Khalsa Primary School

Faith inspired education

Ofsted
Outstanding Provider

Child Protection and Safeguarding Policy and Procedures

Incorporating 'Keeping Children Safe in Education' 2022

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1. Contents

1. Our approach to safeguarding

We are committed to ensuring that all of our young people are kept safe, and staff understand that it is **everyone's** responsibility to do so. The Khalsa Primary School aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

Our core safeguarding principles are:
- **Prevention**: positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
- **Protection**: following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Support**: for all pupils, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
- **Collaborating with parents and other agencies**: to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2022) 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. 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
- 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
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Specific consideration has been given to the Trust's religious ethos and the wearing of Sikh articles of faith in line with the Equality and Human Rights Commission Guidance and the:
- Human Rights Act 1998 [The Human Rights Act | Equality and Human Rights Commission (equalityhumanrights.com)](#)
- Equality Act 2010 [Equality Act 2010: guidance - GOV.UK (www.gov.uk)](#)
- Public Sector Equality Duty [Public sector equality duty - GOV.UK (www.gov.uk)](#)
- [Ofsted Education Inspection Framework](#)

This policy also meets requirements relating to safeguarding and welfare in the **statutory framework for the Early Years Foundation Stage** 2021.

This policy applies to all adults, including volunteers, working in or on behalf of the school.

3. Definitions

KCSIE refines safeguarding and promoting the welfare of children as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health.
- Preventing impairment of children's 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.

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.

Children includes everyone under the age of 18.

Khalsa Primary School defines safeguarding as:
- Having Trust wide policies and procedures in place to ensure we do all we can to protect our young people from harm.
- Having an understanding and being vigilant to indicators that a pupil may be at risk
- Appropriate, and in a timely fashion, reporting concerns in the correct manor to ensure children are kept safe (from intra and extra familiar harms)
- Providing safe and effective care and support to young people to improve their safety and wellbeing.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with such as a 'child who has been harmed by another child.'

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We may' use the term a child who has harmed another child.'

4. 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. The school is committed to anti-discriminatory practice and recognise children's diverse circumstances. The school ensures 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 (with or without an ECHP) and disabilities or mental health issues (section 10)
- 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 (see section 12)
- Are persistently absent from school, school refusers or have been permanently excluded
- We recognise that children who suffer abuse or neglect may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils.
- In addition, this policy addresses the guidance on wearing of Sikh articles of faith.

5. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and Trustees in the school and is consistent with the procedures of Slough Safeguarding Partnership. The policy and procedures also apply to extended school and off-site activities. In order to fulfil this responsibility effectively, all professionals should make their approach is child-centred. This means that they should consider, at all times, what is in the **BEST INTERESTS** of the child.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our behaviour policy.

Planned programme of relationships, sex and health education (RSHE), age appropriate, which is inclusive and delivered regularly, tackling issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

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Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, and safety and well-being.

5.1   All staff including leaders and volunteers:

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. All leaders and staff who work directly with children should also read Annex B of Keeping Children Safe in Education 2022.

- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance

- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

- Provide a safe space for pupils who are LGBT to speak out and share their concerns

All staff will be aware of:

- Our system which supports safeguarding. These will be explained to them as part of staff induction. This includes: safeguarding policy, school's staff behaviour policy (sometimes called a code of conduct) and online safety policy; the identity and role of the DSL and any deputies and the safeguarding response to children who go missing from education.

- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment. The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment. Staff must maintain a good working knowledge of the Slough Safeguarding threshold Slough Safeguarding Children Partnership - (sloughsafeguardingpartnership.org.uk) and any updates and how it should be used to inform decision making regarding a referral to the front door.

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

- Know what to do if a child tells them they are being abused or neglected and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved. Staff should never promise a child that they will not share a report of abuse.

- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may be in need of help or protection.

- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), Child criminal exploitation (CCE), FGM and radicalisation. Appendix 4 of this policy outline in more detail how staff are supported to do this.

- That children are at risk of harm inside and outside their home, at school and online (may include online bullying, abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images.

- Those children who are (or are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children.

- The need to report to management any personal issue that impair or bring into doubt their ability to objectively discharge their child protection and safeguarding responsibilities

- Where there are concerns about a child, **always** speak with the DSL. If the DSL is not available, staff should speak to a member of the SLT and / or take advice from local children's social care

- Not assume a colleague or another professional will take action and share information that might be critical in keeping children safe and be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. 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.

- Understand that, whilst anyone can make a referral to Slough Children First, the correct school procedure is to report any concerns to the DSL in the first instance. In exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Slough Children First. Where referrals are not made by the DSL inform the DSL as soon as possible, that a referral has been made

- Be aware of the Trust (or setting's) Business Continuity Plan regarding lock-down and evacuation, guidance available where there are concerns about another staff member, refer these concerns to the Headteacher/Principal.

5.2   The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team (The DSL role is set out in full in KCSIE 2022 Annex C). Our DSL is Mrs Pavin Dhaliwal. The DSL takes lead responsibility for child protection and wider safeguarding. During working hours, the DSL will be available for staff to discuss any safeguarding concerns.

The DSL can also be contacted out of school hours by email at safeguarding@kpsslough.com

The Deputy DSL is Gursharan Dosanjh safeguarding@kpsslough.com

When the DSL is absent or unavailable, the Director of Safeguarding Jatinder Matharu will act as cover.

