SPRING GROVE
PRIMARY SCHOOL

Safeguarding and Child Protection Policy

Policy Status	Agreed Policy
Review Cycle	Annual
Date of review	November 2025
Ratified by Governing Body	26 November 2025
Date of next review	November 2026

1. INTRODUCTION

Definitions

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
- Protecting children from maltreatment, whether that is within or outside the home, including online (this last part has been added)
- Preventing the impairment of children's mental and physical health or development
- Making sure 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, to include where a child sees, hears or experiences abuse, its effects in relation to domestic abuse and may involve inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

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.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos, or live streams.

Children *includes everyone under the age of 18.*

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.

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 will decide what's appropriate and which terms to use on a case-by-case basis.

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 arrange to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- An Integrated Care Boards for an area within the LA
- The chief officer of police for a police area in the LA area

Purpose of a Child Protection Policy	To inform staff, parents, volunteers and governors about our responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.
Hounslow Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures	The school follows the procedures established by the Hounslow Safeguarding Children Board; a guide to procedure and practice for all agencies in Hounslow working with children and their families.
School Staff & Volunteers	All staff at Spring Grove have a responsibility to provide a safe environment in which children can learn. School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children. All school staff will receive appropriate safeguarding children training **annually** so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. This training will include reference to the school's Behaviour Policy, the school's Procedures for monitoring children who are unexplainable and/or persistently absent from education, the school's Attendance Policy, the Staff Code of Conduct Policy and Child Protection Policy. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least **termly**, to provide them with relevant skills and knowledge to safeguard children effectively. Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Leads-including Child Protection Policy and staff behaviour policy (code of conduct)

Mission Statement for Safeguarding And Child Protection

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

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

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

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

Ensure that children who have SEND, who are care leavers and those who were previously LAC and now adopted are paid particular careful attention to, and offered pastoral support if needed, to ensure that their behaviour, mood swings and injury are considered and managed with care as they may not necessarily be linked to their SEND but may relate to possible abuse.

Ensure that children who have SEND are not socially isolated from their peers, are protected from any bullying by ensuring the school ethos is one of care for all and children are taught to treat each other as they themselves wish to be treated. Ensure children with communication difficulties are supported by adults and peers to ensure they are not victims of any poor behaviour or harassment.

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

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

Ensure that the school's positive behaviour management policy is active at all times and any form of child-on-child abuse is not tolerated by anyone within the school community and, should it occur, all stakeholders know that it will be dealt with immediately by senior staff as outlined in the school's Behaviour Policy.

Implementation, Monitoring and Review of the Child Protection Policy

The governing body will review the policy annually. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the Designated Safeguarding Leads and through staff performance measures.

2. STATUTORY FRAMEWORK

Legislation and statutory guidance
In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- Keeping Children Safe in Education (2025)
- Keeping Children Safe in Education: Part One- information for all school and college staff and APPENDIX A
- Governance Handbook
- Education Act 2002 (Section 175/157) which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- Hounslow Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race)
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006
- Statutory guidance on the Prevent duty (Section 26, The Counter Terrorism and Security Act 2015), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Sexual Offences Act (2003)
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage
- Working Together to Safeguard Children (DfE 2023) requires each school to follow the procedures for protecting children from abuse, which are established by the Hounslow Safeguarding Children Board
- School Attendance (Pupil Registration) (England) Regulations 2024
- Data Protection Act 2018 and UK GDPR

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

(a) a child may have been abused, neglected or exploited, or is at risk of abuse, neglect or exploitation

(b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

3. EQUALITY STATEMENT

Some children have an increased risk of abuse, neglect and exploitation, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We consider children who:

- Have special educational needs (SEN) or disabilities or health conditions (see 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
- Are unexplainably and/or persistently absent from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

4. THE DESIGNATED SAFEGUARDING LEAD/S

The Governing body should ensure that the school designates an appropriate senior member of staff to take the lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The DSL takes lead responsibility for child protection and wider safeguarding in the school. During term time, the designated safeguarding leads will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and arrangements for out of hours/out of term activities will be to the HT/DSL:

