abuse to an appropriate agency. We recognise that abuse may be sexual, physical, emotional or neglect. We further recognise that students may put themselves at risk of harm.
- Our first priority is the welfare of the child and therefore there may be occasions when our concern for a child means we consult other agencies. This may happen before we consult the parent. The procedures followed are in line with the procedures and practices of the local authority.

4. Disseminating the information within this policy

Our staff induction programme includes a safeguarding section and new staff are asked to read the policy and procedures, as well as complete face-to-face or online safeguarding training. External staff who visit regularly will also be requested to complete online level 1 safeguarding training. Temporary staff and volunteers who visit our school are asked to read our safeguarding procedures. Records are kept to document the above commitment to working in line with these procedures.

5. Students with special educational needs and disabilities

As a school, we recognise that children who have special educational needs and disabilities can face additional safeguarding and child protection challenges, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted upon by things like bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

6. Supporting students with mental health issues

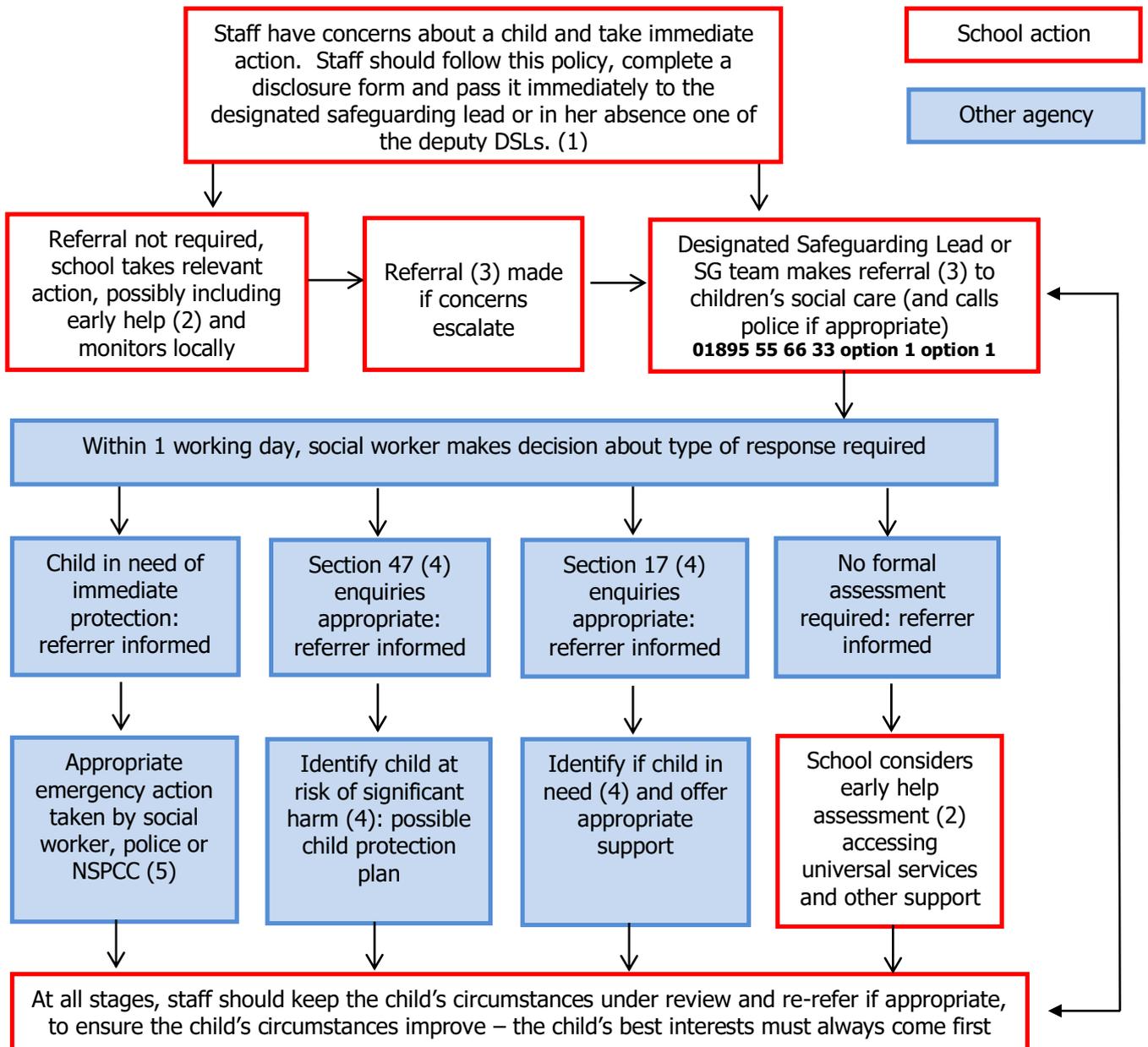
Some children can be more vulnerable than others to issues such as depression, anxiety, self-harm or eating disorders. In school we need to be particularly vigilant about children who have experienced abuse, bullying, bereavement, have learning difficulties or are in care, as these circumstances can impact on children's mental health.