The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. During out of school hours, the DSL can be contacted through the school email.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- If after the child's situation does not appear to be improving the DSL (or the person that made the referral) should escalate to ensure their concerns have been addressed and most importantly, that the child's situation improves.
- Have a good understanding of harmful sexual behaviour
- Report cases of prejudice, hate based incidents or hate crimes to the Local Authority. Hate crimes should also be reported to the police.
- Access a range of advice to help them identify children in need of additional mental support.
- Access a range of advice to help them identify children in need of additional mental health support. More information can be found in the [mental health and behaviour in schools guidance](#),
- Act as a source of support, advice and expertise for staff
- Act as a point of contact with the three safeguarding partners
- As required, liaise with the 'case manager' and the LADO for child protection concerns in cases which concern a staff member
- Liaise with the Headteacher or principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety,) and when deciding whether to make a referral by liaising with relevant agencies, so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college . This includes:
- Ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,

- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

The full responsibilities of the DSL and deputies are set out in their job description

5.3   The Trustees

The Trustees will approve this policy at each review and hold the Executive Principal to account for its implementation.

Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development

Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements

Appoint a link Trustee to monitor the effectiveness of this policy in conjunction with the full trustee board. This is always a different person from the DSL and is currently John Jones.

The Chair of Trustees will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate.

All Trustees will read Keeping Children Safe in Education and sign a declaration document and receive appropriate strategic safeguarding training.

The Sikh Academies Trust Safeguarding Statement has information on how Trustees are supported to fulfil their role.

5.4   The Headteacher

The Headteacher is responsible for the implementation of this policy and ensuring that:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction

- Communicating this policy to parents when their child joins the school and via the school website

- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

- Make decisions regarding all low-level concerns, in collaboration with the DSL

- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3).

- The relevant staffing ratios are met, where applicable.

- Each child in the Early Years Foundation Stage is assigned a key person.

6. Confidentiality

The school recognises that all matters relating to child protection are confidential and the designated safeguarding lead will disclose personal information about a child to other members of staff on a need to know basis only. *Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and staff will be required to know when or what information can be shared and in what circumstances it is appropriate to do so.*

- 'Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect.'

- However, all staff must be aware that they have a professional responsibility to share information with other agencies to safeguard children and all staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing or that of another.

- Explain your school's approach to confidentiality and data protection with respect to safeguarding here, or link to a separate policy which covers this if you have one. Either here or in another policy, you should cover your process and principles for sharing information within your school or trust, and with the 3 safeguarding partners and other agencies as required.

You should note that:
- 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 UK 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

- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies

- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)

- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care

- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, *all staff will:*

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system

- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved

- Consider the potential impact of social media in facilitating the spreading of rumours, and exposing victims' identities

- 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

- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

- Confidentiality is also addressed in this policy with respect to record-keeping.

The school will always undertake to share the intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, the school will consult with the Schools Safeguarding Team or Social Care on this point. The school will take no names consultations with the local Assessment Teams/MASH team to discuss concerns they may have, but the school understands that if they then ask for a name it will be disclosed and it will become a referral.

- Staff will have access to data and personal information that must be processed in accordance with the terms and conditions of the GDPR as tailored by the Data Protection Act 2018 and are properly applied to pupil, staff and Trust business/information.

6.1 Supporting Staff

We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, or the Education Support Service https://www.educationsupport.org.uk/get-help/help-for-you/helpline/ as appropriate.

7. Child Protection Procedures

Recognising abuse and taking action

Staff, volunteers and Trustees must follow the procedures set out below in the event of a safeguarding issue. **Everyone** has a responsibility to be vigilant and report indicators using the school's systems. A young person may display the following non-specific signs to indicate abuse is taking place but their presence is not proof that abuse has occurred or their absence that it has not occurred:

- Significant change in behaviour

- Extreme anger or sadness

- Aggressive and attention-seeking behavior

- Suspicious bruises with unsatisfactory explanations

- Lack of self-esteem

- Self-injury

- Depression

- Age inappropriate sexual behaviour

7.1 Staff must immediately:

Refer to the following guidance: **"What to do if You're Worried a Child is Being Abused"** Stat guidance template (publishing.service.gov.uk)
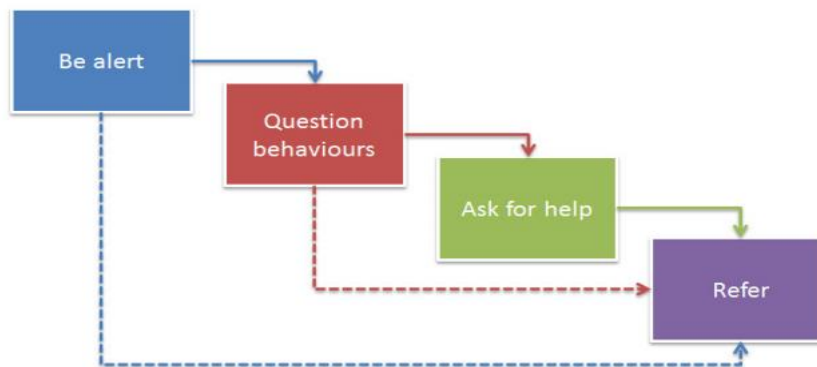
- Listen to the child, allowing the child to tell what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.

- Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

- Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.

- Reassure the child that they did the right thing in telling someone

- Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

In the unlikely event the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.

Staff must report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play

- any explanation given which appears inconsistent or suspicious

- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)

- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment

- any concerns that a child is presenting signs or symptoms of abuse or neglect

- any significant changes in a child's presentation, including non-attendance

- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people

- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images

- any concerns related to serious crime, including knife crime

- any concerns relating to child-on-child abuse

- any concerns relating to sharing of nudes and semi nudes

- any concerns relating to a child's engagement with extremist groups or ideologies

7.2 If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

7.3 Reporting systems for our pupils

- Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

- We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

Khalsa Primary Academy will put systems in place for pupils to confidently report abuse to a trusted adult through assemblies and classroom-based learning about trusted adults and high visibility in the school.