Designated Safeguarding Lead (DSL)	Staff Responsible	Contact Details
Primary DSLs	Susan Colley (Headteacher)	School Phone No: 020 8560 0965 head@springgrove.hounslow.sch.uk
	Annalea Gratton (EYFS Lead) Michelle Hambrier (KS2 teacher and Pupil Voice Lead)	gratton@springgrove.hounslow.sch.uk hambrier@springgrove.hounslow.sch.uk
Primary DSL in Training	Demelza Coppin (DHT) Hannah Lloyd (SENDCO)	coppin@springgrove.hounslow.sch.uk lloyd@springgrove.hounslow.sch.uk
Nominated Safeguarding Governor	Nausheen Khan	c/o Spring Grove School 020 8560 0965 governors@springgrove.hounslow.sch.uk
Local Authority Designated Officers (LADO)	Sarah Paltenghi Natasha Hofmans	sarah.paltenghi@hounslow.gov.uk (Monday- Wednesday) natasha.hofmans@hounslow.gov.uk (Thursday – Friday)

The broad areas of responsibility for the DSLs are;

Managing referrals and cases

- Refer all cases of suspected abuse, neglect or exploitation to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Head Teacher to inform her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

- Support staff who make referrals
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

Training

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has
    - ✓ access to and understands the Safeguarding and Child Protection Policy and procedures at Spring Grove
    - ✓ receives annual training, reads and understands **KCSIE (2025) Part 1 and Annex A**
    - ✓ has read and understands the school's behaviour policy
    - ✓ understands and adheres to the school's policy on children missing education/attendance policy
    - ✓ has read, understands and adheres to the school's staff code of conduct
    - ✓ understands the many forms of child abuse, including child-on-child abuse, child sexual exploitation (CSE), sexual violence and sexual harassment between peers and mental health and safeguarding
    - ✓ Is aware of the early help assessment process (sometimes known as the common assessment framework) 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
    - ✓ Is aware of the signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
    - ✓ Is aware to the fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
    - ✓ Understands that children can be at risk of harm inside and outside of their home, at school and online

- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children

from the risk of radicalization
- Be able to keep detailed, accurate, secure written records/using CPOMS of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect the individual

Raising Awareness

- The designated safeguarding leads should ensure the school's safeguarding and child protection policies are known, understood and used appropriately in conjunction with the school's Behaviour Policy, Attendance Policy/Children missing education policy and Staff Code of Conduct
- Ensure Spring Grove School's Safeguarding and Child Protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- Ensure the Safeguarding and Child Protection policy is available publicly on the school's website and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the Local Safeguarding Children's Board (HSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure that the file for safeguarding and any child protection information is sent to any new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of the new term, but transferred separately from the main pupil file
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection and UK GDPR guidelines
- Schools play a crucial role in preventative education in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. The school will have a clear set of values and standards underpinned by the school's behaviour policy, upheld, and demonstrated throughout all aspects of school life
- A whole school approach to safeguarding, a culture that makes clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated

5. THE GOVERNING BODY

Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. Governing bodies should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

The nominated governor for child protection is:

NAME: Nausheen Khan

The responsibilities placed on governing bodies include:

- ensuring all governors receive appropriate safeguarding and child protection (including online) training at induction. Training should be regularly updated.
- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff code of conduct policy
- ensuring governors are provided with, and read **Part 1 and Annex A of Keeping Children Safe in Education (DfE 2025)** – are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding, behaviour management and Staff Code of Conduct
- appointing an appropriate senior member/s of staff to act as the Designated Safeguarding Leads
- ensuring that all of the Designated Safeguarding Leads should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that children are taught about safeguarding in an age-appropriate way
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material, and regularly reviewing their effectiveness. Enforcing the school's policy on no mobile phones to be brought to school by children. Being mindful that some pupils may require contextual online safety discussion/monitoring depending on their home circumstances and use of social media
- having an informed named governor to support and challenge school leaders regarding responsibility for the organisation's safeguarding arrangements
- ensuring the school's admin system contains at least two emergency contact numbers for every pupil in case of welfare concerns at home or missing children
- ensuring there is a Volunteer Risk Assessment procedure in place to determine whether a volunteer requires an enhanced DBS check to be carried out
- ensuring full checks are made when Alternative Provision is used for pupils by obtaining a written statement from the provider that they have completed full vetting and barring checks on staff they employ
- ensuring awareness of obligations under the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) to process personal information fairly and lawfully and to keep the information held safe and secure

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3)

6. THE HEADTEACHER

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
  - ✓ Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - ✓ Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
  - ✓ Communicating this policy to parents/carers 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
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training 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)
- Ensuring the relevant staffing ratios are met
- Sharing emerging trends with safeguarding partners in relation to reports of sexual violence and/or harassment where there is evidence of patterns of behaviour. As this could be reflective of the wider issues within the local area

7. KEEPING CHILDREN SAFE IN OUT-OF-SCHOOL SETTINGS (OOSS)

This non-statutory guidance will help providers run safe out-of-school settings to ensure the welfare of the children attending them. When services or activities are provided by the governing body or proprietor, under the direct supervision or management of the school, the arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body should therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies in place; and ensuring that there are arrangements in place for the provider to liaise with the school on these matters where appropriate.