Signs of possible mental health issues include: noticeable weight loss or gain; physical injuries; change in personality e.g. mood swings; frequently missing lesson; social isolation; lethargy and disinterest; tearfulness or appearing anxious; lack of focus in class; or change in educational performance.

Students with mental health issues are supported by one to one school-based counselling, support from child and adolescent mental health services (CAMHS) and other current services.



7. Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see section 12 of this policy.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of Working Together to Safeguard Children provides detailed guidance on the early help process.
- (3) Referrals should follow the local authority's referral process. Chapter One of Working Together to Safeguard Children.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include Section 17 assessments of children in need and Section 47 assessments of children at risk of significant harm. Full details are in Chapter One of Working Together to Safeguard Children.
- (5) This could include applying for an Emergency Protection Order (EPO).



8. Roles and responsibilities

8.1 The governing body

The link safeguarding governor is: **Peter Waine**

It is the role of the governing body to ensure that all statutory duties with regard to safeguarding and child protection are fulfilled, as detailed in 'Keeping Children Safe in Education' (Sep 2018). The school completes an annual audit of safeguarding, in partnership with the link safeguarding governor. This self-evaluation is quality assured with a visit from an independent consultant. Where weaknesses or areas for development are identified, the governing body monitors the implementation and impact of identified actions to address these issues. The governing body have a responsibility to ensure this policy and set of procedures are fit for purpose and known to all staff and regular volunteers.

8.2 The principal

The principal is responsible for:

- supporting the designated safeguarding lead in all aspects of the role;
- ensuring that the designated safeguarding lead and the safeguarding team have received the appropriate training;
- ensuring that all members of the school community are aware of and comply with our child protection/safeguarding policy;
- ensuring the safe recruitment of all staff (including supply staff and volunteers);
- dealing with any allegations against members of staff or volunteers;
- creating a safe environment for students at the school;
- monitoring the effectiveness of safeguarding and child protection practice across the school.

8.3 The designated safeguarding lead (DSL) and deputy DSLs

The DSL is a senior member of staff, who works in line with the requirements of the role as set out in Annex B of KCSIE 2018: **Louisa Seymour**

Deputy DSLs have been appointed to act in the absence/unavailability of the DSL. The Deputy DSLs in this school are: **Lesley Carroll, Kajade Patrick and Zoe McCarthy**

8.4 The safeguarding team

The safeguarding team meet every fortnight to discuss safeguarding cases and review existing cases. The members of the safeguarding team work in partnership with a range of other agencies, sharing information, attending meetings including child protection conferences and core groups and write reports.

8.5 School staff and volunteers

We recognise that staff, because of their contact with and knowledge of children and young people in their care, are well placed to identify abuse or neglect (see Appendix 2). For this reason, this school is committed to ensuring that staff and volunteers know and understand the signs and symptoms of abuse, are prepared to identify children who may benefit from early help, understand their responsibility for referring concerns to the DSL or deputy DSL and for reporting allegations against staff.

