



Hillside Junior School

CHILD PROTECTION POLICY

POLICY DETAILS:

Legal Status: Statutory

Adopted: September 2023

Version Date: September 2023

Last Review: September 2024

Next Review: September 2025

Aim:

- To keep children safe.
- To create a culture of vigilance.
- To ensure that staff know how to react and what to do when they suspect a child is being abused, neglected or is vulnerable.
- To always work in the best interest of the children.

Everyone in our school shares the responsibility to keep children safe by:

- Providing a safe environment for children to learn in;
- Supporting children's development in ways which will foster a sense of self esteem and independence;
- Identifying and responding to children in need of support and/or protection;
- Safeguarding children from harmful and inappropriate online material.

School Commitment:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure all children have effective means of communication with more than one adult in the school;
- Give opportunities for class or group discussions of thoughts and feelings in an atmosphere of trust, acceptance and tolerance;
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse.

Designated member of staff responsible for coordination of action within the school and liaising with other agencies are:

Mr Andrew Davies Headteacher and Designated Safeguarding Lead,

Ms Cordelia Kingston Assistant Headteacher and

Mrs Rachel Mason Assistant Headteacher.

The Governor responsible for child protection is: Mrs **Joy Mason**

These are the procedures we follow:

[Working together to Safeguard Children 2024](#)

All relevant contact numbers and useful links are on the inside cover of the Child Protection folder.

Staff training was updated in September 2024 where the following documents were discussed:

- [DFE - Keeping Children Safe in Education \(Information for School and College Staff\) 2024](#)

All staff and governors working with children should read this booklet:

[What to do if you are worried a child is being abused.](#)

What is safeguarding?

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

Roles and Responsibilities

Promoting the welfare of children is everyone's responsibility and everyone is responsible for safeguarding children. All staff have a responsibility to be vigilant for signs of child abuse and have a duty to report all situations that may give concern that an issue of Child Protection is involved. All staff should be prepared to identify children who may benefit from early help e.g. identifying emerging problems, liaising with the safeguarding lead and sharing information with other professionals.

As part of their safeguarding and online safety training, staff need to understand their expectations, roles and responsibilities around filtering and monitoring systems.

Role of Designated Safeguarding Lead

1. Recognise signs of abuse.
2. Know the child protection procedures.
3. Be able to refer to appropriate agencies.
4. Keep up to date with Child Protection training.
5. Provide training for members of staff.
6. Prepare reports for Case Conferences and Core Group Meetings and support colleagues who may be attending these.
7. Ensure the monitoring of any child placed on the child protection register.
8. Monitor the curriculum which will build awareness of the danger of abuse, helping children to protect themselves and develop responsible attitudes (link to PSHE, R.E. and "hidden" curriculum).
9. Ensure vulnerable children are monitored.
10. Ensure that the LA is informed of any child in a private fostering.
11. When a child has a social worker, hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on: responding to unauthorised absence or missing education where there are known safeguarding risks and the provision of pastoral and/or academic support.
12. Understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners; understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping. Schools should follow good practices for preventing personal data breaches
13. Liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.
14. Work alongside external agencies as part of the safeguarding process.
15. Take a lead role on understanding the filtering and monitoring systems and processes in place in school.

Role of the Headteacher

The Headteacher needs to take responsibility for ensuring the following:

1. The school's policies and procedures, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.
2. That there are Child Protection, Anti-Bullying and Restraint Policies active within the school.
3. Be able to respond when a Child Protection concern arises about a child in the school.
4. Consult with LA Lead Officer about any allegation regarding a staff member.
5. Speak to parents when necessary.
6. Make appropriate referrals.
7. Ensure information about children on the Child Protection Register is passed on to receiving schools if a child moves.
8. Receive current, up to date training annually.
9. Ensure vulnerable children are being monitored.
10. Ensure all staff are updated on safeguarding, at least annually.
11. Ensure all staff have read and understood Part 1 of ["Keeping Children Safe in Education Sept 2023"](#)
12. Create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