It covers out-of-school settings such as:

- before- and after-school clubs
- music lessons
- sports training

It covers best practices on:

- safeguarding and child protection
- the suitability of staff and volunteers
- health and safety
- governance

Refer to OOSS Safeguarding guide:
https://assets.publishing.service.gov.uk/media/6509558022a783000d43e81f/After- school_clubs_community_activities_and_tuition_safeguarding_guidance_for_providers.pdf

8. WHEN TO BE CONCERNED

A child centred and coordinated approach to safeguarding:

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

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

Children who may require early help
Refer to Early Help Hounslow (EHH). If you are unsure speak to a member of the Senior Leadership Team (SLT) or Special Educational Needs and Disability Coordinator (SENDCO); e.g. EHH can offer consultation with a 'Behaviour Specialist Teacher' or provide a 'Family Support Worker' to support the family where they may be having issues with establishing clear routines and boundaries for a child at home.

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

Any child may benefit from early help, but all staff and volunteers working within the school should be alert to the potential need for early help for children who are more vulnerable.
Such as:

- Children with a disability or has certain health conditions
- Children with special educational needs whether or not they have an EHC
- Children from cultures where honour killings and forced marriage are prevalent
- Children who are 'Looked After Children' or are in 'Private Foster Care'
- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Children who are self- harming themselves
- Children from countries where FGM is practiced
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse, neglect and/or exploitation
- Children who have a mental health need
- Children who are frequently missing/goes missing from education, care or from home
- Children who are at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Children who are at risk of being radicalised or exploited
- Children who have a parent or carer in custody, or is affected by parental offending
- Children who are misusing drugs or alcohol themselves
- Children have returned home to their family from care
- Children who are privately fostered; and who are persistently absent from education, including persistent absences for part of the school day
- Children who may be LGBT, and potentially targeted by other children
- Children who are viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Children who are at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Children who are missing education, or persistently absent from school, or not in receipt of full-time education
- Children who have experienced multiple suspensions and is at risk of, or has been permanently excluded

All staff members should be aware that 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 not limited to, psychological, physical, exploitation, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home, which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Within this context it is also important to understand intra-familial harms and any necessary support for siblings following incidents.

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

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

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. Schools should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g., about attendance in lessons) irrespective of how overt the child's distress is.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties as well as mental health issues
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child understands of abuse
- Lack of choice/participation
- Isolation
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so

Any abuse involving pupils with SEND will require close liaison with the DSL and the SENDCO.

Child-on-child abuse

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

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

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

Child-on-child abuse can manifest itself in many ways and different gender issues can be prevalent.

Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/ sexual harassment, assaults, sexting, up skirting, sexually inappropriate pictures or videos including the sharing of nudes and semi-nudes, teenage relationship abuse, child-on-child exploitation, serious youth violence, sexual bullying, initiation ceremonies or harmful sexual behaviour. Any incident will be fully investigated by senior staff. Each child will be spoken to and their comments recorded on CPOMS. Witnesses will be spoken to if required. All adults involved will add their comments and reordered on CPOMS.

The school SLT keeps a careful log of any incidents of child-on-child abuse and will monitor carefully, put support systems in place, put pastoral care in place, employ ELSA support within school, alter the PSHE curriculum if deemed necessary for a child or a group of children, involve parents/carers, involve other professionals such as children's counselling, mental health services (CAMHS) or behaviour support specialists for any victim or perpetrator should we feel we need more specialized support for the pupils concerned.

Sanctions will be put in place to support the victim and change the habits of the perpetrator. Peer group and adult support will be enlisted for the victim. The victim's well-being will be monitored closely for signs of improvement. The perpetrator will be monitored, and support put in place to help modify poor behaviour. The risk of child-on-child abuse is reduced drastically at Spring Grove by the development of the school's positive ethos by all stakeholders and PSHE programme alongside the consistent use of the school's Behaviour policy.