- The member of staff/volunteer must record information regarding the concerns / disclosure as soon as possible on the same day. The recording must be a clear, precise and factual account of the observations, handwritten in pen on the UHS safeguarding/child protection disclosure or observation form (Appendix 1);
- The member of staff/volunteer must also carefully record any observations of marks, bruises or



injuries, with some indication given about the size and shape of the injury on the body map outline on the reverse of the UHS safeguarding/child protection disclosure or observation form (Appendix 1). Staff will not take photographs of marks on children;

- Staff/volunteers must notify the DSL or Deputy DSL about the concern/disclosure, as soon as possible and without delay;
- 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;
- Staff and volunteers will work collaboratively with the safeguarding team to ensure that children with safeguarding / child protection concerns are supported appropriately;
- All staff and volunteers are committed to understanding and adhering to the KCSIE (part 1), Working Together to Safeguard Children (DfE) and Safer Working Practice for Adults Working with Children and Young People (2015);
- Disciplinary action may be used for any breach of this policy.

All staff and volunteers should be aware of the four categories of abuse; physical, emotional, sexual abuse and neglect. (See KCSIE 2018 for further detail and descriptors and Appendix 2). All school staff receive safeguarding children training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. This training is refreshed annually for all staff. Temporary staff and visitors will be made aware of the safeguarding policies and procedures on arrival to the school.

9. Disclosures

If a student makes a disclosure, 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;
- not promise confidentiality – it might be necessary to refer to children's services;
- 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 who has to be told.

Immediately following the disclosure:

- make a handwritten record on the designated form (Appendix 1), as this may be needed in court in the future;
- copies should not be retained by the member of staff/volunteer;
- the designated form (Appendix 1) must be completed in full; keeping your record as factual as possible. Use the student's own words where applicable and enclose any direct quotes in quotation marks;
- if marks or injuries have been observed on a student, record these on the body map on the reverse of the designated form. Do not take photographs;
- If the designated form is unavailable, handwritten notes can be made on a piece of paper. This must be retained, even if the notes are subsequently written up onto a form;
- If the disclosure includes information of concern about an adult working in the school, refer to Section 12 of this policy and follow the steps outlined there.



The designated form must then be passed directly to a member of the safeguarding team as soon as you are able. In the first instance our DSL: **Louisa Seymour**; if the DSL is unavailable, please report to one of the deputy DSLs: **Lesley Carroll, Zoe McCarthy or Kajade Patrick**. If the Deputy DSLs are unavailable, report to a member of the safeguarding team (posters displayed in every classroom). If no-one from the safeguarding team is available, speak to the most senior member of staff on site. If you are concerned that a child might be in immediate danger or at risk of significant harm, you must act immediately. This may mean interrupting a member of the safeguarding team.

9.1 Support

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

9.2 Children missing from education

A student missing from education is a potential indicator of abuse and neglect. Should a student go missing from school (education) the school attendance support officer will inform the DSL. The DSL will consider further actions/support should it be required.

9.3 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 associate staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (children's 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 confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe;
- 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 and in line with 'Information-sharing : advice for practitioners providing safeguarding services' March 2015.

9.4 Communication with parents and carers

The safeguarding team will:

- discuss the concerns about the welfare or safety of students with parents/carers, unless to do so would increase the risk to the child. In this instance advice will be sought from children's social care;
- ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

10. Concerns about safeguarding practice within our school

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Appropriate whistle-blowing procedures are suitably reflected in staff training and in our confidential reporting policy. Where a member of staff feels unable to raise a concern with their employer or feels that their genuine concerns are not being addressed, the NSPCC whistle-blowing helpline is available to them (see page 8).



10.1 Concerns about safeguarding practice of other agencies

If a member of the safeguarding team feels a decision made by another professional in another agency is unsafe, they must discuss this further.

- In the first instance, this takes place directly with the professional involved to allow opportunity for decision-making to be discussed and clarified. (Pre-escalation);
- If pre-escalation fails to resolve the issues identified, the member of the safeguarding team should escalate within their own organisation (to the principal, if they are not in this role). The issue is then escalated to the professional's line manager. (Escalation);
- At all stages records should be kept;
- The principal will ensure that the intention to instigate escalation procedures is made explicit and in writing.