Role of the Governors

1. Governing Boards should facilitate a whole school or college approach to safeguarding. Safeguarding and child protection to be "at the forefront" and underpin all relevant aspects of process and policy development.
2. Ensure a Designated Lead and a Deputy Designated Lead, are appointed in their schools.
3. Have a full understanding of the roles of the Designated Lead and Deputy Designated Teachers for Child Protection.
4. Check child protection training has been given to all staff annually.
5. Review the Child Protection Policy annually.
6. Ensure school staff and volunteers are vetted by checking the Central Register.
7. Designated Governor or the Chair of Governors to sign that they have seen the Central Register.
8. Receive a full annual report on all Child Protection matters.
9. Ensure a copy of the child protection policy approved by Full Governors is available for parents.
10. Ensure that the staff follow safer recruitment procedures.
11. Ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
12. Ensure the school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns), about staff members (including supply staff, volunteers and contractors. This behaviour which is inconsistent with the staff code of conduct or does not meet the harm threshold could include: being over friendly with children, having favourites, taking photos of children on their mobile phone, engaging with a child on a one to one basis in a secluded area or behind a closed door and humiliating pupils.
13. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety (should be a running and interrelated theme). Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships which was compulsory from September 2020.
14. Governing boards should ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and children with SEND.
15. Receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support your school to deliver a robust whole school approach to safeguarding.
16. Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED).

17. Seek assurance that where another body is providing services or activities, that they have appropriate safeguarding and child protection policies/procedures in place. This applies regardless of whether or not the children who attend these services/activities are children on the school roll/attend the college.
18. Your designated safeguarding lead (DSL) has the appropriate status and authority to carry out their job. Governing bodies need to give the DSL the additional time, funding, training, resources and support needed to carry out their role effectively.
19. Governing boards should make sure the designated safeguarding lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role (paragraph 103)
20. Boards should also make sure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
21. Governing boards should review the DfE's filtering and monitoring standards. Your board should discuss with your IT staff and service provider what needs to be done to support your school in meeting the standards.

Victims and alleged perpetrator(s)

It is important that schools recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

DEFINITIONS OF ABUSE, NEGLECT and EXPLOITATION:

Emotional Abuse

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

Possible signs include:

- Changes of regression in mood or behaviour, particularly where a child withdraws or becomes 'clingy'. Also, depression/aggression, extreme anxiety;
- Nervousness, frozen watchfulness;
- Obsessions or phobias;
- Sudden under achievement or lack of concentration;
- Inappropriate relationships with peers and / or adults;
- Attention-seeking behaviour;
- Persistent tiredness;
- Running away / stealing / lying;
- Self-harm or mutilation

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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, shelter and clothing, including exclusion from home or abandonment. Neglect may be failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers, or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs include:

- Constant hunger;
- Poor personal hygiene;
- Inappropriate clothing;
- Frequent lateness or non-attendance;
- Untreated medical problems; ▪ Low self-esteem;
- Poor social relationships;
- Compulsive stealing or scrounging;
- Constant tiredness.

Physical Abuse

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 causes, ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen's syndrome by proxy. 'Honour based' abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

Possible signs include:

- Any injuries not consistent with the explanation given for them;
- Injuries which occur to the body, in places which are not normally exposed to via falls, rough games etc;
- Injuries which have not received medical attention;
- Neglect - under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc;
- Reluctance to change for, or participate in, games or swimming;
- Repeated urinary infections, or unexplained tummy pains;
- Bruises, burns, bites and fractures etc, which do not have an accidental explanation;
- Cuts/scratches/substance abuse.

Sexual Abuse

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

issue (also known as child on child abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Signs of possible Sexual Abuse:

- Any allegations made by a child concerning Sexual Abuse;
- Child with excessive preoccupation with sexual matters, and detailed knowledge of adult sexual behaviour; or who regularly engages in age-appropriate sexual play;
- Sexual activity through words, play or drawing;
- A child who is sexually provocative, or seductive, with adults;
- Inappropriate bed-sharing arrangements at home;
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares; sometimes with overt or veiled sexual connotations;
- Eating disorders - anorexia, bulimia;
- All staff should be aware that 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;
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one;
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education;
- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy.

CSE and CCE

Child sexual exploitation and child criminal exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities or criminal activities. Exploitation can take many forms ranging from the seemingly 'consensual' relationship, where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse may be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator. It can be perpetrated by individuals or groups, males or females, and children or adults. It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence. It can happen online as well as in person.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

CSE can include vehicle crime and threatening/committing serious violence. Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection. Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves. You should be aware that girls are at risk of criminal exploitation too, even though their experience may be different.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off

occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17- year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

FGM - Female Genital Mutilation

The school community needs to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child, or young person, may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff must activate local safeguarding procedures using existing national and local protocols for multi-agency liaison with police and children's social care. There is a mandatory duty on teachers to report FGM.