7.3 If a child makes a disclosure to an adult: Action to take: (see appendix 4 – flowchart)

If a child discloses a safeguarding issue to an adult, the adult will:

- Listen and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and don't act shocked or upset.
- Tell the child they have done the right thing in opening up and will not tell the child that they should have told them sooner.
- Explain what will happen next and that the information will be passed on. Do not promise to keep it a secret.
- Write up the conversation as soon as possible in the child's own words. Sticking to the facts without personal judgement. Concern forms are kept in the staff room to enable easy access to all staff and visitors.
- Write this up onto CPOMS and through this platform alert the Safeguarding Team. If there is an issue with technology, you can complete the paper-based form.

- Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that it has been done.
- Bear in mind that some children may:
- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
- None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

If you discover that FGM has taken place or a pupil is at risk of FGM

- The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.
- **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Extra Familial Harm – (Contextual Safeguarding)

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.   **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. It is important that schools provide as much information as possible so that assessments can consider any harm in contexts outside the home. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and County Lines

Staff should recognise that children with SEN, disabilities and certain health conditions can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN, disabilities and certain health conditions can be more prone to peer group isolation and disproportionally impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

It is *not* the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a duty

to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and / or videos can be signs that children are at risk.

All staff should be aware of how the school manages and supports issues of child-on-child abuse, harmful sexual behaviours, sexual harassment, and sexual violence

Other safeguarding issues all staff should be aware of include:

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) ; Child Sexual Exploitation (CSE) and Child Criminal Exploitation) Appendix 4

- Domestic abuse

- Female Genital Mutilation (FGM) – See NYSCP Female Genital Mutilation (FGM) One Minute Guide

- Child-on-child abuse (section 5 KCSIE and see Appendix 4 for further information

7.4 If an adult has concerns about a child (as opposed to a child being in immediate danger)

Figure 1 (p13) illustrates the procedure to follow if and adult has concerns about a child's welfare and the child is not in immediate danger.

Where possible, the adult should speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care.

Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

You can also seek advice at any time from the **NSPCC helpline on 0808 800 5000**. Share details of any actions you take with the DSL as soon as practically possible.

Early Help

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Following a report of safeguarding concerns the DSL will:

- The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to SCF and the police if it is appropriate, referring to the guidance, When to call the police, 2491596 C&YP schools guides.indd (npcc.police.uk)The rationale for this decision should be recorded by the DSL.

- School should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to SCF However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with SCF or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

- If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact SCF by telephone immediately, in the first instance and then complete the Multi Agency Referral Form (MARF).

  The local authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

  If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

  SCF front door and MASH team will triage the referrals and pass on their assessment teams as they deem necessary.

- If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify SCF of the occurrence and what action has been taken.

- If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact SCF; advice to be sought from SCF about informing parents/carers.

- If, following a referral, the situation is not improving for the child, the DSL will follow the escalation process

- If an adult makes a referral directly (see section 7.1), they must tell the DSL as soon as possible.

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and Trustees can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

7.6   If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section **7.4.**

At Khalsa Primary School, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.

Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life, and this can impact on mental health, behaviour and education.

Staff will report any mental health concern that is linked to a safeguarding concern to the DSL. The senior mental health leads for the school are (Marta Agrawal and Monica Nanda). They will access training and resources to develop the whole school approach to mental health and wellbeing. If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Where there are concerns for a child's mental health Khalsa Primary School will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

Figure 1 (page 14): procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Searching, screening and confiscation
Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the behaviour policy and age appropriate which is informed by the DfE 'Searching, screening and confiscation at school' guidance.
The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in our behaviour policy.
The DSL (or deputy) will then consider the circumstances of the pupil who has been searched to assess the incident against any potential wider safeguarding concerns.
Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

7.7   Concerns about a staff member, Trustee, visitor or volunteer

Khalsa Primary School adheres to the Sikh Academies Trust whistle blowing policy the gives direction on what to if you have concerns about the behaviour or interactions of any member of staff (including a supply teacher) or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children. You must speak to the Headteacher with the understanding that any issues will be discussed sensitively and with the appropriate degree of confidentiality. If the concerns/allegations are about the Headteacher, speak to the CEO.

The Headteacher and/or the CEO will then follow the procedures set out our Allegations against professionals policy, if appropriate.

7.8 Allegations of abuse made against other children – child-on-child abuse

Khalsa Primary School recognises that children can abuse their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of children hurting other children will be dealt with under the 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 children in the school at risk.
- Is violent.
- Involves children being forced to use drugs or alcohol.
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (sharing of nudes and semi nudes). See appendix 4 for more details

All staff recognise that child on child issues may include, but may not be limited to:
- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party (Harmful sexual behaviour HSB)
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

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

- You must tell the DSL and record the allegation, 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 – both the victim(s) and the child(ren) against whom the allegation has been made – with a

named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a child who has been harmed or the child who has harmed.

- The DSL will contact the child(ren) and adolescent mental health services (CAMHS), if appropriate.
- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the child who has allegedly harmed another child. We will ask the police if we have any questions about the investigation.
- We will support both children who have been harmed/inflicted the harm by providing support and space to listen to their needs.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

Khalsa Primary School recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be 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
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "**it could happen here**"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
  - Children can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child's behaviour might indicate that something is wrong

- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent Khalsa Primary School from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Sharing of nudes and semi-nudes ('sexting')

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

This is a suggested approach based on [guidance from the UK Council for Internet Safety](#) for all staff and for [DSLs and senior leaders](#).

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (previously known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

7.10 You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

- Delete the imagery or ask the pupil to delete it

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

7.11 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)

- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

- What further information is required to decide on the best response

- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images or videos from devices or online services

- Any relevant facts about the pupils involved which would influence risk assessment

- If there is a need to contact another school, college, setting or individual

- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

7.12 The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)

- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

- The imagery involves sexual acts and any pupil in the images or videos is under 13

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

- If none of the above apply then the DSL, in consultation with the principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the local school's officer.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

8. Opportunities to teach safeguarding

In order to minimise the risk of child-on-child abuse taking place, as a school we must:

- Deliver RE/RSE/PSHE to include teaching students about how to keep safe and understanding what acceptable behaviour looks like

- Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our [relationships education / relationships and sex education age appropriate] and computing programmes

- Ensure that students know that all members of staff will listen to them if they have concerns and will act upon them

- Have systems in place for any student to be able to voice concerns

- Develop robust risk assessments if appropriate

- Refer to any other relevant policies when dealing with incidents, such as the Behaviour Policy and/or the Anti-Bullying Policy.