11. Safer recruitment

Safer recruitment procedures are in line with current legislation – KCSIE 2018 and this is where further detail can be found.

At Uxbridge High School, we require an enhanced DBS certificate for all staff and governors. This is renewed every three years. In addition, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

12. Allegations involving an adult working in our school

12.1 If you are concerned about the actions of an adult working in the school

- Record your concerns using the designated form (Appendix 1) and make sure it is completed in full;
- Keep your record as factual as possible;
- Report your concerns directly to the principal as soon as you are able;
- The original concern form should be passed to the principal and copies should not be retained by you;
- If the principal is not contactable, report to the most senior member of staff on site;
- If your concerns are about the principal, report to the chair of governors directly;
- If the person you have reported the concern to does not take your concern seriously, you must escalate your concern to the chair of governors. Ultimately anyone can report a safeguarding concern about an adult working with children to the local authority, asking to speak to the Local Authority Designated Officer (LADO): **Rob Wratten 01895 250975**;
- The **NSPCC** have a whistle blowing phone number: 0800 028 0285.

12.2 Once a concern has been reported about an adult

Any reported concerns made about an adult working in our school are taken very seriously.

- The principal/chair of governors will consider the information in the report and initial consideration will be given as to whether this indicates that the person would pose a risk of harm if they continue to work in close or regular contact with children in their present position or in any capacity. This will be done by assessing whether there is evidence to suggest that:
 - the person has behaved in a way that has harmed a child or may have harmed a child;
 - the person has possibly committed a criminal offence against or related to a child; or
 - the person has behaved towards a child or children in a way that indicates that he/she may pose a risk of harm to children;
- If it is decided that there is evidence to suggest the concern meets one or more of the above criteria, the principal/chair of governors will contact the LADO immediately.



- The LADO will then decide on further action:
 - no further action after initial consideration and closure; or
 - advice and follow up from LADO; or
 - strategy discussion/meeting.

12.3 Action by the LADO

If no further action by the LADO is agreed, the school may be asked to complete their own enquiries and report the findings back to the LADO at the conclusion.

If further action is agreed, the LADO will agree with the police whether or not a strategy discussion/meeting needs to take place. If it is agreed that the threshold has not been met for a strategy discussion/meeting, an allegations management meeting may be held. The main purpose of this is to ensure the safety of the child/children and ensure the process is concluded promptly, ensuring the accused staff member has adequate support.

All concerns raised about an adult working in the school, including allegations, are recorded and held confidentially. Where a strategy discussion/meeting has been held involving the LADO, the school will be sent a copy of the minutes of the meeting.

Where an allegation is substantiated, this will be referred to in any references provided by the school for the individual if and when they apply for new positions. If the adult is employed by an external agency, a copy of these records will be given to the senior lead of the organisation.

12.4 Statutory requirements in relation to individuals who are on the barred list

At the end of the allegation process, if a member of staff or volunteer is removed from their position for causing harm or they leave whilst investigations are ongoing, we have a duty to inform the Disclosure and Barring Service via a referral.

We understand, as a school, that if we know or have reason to believe that an individual is barred, we are committing an offence if we allow the individual to carry out any form of regulated activity.

13. Parents/carers

13.1 When are parents/carers contacted?

Concerns about the welfare or safety of students will be discussed with the parent/carer, unless, having reviewed the information of concern, it is the view of the safeguarding team that this may increase the risk to the child. Our first priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carer.

If a referral is made to Children's Social Care, the parent/carer will be contacted and the information within the referral will be shared. There are some occasions when the school will be advised not to share the content of the referral with the parent/carer as to do so may increase the risk of harm to the child.

Where reports are written about students as part of the Child Protection process, the school will provide opportunity prior to the Conference to share the content with parents and carers.



13.2 How do we ensure parents and carers understand the school's role in safeguarding students?

This school is committed to helping parents/carers understand its responsibility for the welfare of all students and our duty of care. The policy and procedures are available to parents and carers via the school website and a paper copy can be requested by contacting the school.