Breast Ironing

Breast Ironing is carried out in some African countries usually by mothers/grandmothers on girls to stop breast development. Tight strapping and hot implements are often used in this process. Where a member of staff discovers this practice a report must be made to the Designated Safeguarding Lead.

CME

Children missing in education should be reported to the Participation Team straight away.

Forced Marriage

It is important for staff to remain vigilant with changes of behaviour with children and report concerns to the DSL. Unexplained absences of pupils, especially taking children abroad, should be discussed with the DSL.

Involvement in serious or violent crime

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Prevent Duty

Preventing Radicalisation and Channel Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Our system monitoring and filtering are in place to restrict access to such material in school. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act accordingly which may include making a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a

mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Harm can 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.

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

IDENTIFYING ABUSE

A child may disclose abuse in a number of ways, for example; verbal disclosure, written word, pictorial representation, or through changes in his/her behaviour. The disclosure may take place on one specific occasion, or over a period of time. A child will generally make his/her disclosure to a trusted person. This could be a member of their family or a friend; but is often to a member of staff in school. Additional barriers can exist when recognising abuse and neglect in relation to children with SEN and disabilities. Everyone needs to be vigilant. Children whose attendance is a concern with unexplained and persistence absences will be discussed with the Participation Team. Any child whose whereabouts cannot be accounted for will be reported to the Participation Team in line with Children Missing from Education CME.)

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college 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. 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. All staff should be aware of indicators of abuse and neglect. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

Child on Child Abuse

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

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers (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;

Children who are lesbian, gay, bi, or trans (LGBT). The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

Serious Youth Violence

Serious Youth Violence includes the threat, and intentional use, of violence towards children under 18 years old. SYV usually occurs in a public place, it may or may not involve the use of weapons and can result in serious physical injury or death. Perpetrators may act alone, or as part of a group, SYV does not always happen in the context of gang activity. The intention of SYV is to cause significant injury, deprivation, psychological harm, or death. Signs and Indicators: (this list is NOT exhaustive)

- Non-accidental or unexplained injuries including: Bruising, Fractures, Fresh scars or minor cuts, Chronic pain (back, arms, upper legs)
- Suspicious injuries (appear to be inflicted by a bladed article, or inconsistent with the explanation).
- Refusing to be referred to a hospital or GP for further examination.
- Inconsistent explanation about how the injury was obtained.
- Becoming defensive, angry, or hostile when exploring the injury and sequence of events.

This means that in our school we will:

Notice and listen to children/young people showing signs of being drawn in to antisocial or criminal behaviour, use the risk assessment screening tool to support our referrals to MASH for any children in our school we are concerned about.

Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.

This includes the DSL referring any concerns about possible exploitation or gangs, even when there is not a named individual, to Axis. AXIS Service triangulate and analyse information shared by partners in Hillingdon; to inform concerns around children and young people at risk of/involved in Criminal/Child Exploitation, Serious Youth Violence or Anti-Social Behaviour. In addition, AXIS Service can provide 1:1 support for identified children in need of intervention.

For further enquires please email: axis@hillingdon.gov.uk or call: 07823 501585 If a child has been a victim of crime or witnessed an incident of SYV Victim Support offer trauma informed, 1-2-1 emotional and practical support, in a safe and confidential setting. Please contact them on 0808 168 911

Vulnerable Children

Whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) that some groups of children, are potentially at greater risk of harm than others (both online and offline).

Vulnerable children are children who may not be abused but may have difficulty in keeping themselves safe. This may be on a temporary basis. Staff should be vigilant for children who may be homeless or about to be made homeless. Unexplained absences will always be tackled by Welfare staff as this may be a symptom of being used for [County Lines](#). Children with SEND may be especially vulnerable and staff should be vigilant for any changes of behaviour that may reflect that they have been abused. Additional barriers exist in recognising abuse and neglect. These include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges.

Children whose parents are in prison will need extra pastoral care to ensure that they thrive. Children who are young carers should be supported. Other groups include children who need a social worker; children who are absent from education; children who are home educated; looked after and previously looked after children; and children requiring mental health support.