Online safety and the use of mobile technology

KCSIE says that your policies on online safety and the use of mobile and smart technology should be reflected in your child protection and safeguarding policy.

Khalsa Primary School recognises the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. Please see online safety policy for more details.

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to during personal time when children are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with children.

Mobile phone points are the staff room and the front of the school.

Staff will not take pictures or recordings of children on their personal phones or cameras.

The school will follow the General Data Protection Regulation (GDPR) and Data Protection Act 2018 when taking and storing photos and recordings for use in the school (see data privacy statement).

Please refer to SAT Staff conduct policy

9. Supporting children potentially at risk of great harm

Pupils may need a social worker due to safeguarding or welfare needs. Khalsa Primary School recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

Khalsa Primary School will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child the pupil's safety, welfare and educational outcomes.

Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

The Virtual School lead the support for this cohort of children and Khalsa Primary School will work in partnership with them and the Local Authority to improve outcomes for these children. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Pupils with special educational needs, disabilities or health issues

Khalsa Primary School recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- We offer extra pastoral support for these pupils. This includes:
- Add details of the pastoral support you offer these pupils, as well as the support you provide to help pupils overcome any communication barriers they face.
- Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO, Marta Aggarwal.

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. We will ensure that:

- Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and
- previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans (PEP).
- The DSL has details of children's social workers and relevant virtual school heads. The Khalsa Primary School designated teacher safeguarding lead, is **Teresa Scros** who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

10. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent (this will be decided on a case-by-case basis in collaboration with relevant agencies):

11. Complaints and concerns about school safeguarding practices

13.1 Complaints against staff

Here at Khalsa Primary School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teachers, volunteers and contractors which reflect KCSIE Part 4 guidance.

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with the procedures for dealing with allegations of abuse made against professionals' policy here: (see appendix 3).

Our lettings agreement for other users requires that the organiser will follow the Slough Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Headteacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

13.2 Other complaints

Khalsa Primary School is committed to providing a caring, friendly and safe environment for all of the children so they can learn in a relaxed and secure atmosphere, based on the Sikh ethos. In order to enhance the school's mission, the school give due consideration to complaints. The aim is to deal with all complaints fully, fairly, carefully and in confidence. To resolve complaints or to issue a clear decision which will be satisfactory to the complainant, the Principal or the Trust Board will consider how, if at all, the matter should be taken further.

Further information can be found in the school's complaints policy.

Whistleblowing

Whistleblowing means the disclosure of information which relates to suspected unlawful and/or unethical conduct. The person who makes the disclosure must reasonably believe that it is in the Public Interest for them to do so.

- Where there are concerns about staff, please refer to principal. If the concerns are about the Principal, refer these concerns to the Chair of Trustees or LADO.

- Raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call **0800 028 0285** – or email: **help@nspcc.org.uk**

Further information on whistleblowing can be found in the Trust Whistleblowing policy.

12. Record keeping

Khalsa Primary School will hold records in line with our records retention schedule. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing onto CPOMs. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern

- Details of how the concern was followed up and resolved

- A note of any action taken, decisions reached and the outcome

All concerns should be recorded using the school's online recording system- **CPOMs** as soon as possible. (See appendix 5)

If handwritten notes need to be made prior to entering the concerns on CPOMS these can be made on a piece of paper. These must be retained and passed onto the DSL or DDSL as soon as possible.

If for some reason you are unable to access CPOMS, a referral can be made using the 'Record Form for Safeguarding Concerns' form kept in the staffroom pigeonhole. (See appendix 6)

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within
- The first 5 days of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

All sensitive and CP records are held securely, kept confidential and are only accessible to those who need to know.

Safeguarding record-keeping arrangements:

- Records are now kept on the online platform CPOMS
- Historic records are held in locked cabinet and in a locked office.
- The information is retained until the child is 25 years of age; and in the case of child protection information, indefinitely.

When sharing confidential information about a member of staff or pupil, the school has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. Advice on information sharing advice for practitioners can be accessed [here](#).

The school notes that Keeping Children Safe in Education (2022) The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare. This includes allowing practitioners to share information without consent.' KCSIE 2022.

If in any doubt about sharing information staff should speak to the DSL.

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks

Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff. The school will hold records in line with the records retention schedule.

13. Training

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning

- Be in line with advice from the 3 safeguarding partners

- Have regard to the Teachers' Standards to support the expectation that all teachers:

  o   Manage behaviour effectively to ensure a good and safe environment

  o   Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

The DSL and [deputy/deputies]

The DSL, Senior Leaders and all staff will undertake child protection and safeguarding Level 3 training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs at DAL Network, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training annually.

Trustees

All Trustees receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge

- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of trustee may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Recruitment – interview panels

At least 1 person conducting any interview for any post at Khalsa Primary School will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education 2022, and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

14. Monitoring arrangements

This policy will be updated annually by the Designated Safeguarding Lead and will be reviewed by the Education and Standards Committee followed by approval by the full Trustee Board.

15. Links with other policies

This policy links to the following policies and procedures:

- Behaviour Policy
- Attendance Policy
- Staff code of conduct
- Complaints Policy
- SEN Policy
- Anti-bullying Policy
- Health and safety (including managing children with medical needs) & First Aid
- Attendance Policy
- Safer recruitment Policy
- Online safety (including use of mobile and electronic devices)
- Curriculum statement to include RE, RSE and PHSE
- Visitors safeguarding leaflets
- Privacy notices
- Whistleblowing Policy
- Allegations of abuse against professionals policy

Appendix 1: types of abuse

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

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

Once a child is born, neglect may involve a parent or carer failing to:

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

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

Signs of child abuse and neglect

High Risk Factors

- Families with complex needs
- Parental substance use
- Poor parental mental health
- Parents with learning difficulties
- Children with disabilities
- Families with past history of childhood abuse

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.