The school website provides access to a number of useful resources for parents and carers. These can be found under Care & Support tab of the school's website.

13.3 What safeguarding information does the school hold about students?

If an adult working in the school has a concern about the safety or welfare of a student, they must record this concern. These records are stored confidentially, separate to the academic records of students and with restricted access. If more than one concern arises or information has been received from a previous school, a safeguarding file may be established. The information in this file will be shared with parent/carers, unless the safeguarding team consider that doing so would increase the risk of harm to the child.

13.4 What happens to this information when a student moves school?

When a student moves schools, any safeguarding information transfers to the new school, confidentially and separate to academic records. There will also be, where necessary, a meeting to discuss the information being shared.

14. Record keeping

Any member of staff, visitor or volunteer who has a concern about a student's welfare or receives a disclosure of abuse will make an accurate record on the designated form (Appendix 1). These records will be kept (even if there is no need to make a referral) and stored confidentially in case files. They do not form part of the student's academic records and are stored separately. Confidentiality will be maintained and information relating to individual students/families will be shared with staff on a need to know basis.

Once a pattern of concern or disclosures begins to emerge, we endeavour to inform parents/carers of this action, unless, following advice, we believe that by sharing this information the student will be at greater risk.

Each case file will be organised clearly with chronology at the front and records filed in chronological order. All 'significant events' are captured on the safeguarding log for each file, which is held securely online, with restricted access. All meetings, phone calls and emails in relation to safeguarding and/or child protection matters are held on the individual logs. The safeguarding logs also capture headline information about what action has been taken, the outcome of this action and the names of the people involved. The outcome should focus, where possible, on the student and indicate whether the situation is improving.

14.1 Case file review

Safeguarding and child protection files for individual students should be revisited regularly to ensure any risk is being reduced and appropriate action taken. It is good practice for this review to take place on a termly basis. To ensure that all files are reviewed, an overview of all safeguarding files is kept up to date. This is a 'live' document and reflects the numbers of individual files held securely.



15. Training for adults working in our school

Uxbridge High School is committed to ensuring staff and volunteers know and understanding:

- the signs and symptoms of abuse;
- how to identify children who may benefit from early help;
- their responsibility for referring concerns to the DSL/DDSL;
- the procedures for reporting safeguarding/child protection concerns about adults working with children (allegations).

15.1 Formal training

Safeguarding and child protection training is provided annually for all staff to enable them to carry out these requirements.

Training opportunities include sessions on:

- Basic awareness of safeguarding;
- Prevent duty;
- FGM;
- CSE.

15.2 Updates

In addition to formal training, all staff receive regular opportunities to update their knowledge and understanding, which is delivered through the staff bulletin, staff meetings, CPD, etc.

- Child mental health;
- Domestic abuse;
- Types of abuse and neglect;
- Sexting;
- One to one situations;
- Child sexual abuse in the family;
- Preventing child sexual abuse;
- Online safety.

15.3 Additional training for DSLs and deputy DSLs

The statutory requirement for DSLs and deputy DSLs is to renew training every 2 years. We work in line with this requirement. All members of the safeguarding team and our heads of house have completed advanced training to the same level as the DSL.

15.4 Reading requirements

All staff are required to read the following documents on an annual basis:

- Part 1 of Keeping Children Safe in Education (September 2018);
- Annex A of Keeping Children Safe in Education (September 2018);
- Working together to safeguard children (July 2018)
- The school's child protection and safeguarding policy;
- The school's managing ICT and e-safety policy.

16. Safer recruitment procedures

Uxbridge High School works in line with part 3 of KCSIE (Sep 2018).

16.1 Checks completed on all staff and regular volunteers

- An enhanced DBS certificate, which includes barred list information, is required for any staff who will be engaging in regular activity (working unsupervised with children). Uxbridge High School also insist this is renewed every three years;



- Identify checks are completed, together with proof of right to work in the UK;
- Qualifications are checked.