Vulnerable children in school may have had an incident of bullying reported towards them. These children should be supported and listened to and a CPOMs report filled in. Their class teacher should be informed and all staff should be aware, so that they can be monitored on the playground. A buddy should be provided at play times and the behaviour monitored. The 'bully' should be dealt with under the behaviour policy and Anti Bullying Policy, but staff should be aware that children who bully may well be bullied themselves.

PROCEDURES

A child may disclose abuse in a number of ways, for example; verbal disclosure, written word, pictorial representation, or through changes in his/her behaviour. The disclosure may take place on one specific occasion, or over a period of time. A child will generally make his/her disclosure to a trusted person. This could be a member of their family or a friend; but is often to a member of staff in school. Additional barriers can exist when recognising abuse and neglect in relation to children with SEN and disabilities. Everyone needs to be vigilant. Children whose attendance is a concern with unexplained and persistence absences will be discussed with the Participation Team. Any child whose whereabouts cannot be accounted for will be reported to the Participation Team in line with Children Missing from Education CME.)

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college 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. 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. All staff should be aware of indicators of abuse and neglect. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In

most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

When staff see or are worried about any signs, which cause them concern they should immediately talk to the Headteacher or the designated safeguarding lead. Any concern should be logged on CPOMS. After discussion with the Headteacher or the designated member of staff, further information should be sought from the child, if necessary. This must be done with tact and sympathy. See **Appendix 2** for Referral Procedures

Talking to the child

It may be felt that the class teacher or member of the support staff would be the appropriate person to talk to the child rather than the designated member of staff.

Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.

“Tell me what has happened.” Listen; do not interrupt if the child is freely recalling events.

See **Appendix 1** ‘Responding to children.’

Note taking

Staff should record the time, date, place and people who were present, as well as what was said. Comments about how an injury or incident occurred should be recorded, quoting the words actually used if possible. There is no requirement for these notes to be made available to parents in this case. Notes will be stored in a separate folder next to the pupil’s record in the headteacher’s office.

Confidentiality

When talking to a child, or interviewing anybody else offering information, it should be made clear that it **may not** be possible to maintain confidentiality if this would prejudice the child’s welfare. Protecting the child must always take priority. The child should be assured that the matter will be disclosed only to the people that need to know about it. The child should be assured that they are being taken seriously and that they will be supported and kept safe. They shouldn’t be given the impression they are creating a problem or made to feel ashamed for making a report.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL when they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Child on Child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Members of staff:

- Don't need to wait for a child to make a disclosure, they should act on any concerns immediately
- May overhear a conversation that suggest a child may have been harmed or a child's behaviour may be an indicator
- May confiscate devices for evidence to hand to the police, if the report includes an online element
- Can ask children outright if they've been harmed and what the nature of the harm was

- Should keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- Should reflect back, using the child's language, when hearing a report
- Should recognise it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse

It should be clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them. The school will consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

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

- Challenging any form of derogatory or sexualised language or behaviour, we will not accept it as 'banter'.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing pupils, and initiation or hazing type violence.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially.
- Ensuring staff are trained to understand 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.
- Children who walk to school by themselves may bring their phones but they must hand in their phones to the office and are not allowed to use them during the school day.

All staff should:

- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)

Be aware that children can abuse their peers online through:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content
- Recognise the indicators of peer-on-peer abuse, know how to identify it and respond to reports
- Recognise that peer-on-peer abuse may be taking place, even if not reported
- Understand their role in preventing it and responding to it when they believe a child may be at risk
- Understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse
- Abuse can take place inside and outside of school or online.
- Maintain an attitude of "it could happen here"
- Recognise addressing inappropriate behaviour can help prevent abusive/violent behaviour
- Victims of this abuse will likely find the experience distressing, which can affect their progress in school, this can be made worse if the alleged perpetrator(s) attends the same school
- Be aware that girls are more likely to be victims and boys are more likely to be the perpetrators
- It could be done by a group, not just an individual

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

- The DSL must be informed
- The DSL will contact the LA 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
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children

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

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 (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

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.