Key features
There are few physical signs, more likely to be emotional and behavioural factors.

- Aggression
- Withdrawn
- Self harming, including eating disorders
- Drawings of sexually explicit behaviours
- Promiscuity/ precociousness
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to remove clothing for swimming or PE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Whilst there is often a focus on 'stranger danger', studies indicate that over 90% of cases involve a known adult.

The internet has increased the risk of non-contact sexual abuse and children and parents must be alert to these dangers when online.

Physical Abuse

Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illnesses.

Key features

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non- mobile children
- Injuries in unusual areas or with well-defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered
- Reluctance to remove clothing for swimming or PE
- The parents are uninterested or undisturbed by an accident or injury

Neglect

Neglect is the failure to meet a child's physical and or psychological needs.

Key features

- Persistently hungry
- Inadequate clothing for the child's size, weather or time of year
- Underweight for age
- Frequent school absences
- Poor health
- Emotionally needy

Further Information

The statutory guidance for schools is set out in the following documents:

Keeping Children Safe in Education (2018)

Working Together to Safeguard Children (2018)

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child.

Key features

- Development delay.
- Abnormal attachment to parent/ carer.
- Low self-esteem.
- Lack of confidence.
- Inappropriate emotional response.
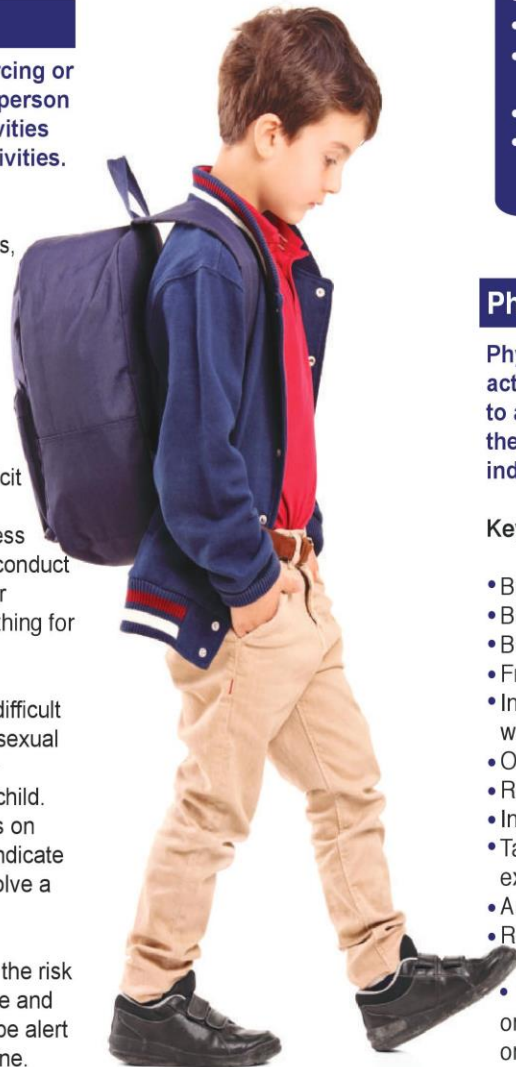
Appendix 2: specific safeguarding issues

Annex B of KCSIE 2022 also includes information on wider safeguarding issues will be covered in staff training throughout the year.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Elective Home Education (EHE)

School recognises that many home educated children have a positive learning experience, but it can also mean that some children are less visible to services that are there to keep them safe. School will follow local arrangements where parents express their intention to remove a child from school. NYCC Elective Home Education Policy and Procedures

1. **Child criminal exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

NYSCP Guidance on Criminal Exploitation and County Lines is here

Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Trafficking:

Schools recognise Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. National NRM guidance available here.

Modern Slavery and the National Referral Mechanism:

School recognises that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour, it can include sexual exploitation and the removal of organs. Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. National NRM guidance available here.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

The DfE provides: Child sexual exploitation: guide for practitioners

2. Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying, racist, disability and homophobic, transphobic and biphobic abuse)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

3. Cybercrime

Cybercrime is criminal activity committed using computers and / or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK   Cyber Choices aims to intervene where young people are at risk of committing or being drawn into low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

4. Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

Operation Encompass: where the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day.

Refuge run the National Domestic Abuse Helpline, 24 hours a day on 0808 2020247.

Advice is also available at:

- NSPCC – UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Lives: young people and domestic abuse.

The DSL will provide support according to the child's needs and update records about their circumstances.

5. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and DDSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

6. So-called 'honor-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations

- Asking for help, but not being explicit about the problem

- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM

  - Having limited level of integration within UK society

  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"

  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period

  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)

  - Being unexpectedly absent from school

  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 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 '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 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 fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

7. **Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system
- The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** act if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including safeguarding and child protection, online/e-safety policy.

8. Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)
- Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs
- Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

9. Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))
- Risk factors which increase the likelihood of involvement in serious violence include:
- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery
- Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

10. Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to use the electronic sign in system and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists, social workers and school improvement officers, will be asked to show photo ID and:

Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or

The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Children potentially at greater risk of harm:

All children should be protected but some groups of children are potentially at greater risk of harm.

Children who need a social worker (Child in Need and Child Protections Plans)

Children may need a social worker due to safeguarding or welfare issues, this can lead them to be vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. This should inform decisions about safeguarding and promoting welfare, considering the provision of pastoral and / or welfare support, alongside action by statutory services.

Private fostering

Private fostering is when a child under 16 years old (or 18 if they have a disability) is looked after for 28 days or more by someone who is not a close relative, legal guardian or person with parental responsibility.