At Spring Grove, we recommend using The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/

Guidance on responding to and managing sexting incidents can be found at:
http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of child-on-child abuse the school:

- Provides a developmentally appropriate PSHE curriculum (Jigsaw scheme) which develops students understanding of acceptable behaviour and keeping themselves safe
- Plans themed work focusing on safeguarding theme and/or liaising with external safeguarding agencies
- Provide relevant parental workshops and/or liaising with external safeguarding agencies
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed, and valued
- Has robust risk assessments where appropriate
- Has relevant policies in place (e.g., behaviour policy)

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

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

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 this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

must immediately report this to the police, personally. This is a mandatory 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 local authority 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.
Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.
Refer to Hounslow Borough local procedures for further guidance and support:
https://www.hounslow.gov.uk/info/20056/community_safety/2487/violence_against_women_and_girls_and_domestic_abuse/6

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 the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors 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

If you have a concern about mental health

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 9 of this policy.
If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Artificial intelligence (AI)

Generative artificial intelligence (GEN AI) tools are now widespread and easy to access. Staff, children and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
Spring Grove Primary school recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deep fakes', where AI is used to create images, audio or video hoaxes that look real.

Spring Grove Primary School will treat any use of AI to access harmful content or bully children in line with this policy and our Behaviour/ Computing policy.
Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

Pupils who are lesbian, gay, bisexual or gender questioning
We recognise that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality.
We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to a DSL who will responsible with implementing the relevant pastoral support. When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying. Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where children can speak out or share their concerns with members of staff.

9. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff / volunteer

should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead (DSL) without delay

All staff should be aware that children might 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. Children may feel embarrassed, humiliated, or are being threatened. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) **when they have concerns** about a child. It is also important that staff determine how best to build trusted relationships with children which facilitate communication.

Support

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

If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 14 of this policy– *Allegations or concerns involving school staff/volunteers that may meet the harm threshold.*

10. RECORD KEEPING

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

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

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible. (pro-forma available on the Hounslow Grid for Learning)
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. The member of staff or volunteer should retain no copies.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005. This includes instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program. The DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

11. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

12. SCHOOL PROCEDURES

Please see Appendix 5: What to do if you are worried a child is being abused: flowchart.

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

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of '**it could happen here'.** Schools should be aware of and respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of school.

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

informed as soon as possible.

If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education **(DfE 2024):** Annex A for further details.

Hounslow Children's Services (including out of hours): **0208 5836600**
Social Care Contact- Jessica Jones (Front Door Supervision) **020 8583 3189**
Please see the school's anti-bullying policy for more details on procedures to minimise the risk of child-on-child abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. (Record on Safeguarding Concern pro-forma or CPOMS).

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

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

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

13. COMMUNICATION WITH PARENTS

Spring Grove's Child Protection Policy is available publicly via the school website.

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

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

(The school may also consider not informing parent(s) where it would place a member of staff at risk). Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

14. ALLEGATIONS OR CONCERNS INVOLVING SCHOOL STAFF/VOLUNTEERS THAT MAY MEET THE HARM THRESHOLD

An allegation or concern is any information that indicates that a member of staff, including supply teachers, volunteers and contractors may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way which indicates s/he may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life. All members of staff are advised to be extremely cautious should the need ever arise to "use reasonable force" to protect a child from harming themselves or others. An individual behaviour support plan should be in place should a pupil require this level of support. The school's Behaviour Policy is designed to reduce the likelihood of such intervention ever being required.

What a school should do if they have concerns about safeguarding practices within the school

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

If staff members have concerns about another staff member, then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher, this should be referred to the Chair of Governors:

Chair of Governors	Tamsyn Johnson
Contact phone number	c/o Spring Grove School 020 8560 0965
Email	governors@springgrove.hounslow.sch.uk

In the absence of the Chair of Governors, the Vice Chair should be contacted:

Vice Chair of Governors	Rute Robalo
Contact phone number	c/o Spring Grove School 020 8560 0965
Email	governors@springgrove.hounslow.sch.uk

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

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

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO).

If the allegation meets any of the four criteria set out at the start of this section, contact should

always be made with the Local Authority Designated Officer immediately.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with Hounslow's Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures. Refer to KCSIE 23, p96 paragraphs 400 - 423 for allegation outcomes.

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

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

15. ALLEGATIONS OR CONCERNS THAT MAY NOT MEET THE HARM THRESHOLD

As part of the whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

An allegation or concern that may not meet the harm threshold – a "low-level" concern, is **any** concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

All low-level concerns should be shared with a DSL and recorded in writing.

The record should include details of the concern, the context in which the concern arose, and action taken.

The name of the individual sharing their concerns should be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible. This record should be signed, dated and passed on to the Head Teacher.