Online safety and the use of mobile technology

We recognise 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.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’)
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents’ evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school’s ICT systems and use of their mobile and smart technology

- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment...These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Allegations against Staff Members

All staff are required to report any concern or allegations about school practices or the behaviour of colleagues, which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Headteacher Safeguarding Lead and the Local Authority Designated Officer (LADO). Where an allegation or complaint is made against the Designated Safeguarding Lead, the matter will be reported immediately to the Chair of Governors. There will be no retribution or disciplinary action taken against a member of staff for making such a report, provided that it is done in good faith. There is a separate policy on 'Whistle Blowing'. The procedures set out in the statutory guidance Keeping Children Safe in Education 2022 Part Four. Staff should refer concerns or allegations about supply staff to the Headteacher.

Safer Recruitment

The school has a Safer Recruitment policy to ensure that all people working in school meet rigorous standards and pass the correct checks. DBS checks are also carried out on all volunteers who come into school regularly and or accompany pupils on trips off site.

Related Policies

- Anti Bullying Policy
- Attendance Policy
- Prevent Policy
- Good Behaviour Policy
- Safer Recruitment Policy
- Whistleblowing Policy

Important Links

Designated Safeguarding Lead Andrew Davies 01923825991 adavies@hillsidejunior.org

Deputy Safeguarding Lead Cordelia Kingston 01923825991 ckingston@hillsidejunior.org

Deputy Safeguarding Lead Rachel Mason 01923825991 rmason@hillsidejunior.org

Safeguarding Governor Joy Mason chairgb@hillsidejunior.org

Chair of Governors Joy Mason chairgb@hillsidejunior.org

Child Protection Lead LBH: Nicole Diamond 07943097366 ndiamond@hillingdon.gov.uk

LADO (Complaints against staff)Hannah Ives 01895 277463 Mobile: 07753431285 hives@hillingdon.gov.uk

Hillingdon Duty Social Worker: 01895 556633 Out of Hours: 01895 277226 or 250111

Email: lbhmash@hillingdon.gov.uk or mashsecure@hillingdon.gcsx.gov.uk

Duty Social Worker: 01438 737500 (Hertfordshire)

Participation Officer To be advised 01895 250858 ritap@hillingdon.gov.uk

School Nurse:

Appendix 1

Responding to Children:

1. Listen to the child. Allow them to talk freely.

Ask 'Can you tell me who it was?' If they won't answer don't push them or offer suggestions.

Stop. Don't ask any more questions. We are here to gather information in order to make a referral and not to investigate

2. Tell the child they are not to blame.
3. Take seriously what the child has said. We should not make judgements about the information given.
4. Affirm 'I'm glad you told me. It was right to tell me. You have been brave and strong to tell me'.
5. Refer - tell the child you must tell other people who can help. Tell the person responsible for the child protection within your school.
6. Follow the boroughs guidelines and procedures (In Child Protection folder in the staffroom)
7. Put in writing what the child has told you as soon as possible. Certainly within 24 hours.

NEVER TELL A CHILD YOU WILL KEEP A SECRET THEY HAVE TOLD YOU.

Appendix 2

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan); • has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.
 - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.