Close relatives only include parents, stepparents, aunts, uncles and grandparents. It is not private fostering if the child is 'looked after' by the Local Authority (also known as 'in care' and which includes placement in residential care, with an approved foster carer or a 'kinship' carer).

Examples of private fostering situations include:

- children and young people living apart from their families for a variety of reasons e.g., a parent is ill, has had to temporarily move for work or there has been conflict, separation or divorce.
- children whose parents work or study elsewhere in the UK or overseas.
- children sent to this country by their parents for education and health care.
- young people living with the family of a boyfriend or girlfriend.
- children on holiday exchanges.

What are the obligations of a private foster carer to notify the Local Authority of the arrangement?

A person who proposes to foster a child must notify the appropriate Local Authority at least six weeks before the arrangement is to begin. The Local Authority must be notified immediately if the arrangement is to begin within six weeks. If the parent or other person with Parental Responsibility is arranging for the child to be privately fostered, or is aware of the situation, they are under an obligation to notify the Local Authority as soon as possible.

If a private carer was not aware of the need to inform the Local Authority they should do so as soon as they become aware of the situation. In order to understand the child and to care for him or her it is advisable for the foster carer to be given as much information as possible about the child and this information should be passed on to the Local Authority when giving notification. This information should include:

- The child's history which can include the child's name, sex, date and place of birth
- Information regarding the child's health
- Eating preferences
- Education
- Religious, cultural or ethnic background
- Hobbies

The person notifying the Local Authority should give them as much information as possible. This information including what has been outlined above should also include:

- The name and current address of the person giving notice, the parent or anyone else with and that of the proposed or current private carer and his/her addresses within the previous five years.
- The date on which the intended private fostering arrangement will start or when it started.
- Any conviction, disqualification or prohibition imposed on the private foster carer, or any other person living or employed at his/her household.
- Any court orders relating to the child.

Collection of children

The school policy is for no child to be released to another person who is under the age of 16, except when a parent/guardian requests, in writing, from the Principal or DSL for their child to be released to a nominated person.

Non-collection of children

Children who remain uncollected at the end of school time will be referred to the office after 3:30pm. Any persistent lateness by parents to collect children on time will be referred to Children's social care.

Missing children

The school procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. We will conduct a thorough search onsite then:

- Contact parents or carers asap
- If the child is still missing (unaccounted for by school and parents) after 10 minutes, the Police will be contacted on 101 either by the school or by the parents as agreed.
- A member of staff will remain in school in case the child returns.

When a child leaves and a parent has not given forwarding information, and the school cannot contact the parent, then the child is considered to be a Child Missing Education (CME). This means that the in collaboration with the local authority the legal duty to carry out investigations will commence, which will include liaising with childrens' social care, the police and other agencies, to try to track and locate the child. By giving the school information, unnecessary investigations can be avoided.

Appendix 3: safer recruitment and DBS checks – policy and procedures

11. Recruitment and selection process

Khalsa Primary School will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
  - If they have a criminal history
  - Whether they are included on the barred list
  - Whether they are prohibited from teaching
  - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
  - Any relevant overseas information

Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references, we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

12. Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed, we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
  - For all staff, including teaching positions: criminal records check for overseas applicants

  - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

  - Check that candidate taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

  - We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e., they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Trustees

All trustees will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All trustees, local advisory board and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

The cohort of pupils in Alternative Provision often have complex needs, it is important that Trustees and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

Guidance is available at:

- Alternative provision - DfE Statutory Guidance

- Education for children with health needs who cannot attend school - DfE Statutory Guidance

Where we place one of our pupils with an alternative provision provider, we continue to be responsible for the safeguarding of our pupil and will seek written assurances to be satisfied that the provider meets the needs of our pupil.,

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 4:

What to do if you have a welfare concern in KPS

Why are you concerned?

For example
- Something a child has said – for example, an allegation of harm
- Child's appearance – may include unexplained marks as well as dress
- Behaviour change
- Witnessed concerning behaviour

↓

Act immediately and record your concerns. If urgent, speak to a DSL first.

Follow the school procedure
- Reassure the child
- Clarify concerns, using open questions if necessary (TED: Tell, Explain, Describe)
- Use child's own words, record facts not opinions.
- Sign and date your records
- Seek support for yourself if required from DSL – Pavin Dhaliwal

↓

Inform the Designated Safeguarding Lead – Pavin Dhaliwal

Designated Safeguarding Lead
- Consider whether the child is at immediate risk of harm: are they safe to go home?
- Access the Bucks Safeguarding Guidance document and procedures: Pan Berkshire Local Safeguarding Children Board Child Protection Procedures Manual (proceduresonline.com)
- Refer to other agencies as appropriate, for example, Internal or community services, early help, LADO, Police or make a MARF to Slough children First
- If unsure, consult with Education Safeguarding Advisor Safeguarding | The Link (slough.gov.uk) or Local Authority Social Worker at the Front door. 01753 875362

If you are unhappy with the response
Staff:
- Follow local escalation procedures
- Follow whistleblowing procedures

Pupils and Parents:
- Follow school complaints procedures on the school website

↓

Record decision making and action taken in the pupil child protection file

↓

Monitor

Be clear about:
- What you are monitoring. For example behaviour trends, appearance.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

↓

Review and request further support if necessary

↓

At all stages, the child's circumstances will be kept under review
The DSL/staff will request further support if required to ensure the **child's safety** is **paramount**

Appendix 5: CPOMS

Section 1:   What is CPOMS?

CPOMS (Child Protection Online Monitoring Service) is a software application for monitoring child protection and other pupil welfare issues, which works alongside our school's existing safeguarding procedures.

CPOMS aids in the management of child protection, behavioural issues, special educational needs/disability, domestic/home related issues and other issues pertaining to the welfare of pupils in school.