Ensuring the concerns are dealt with effectively and by the right person should also protect those working in or on behalf of the school from becoming the subject of potential false low-level concerns or misunderstandings.

For further information, see:
HSCB's Managing Allegations Against Adults who work with Children and Young People

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

- Children's Services: 020 8583 6600
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 800 5000– line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and Safer Recruitment document ***Guidance for safer working practice for those working with children and young people in education settings (May 2023)*** available at http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise Behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment **(**School Standards and Framework Act 1998**).**

On publication the updated **September 2024** version of the statutory guidance '**Keeping Children Safe in Education'** is available online. The DfE will update this guidance annually and our Safeguarding and Child Protection policy will be updated simultaneously to reflect any changes.

See also the statutory guidance and updates in respect to the definition of Child Sexual Exploitation and regulations relating to Children Missing from Education.

The CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content. It is **essential** that **all** staff have access to this online document and read **Part 1 and Annex**, which provides further information on:

- Abuse, neglect and exploitation
- Child abduction and community safety incidents
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Children who are absent from education
- Children and the court system
- County Lines
- Children with family members in prison
- Cybercrime
- 'Honour based' violence
- Mental Health
- FGM mandatory reporting duty
- Forced marriage
- Operation Encompass
- The Prevent Duty
- Preventing radicalisation
- Up skirting
- Sexual violence and sexual harassment
- Serious violent crime

- Mental health
- Modern Slavery and the National Referral Mechanism
- Homelessness
- Domestic abuse
- Child-on-Child abuse
- Safer recruitment
- New local arrangements (new safeguarding partners: LA, Integrated Care Boards, Chief Office of Police within the LA)
- Statutory RSE from Sept 2021
- Online safety: see DfE guidance on teaching online safety in schools

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.
We highly recommend that staff and governors are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

APPENDIX 1: KEEPING CHILDRENSAFE IN EDUCATION 2024

Statutory guidance for schools and colleges

Web link
https://assets.publishing.service.gov.uk/media/66ce094e8e33f28aae7e1f6d/Keeping_children_safe_in_education_2024_part_one.pdf

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APPENDIX 2: DECLARATION FOR STAFF

Child Protection Policy and Keeping Children Safe in Education (DfE 2025)

School Name: Spring Grove Primary School **Academic Year: 2025-2026**

Please sign and return to DSL

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

(1) The School's Safeguarding and Child Protection Policy Nov 2025
(2) **Part 1 and Annex A** of **'Keeping Children Safe in Education'** DfE Guidance 2025

I am aware that the school's DSLs are:

DSL: Susan Colley (Head teacher), Annalea Gratton (EYFS Lead), Michelle Hambrier (KS2 teacher and pupil voice)

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

I know that further guidance, together with copies of the policies mentioned above, are available in school or via the school website.

Signed_____Date_____

APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2020)

Flowchart

Be alert

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

Question behaviours

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

Ask for help

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

Refer

DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043.

APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs

Working Together to Safeguard Children (DFE, 2020)

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 induces, illness in a child.***	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	**Family/environment**
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse

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

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g., rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	**Family/environment**
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.

Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect	
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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.***	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	**Family/environment**
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse	
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve: ***-Physical contact, 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.***	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	**Family/environment**
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

APPENDIX 5
FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Designated Safeguarding Lead(s):
Susan Colley

Annalea Gratton

Michelle Hambrier

Link Governor(s):

Nausheen Khan

Concern put in writing on a Safeguarding concern form

Hand concern form to:

Designated Lead

The local authority Designated Officer for concerns about adults is:

Matilde Enriquez

Tel: 0208 583 2565

London Borough of Hounslow

Designated Safeguarding Lead reviews concern form and makes a decision about next steps

Decision made to monitor the concern

Decision made to discuss the concern informally with the parents/carers

Decision made to refer the concern to social care

Monitor

Discuss

Refer

Class teacher asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale

Monitor

Once discussed with parents Designated Safeguarding Lead decides to discuss with parents, monitor or refer to social care

Refer

Designated Safeguarding Lead discusses decision with headteacher and both agree to refer to social care

*In **exceptional circumstances,** anyone may report concerns directly to children's social care.*

NSPCC Whistleblowing Helpline 0800 800 5000

Record

Designated Safeguarding Lead keeps concern form in secure, confidential safeguarding file/ CPOMS.

Contact Details
Social Care Referrals:

Children's Duty Desk 0208 583 3200

Prevent/Channel Referrals: Najeeb Ahmed 0208 583 2185