16.2 Further checks for teaching staff

- Qualified teacher status;
- Prohibition check;
- Section 128 check (for any individual who has a managerial role, including governors and trustees);
- Completion of induction;
- Teacher not subject to a conditional offer/suspension;
- European economic area sanctions.

If an individual has lived or worked outside of the UK, an overseas police check/ certificate of good conduct may be required. A check of visa/work permit will also be required here.

16.3 Externally employed staff

Where staff from external organisations are working with our students, we ensure that the letter of assurance received confirms that the relevant checks are in place, including a barred list check, if the individual is working in regulated activity.

16.4 Single central record

The school maintains an up to date single central record of all safer recruitment checks. This is in line with requirements as set out in KCSIE (Sept 2018). The principal has oversight of this record and ensures it is in line with statutory requirements (Part 3 KCSIE Sept 2018).

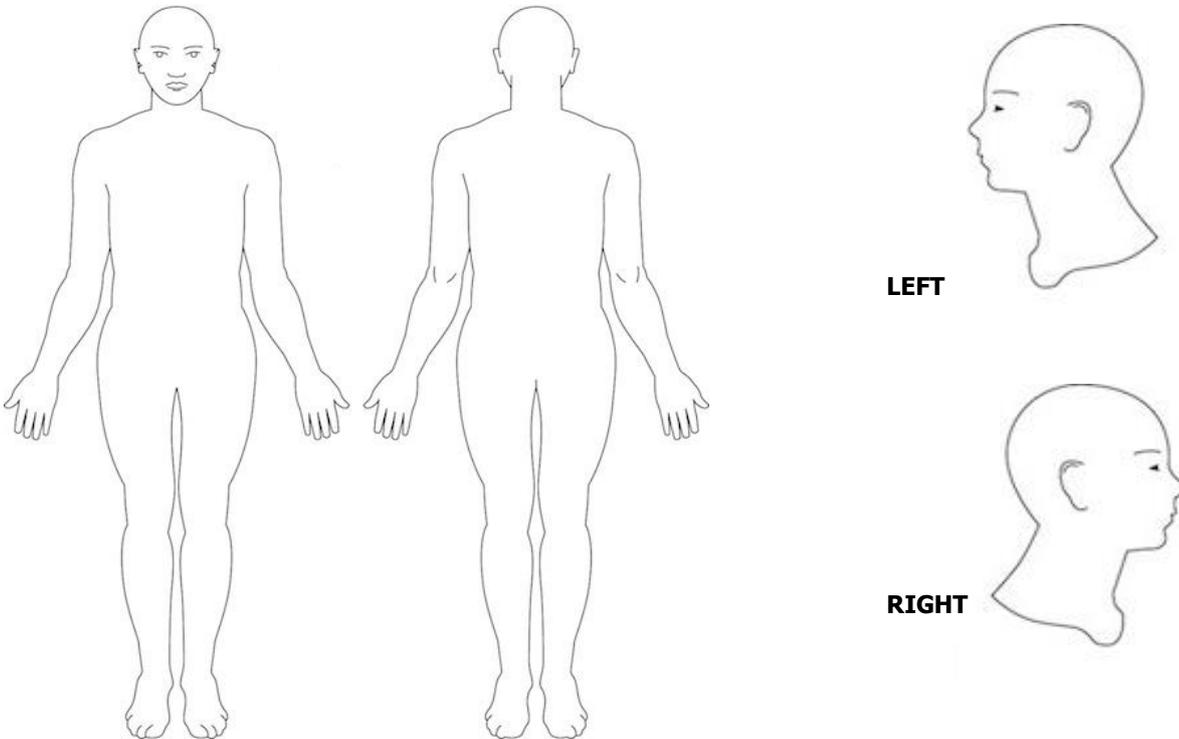
16.5 Induction of new staff

Following appointment, the school offers new staff a programme of safeguarding and child protection induction. This includes:

- Basic awareness of safeguarding;
- Prevent duty;
- FGM;
- CSE.

Body Map

Report visible marks only:



Continued from overleaf/...



APPENDIX 2

Definitions of abuse

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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