Every member of staff across the school has an obligation to report any concerns that they may have. **CPOMS** allows us to record information in a central system and have relevant people alerted immediately. DSL's and DDSL's are able to build a chronology around a pupil and can produce reports for **meetings**, **governors** and **Ofsted** and fulfil any information requests from professionals/parents.

Every member of staff needs to be mindful that their recordings could potentially be part of a Freedom of Information request from a parent or agency such as the courts/police; it is therefore of paramount importance that every recording contains ONLY factual information and nothing which is open to interpretation or untrue. Recordings must be of a professional standard, including accurate spelling and language which is in no way discriminatory.

Section 2:   The role of CPOMS in Safeguarding

 CPOMS has **not** completely replaced the 'safeguarding incident' forms as the means of recording safeguarding concerns about a child; **nor is it a substitute for immediately passing on a child protection concern to the DSL.** If a member of staff identifies an immediate child protection concern, they must act in accordance with the Child Protection Procedures and alert the DSL or DDSL immediately with regards to the nature of the concern.

Teaching assistants/lunchtime supervisors/ cleaning staff/anyone without a CPOMS account:
Record the concern on a 'safeguarding concern form' located in the staffroom/individual classroom and **HAND TO THE DSL.**

It is the responsibility of the DSL to scan the concern form onto CPOMS.

Staff may also log significant events on CPOMS **if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child** e.g. parent lost job, parents separated, significant bereavement, parent in prison or a significant piece of information regarding significant wider family members.

Staff may also log 'parental contact' **if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child** e.g. parent displaying violent/aggressive/discriminatory behaviour, parent informing school of changes in behaviour/child worried about school or social relationships.

There are occasions whereby staff come to know about incidents outside of school either through direct observation/third party. This may be recorded **if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child** e.g. social media issues, parent/carer seen being physically/verbally inappropriate with their child, parent seen using substances/excessive alcohol use, child seen having contact with parent which school are aware is unsuitable/explicitly not allowed.

Depending on the nature of the incident, this may need to be considered in the context of the current knowledge of the family (i.e. if the child/ren are on a child protection plan).

Section 3:   **Permission levels**

Full system access and administration rights are only available to DSL and Deputy DSL.

Full system access (apart from CIN, CP and safeguarding concerns/safeguarding meetings) are available to SLT.

'Write only' access is available to teachers- they can 'add/view incidents/actions'. **'Write only' access is also available to admin staff, pastoral workers and the school sports coach.**
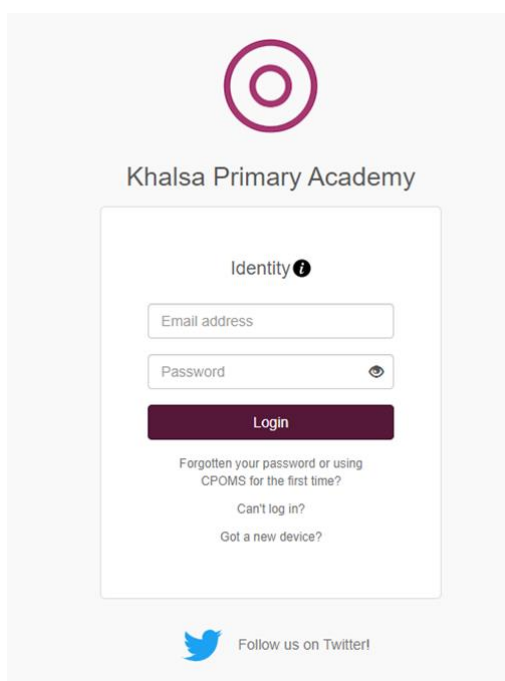
The DSL and Deputy DSL have the **'CPOMS Authenticator'** whether this is a hard key OR soft key access. If a CPOM key is lost or misplaced, it is the responsibility of the key holder to report this to the **CPOM helpdesk** (01756 797766) as soon as possible so it can be disabled.

Section 4:   **How to access CPOMS**

 CPOMs can be accessed from wherever there is an internet connection as it uses a web- browser interface. This means that any mobile device can be used. All teaching staff have **write access-** which means any member of staff can **add incidents and actions.**

Initial set-up:

1. Khalsa Primary School CPOMS server is accessible at: https://khalsa.cpoms.net
2. Your user name is your school email address.
3. When you have accessed the web page, the following image will be visible:

Click the tab as directed
1. Enter your SCHOOL email address in the box and submit.
2. This will send a reset password to your school email. Use this to log into the CPOMS system and then create a password. It **MUST** be 8 or more characters long, using a mix of lower- & upper-case, digits and symbols.
3. Passwords will be force-changed every 60 days.