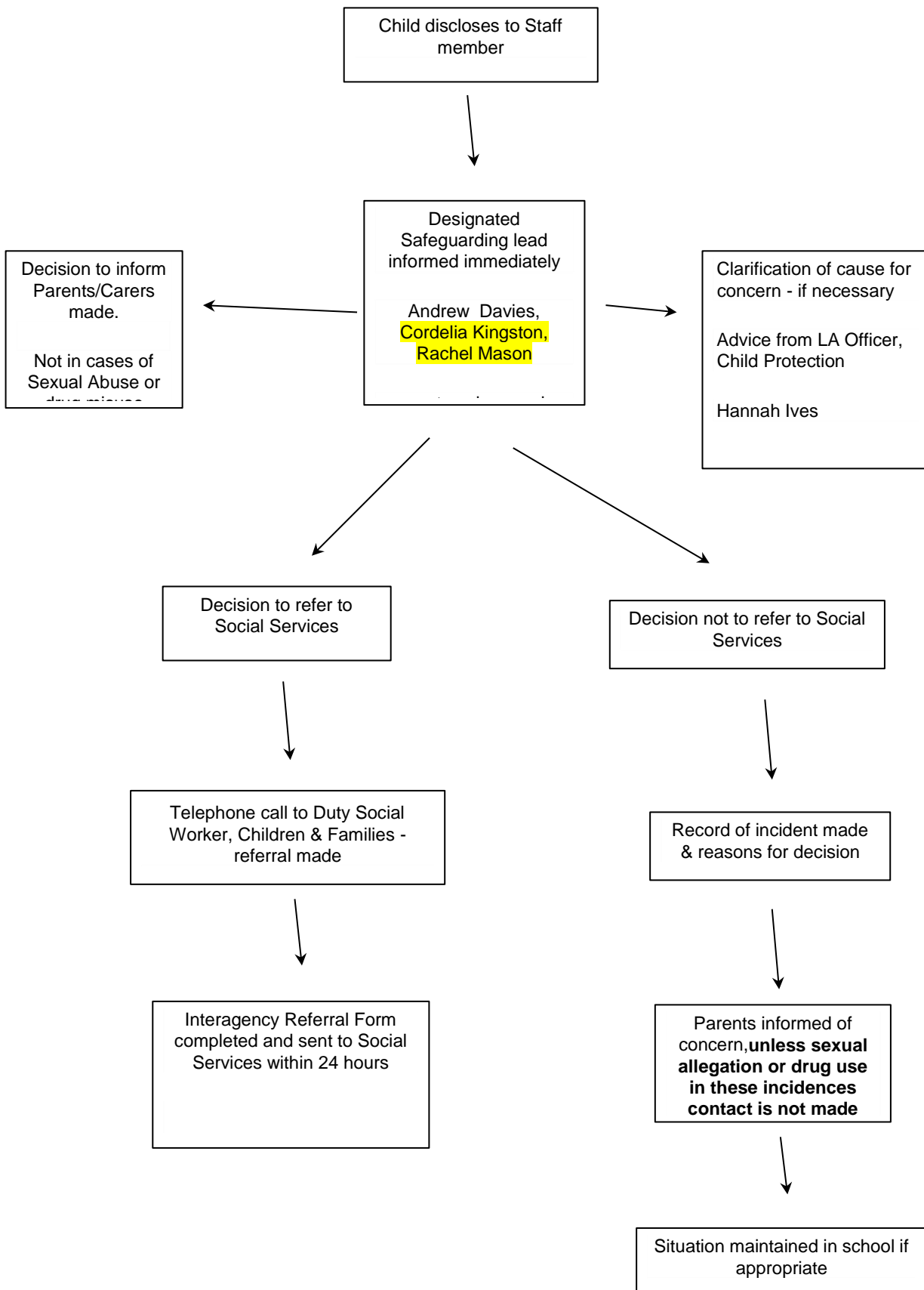
Alternative Provision

- When a school places a pupil in an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The school should be satisfied that the placement meets the pupil's needs

Elective home education (EHE)

- Elective home education can mean that some children are not in receipt of suitable education
- Many home educated children have a 'positive learning experience' (previously it said 'overwhelmingly positive learning experience')
- Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that local authorities, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

Appendix 3
Referral Procedures for when a child is making a disclosure of abuse



NB: At each stage advice can be sought from the Lead Officer for Child Protection in Education, Youth & Leisure (Hannah Ives) 01895 277463

Appendix 4

REFERRAL CHECKLIST

Referrer's Name, Designation and Contact Point

Full Name of Child for whom there is concern

Date of Birth

School Attended

Race Culture Language and Religion of Child

Address of Child

Carers of Child - full name, date of birth, address, telephone number, their race culture language and religion and whether they have any special needs.

People with Parental Responsibility: if different

Health Visitor

General Practitioner

School Nurse

Details of how the concern was aroused, for how long there has been concern and reason for present contact being made to register concern.

Description of Cause for concern, details of any injuries noticed, how noticed, when noticed and the site(s) size(s) and description of the injuries.

Anything the Child or anyone else has said about the injury or cause for concern, e.g. how it happened, where it happened, when it happened, who else was there at the time.

Details and Dates of Incidents causing concern in the past and how they have been dealt with.

Information about the general appearance of the child now and if this is consistent with how the child generally appears.

Any Observations about the family generally; siblings and school attended, dates of birth, ages, degree and regularity of contact with referred, general care and attitude of parents to children.

Where the Child is now

Whether anyone has been alleged to be the abuser

Whether the Parents have been informed about the referral.