Section 5:   How to record an incident

ALL STAFF MUSY ONLY RECORD INCIDENTS WHEN LOGGED INTO THEIR <u>OWN</u> <u>CPOMS ACCOUNT</u>

1. Click on **Add Incident** in the purple banner at the top
2. **Student**: Type in the name of the child you wish to report (a list of options will appear, please make sure you click on the right child)
3. **Incident:** Begin writing up the incident. Use the below as a guide:
   1. **WHAT** you are recording: direct conversation, phone call, observation.
   2. **MAIN CONTENT**: the main and RELEVANT FACTS must be recorded i.e. what have you been told? What have you observed? If you are recording a conversation with a child, please record the words/phrases which they used.
   3. If the child has a physical injury, use the **body map** to note any marks or injuries, as well as a description of the mark i.e. colour, shape.
   4. **ACTION**: What have you now done regarding the incident? E.g. contacted a parent, spoken to the child? If any advice was given, please record this as succinctly as possible.
   5. **CPOMS must NOT be used as an alternative to communicating actions directly to members of staff. 'Actions' logged must have already been carried out or logged <u>once agreed</u> with another professional.**
4. **Categories**: Choose a category to identify the nature of your concern. If you are unsure, then choose the most suitable category. (Do not choose Child Protection or Child in Need as a category, only safeguarding leads to allocate these)
5. **Linked students:** If you are reporting an incident that concerns other children in school please add them in the linked students bar. (This may be siblings, friends or other children involved in an incident in school). If a linked student is being referred to in the text, please use their initials only.
6. **Alert staff members**- **ALWAYS** click the 'Safeguarding team' button for safeguarding concerns/welfare/home issues and SLT for any issues which are NOT safeguarding related. To alert specific individuals start to type the name and options will appear them click on the correct name. **Care must be taken not to communicate sensitive information to those who are not permitted to know.**
7. **Files:** The option to upload documents is available here e.g. school notes, letters, reports
8. **Add Incident**: Click to submit the incident and alert all staff that you have identified.
YOU CANNOT EDIT THE INCIDENT ONCE IT IS SUBMITTED.
9. If you make a significant mistake and realise after it is submitted, take note of the incident and let **a DSL know.**
10. **Action**: If you have an action to add (you may have spoken to a parent, discussed with colleague or have more information) you can then add this by clicking add action underneath the incident. Again alert the relevant staff.
11. Once you are **alerted to an incident** an email is sent to your school email address. It will tell you who created the alert and the category it comes under but no other information. Once you have read the incident, you can **mark as read** acknowledge that you have seen the incident and understand the content. However, if you are required to follow up the incident, you will need to click add action and comment.
12. Follow up any actions as requested and log outcome as another action for the same incident.

ALL information on CPOMS is both **sensitive and confidential**, please do not discuss anything with other staff members or leave the page open in view at school or public places.

Example entry (Good recording):

During lunchtime play, Sarah approached me and was crying.
I asked her what the matter was and she replied – 'I don't like my life anymore'
I asked her why and she replied – 'My mum and her boyfriend argue all the time, they always have cans of stuff which they drink, I really don't want to go home today because they are having a party tonight and that man will be there- you know that one…. '
I told Sarah that I did not know what man she meant, but when I said this she ran off to play with her friends.
Verbally passed on information immediately to DSL

Action: (DSL would record follow up action)

Example entry 2 (Poor/irrelevant recording):

Today outside at home time, parent was very angry at their child not getting into the choir. I asked them if their child had auditioned and they said they did not because they did not receive a letter about this, even though the rest of the class had. I said that I had asked the class teacher to ensure each child had a letter and that she must have overlooked Tommy by mistake. I said I was very sorry that they had not had one as Tommy is a wonderful singer and I often praise him for his excellent singing during assembly. I said that I would make sure this does not happened again as this did not happened last year when it was choir auditions. Mum agreed that it did not happen last year and asked if he could be considered for the choir this year even though he has not auditioned. Mum thanked me for my help and left- she understood that Tommy will not be allowed to join the choir this year.

Action:

Mrs Smith- why did Tommy not receive a letter?

Appendix 6: Recording form for safeguarding concerns if you cannot access CPOMs.

Khalsa Primary School
Recording Form for Safeguarding Concerns
Staff, volunteers and regular visitors are required to complete this form and pass it to Mrs. Pavin Dhaliwal & Mrs Gursharan Dosanjh, if they have a safeguarding concern about a child in our school.
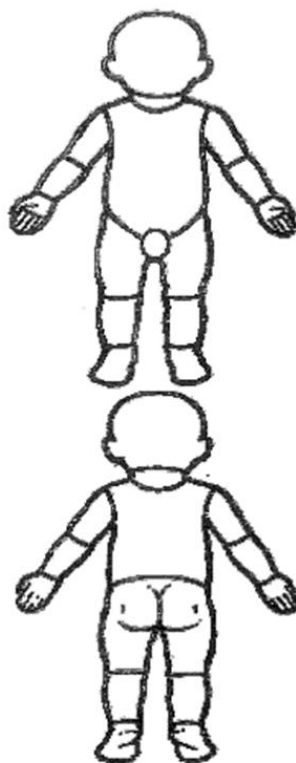
Date of referral:		Time:	

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.
Was there an injury?   Yes / No   Did you see it?   Yes / No
Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size? Yes / No
Was anyone else with you? Who?
Has this happened before?   Did you report the previous incident?
Who are you passing this information to? Name:

Young Child

Appendix 7: Key Contacts

	Name	Contact Details
The designated safeguarding lead for child protection in this school	Mrs Pavin Dhaliwal	safeguarding@kpsslough.com
Deputy Designated Safeguarding Lead:	Mrs Gursharan Dosanjh	safeguarding@kpsslough.com
Headteacher:	Mrs Pavin Dhaliwal	principal@kpsslough.com
Nominated Safeguarding Trustee:	Mr John Jones	safeguarding@kpsslough.com
Co-Chair of Trustee:	Mr Jujar Singh	safeguarding@kpsslough.com
Co-Chair of Trustee:	Mr Gurminder Singh	safeguarding@kpsslough.com
Other contacts		
Local Authority Contacts (LADO)	Dawn Lisles	01753 690906 or 07927 681858 LADO@sloughchildrenfirst.co.uk
Education Safeguarding Professional	Jatinder Matharu	01753 875068 Jatinder.matharu@slough.gov.uk
Slough Children First (SCF)	9am to 5pm	01753 875362 Sloughchildren.referrals@sloughchildrenfirst.co.uk
Prevent Lead for schools		preventreferralsslough@thamesvalley.pnn.police.uk |01865 555618 Lubna Hussain lubna.husain@thamesvalley.pnn.police.uk | 07973 203091

	Ranjit Benning ranjit.benning@thamesvalley.pnn.police.uk | 07970 145236
Children's Social Care (Out of hours)	Out of hours social care issues, including child protection 01344 786543 (5pm+) or dial 999
Police	999
NSPCC	0800 800 5000
Childline	0800 11 11
Report Child Abuse to Local Authority:	https://www.gov.uk/report-child-abuse-to-local-council
Samaritans	0845 790 9090