

Uxendon Manor School

SAFEGUARDING POLICY

September 2022

Approved by Governors: September 2022
The policy is to be reviewed: September 2023

SAFEGUARDING POLICY

This guidance is based upon our LA (Local Authority) guidelines, LSCB procedures (Local Safeguarding Children's Board) and KCSIE (Keeping Children Safe in Education 2022)

Details of internal support:
Dawn Hallisey DSL Tel: 020 8907 5019 email:
safeguarding@uxendonmanor.com
Manisha Devakumar DDSL Tel: 020 8907 5019 email:
inclusion@uxendonmanor.com

Details of external support:
Brent Childrens services: Tel: 020 8937 4300
https://www.brent.gov.uk/children-young-people

INTRODUCTION

The governors and staff of Uxendon Manor School fully recognise the contribution they make to the safeguarding of children. We recognise that all staff, teaching and non-teaching, including volunteers, have a full and active part to play in protecting our pupils from harm.

*'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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. (Keeping Children Safe in Education 2021)*

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- *Protecting children from maltreatment*
- *Preventing impairment of children's mental and physical health or development;*
- *Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and*
- *Taking action to enable all children to have the best outcomes. KCSIE (2022), Paragraph 4*

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, emotional and moral development of the individual child.

The aims of this policy are:

- To ensure that all stakeholders are committed to safeguarding
- To create a culture of vigilance
- To support the child's development in ways that will foster security, confidence and independence
- To enable children to recognise when they are at risk and know how to get help when they need it. Children will be supported through:
- Assemblies addressing safeguarding topics
- Topics covered in the PSHCE and RSE and Computing curriculums to support pupils' understanding of safeguarding
- Promotion of anti-bullying
- Police visits
- Pupil questionnaires
- Pupil voice
- Workshops
- Talking time sessions
- Safeguarding target on IPs where appropriate
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially Social Services and the police.
- To ensure that all adults who work within the school environment have carried out a full and current DBS check in order that their suitability is checked.
- To ensure all members of the school community are treated with dignity and respect.

PROCEDURES

Our school procedures for safeguarding children will be in line with LA and LSCB procedures (Local Safeguarding Children's Board). We will ensure that:

- Assistant Head Dawn Hallisey will act as the Designated Safeguarding Lead and the Inclusion Leader Manisha Devakumar, will act as the Deputy Designated Safeguarding Lead at Uxendon Manor School. They will undertake regular training.

- Jon Parry, the Headteacher will act in the designated teachers' absence, and will also receive appropriate training.

- The Designated Safeguarding Leads (DSLs) will be the first people to be approached in the light of any concerns, allegations or disclosures.

- All DSLs will update the Child Protection record and share information. Cases will be allocated for one DSL to take a lead on but regular meetings will take place to review progress and to offer supervision to each other.

- The DSLs will meet each term to monitor the update of the Child Protection record for the school to ensure it is an accurate and up to date record. Cases at this point may also be reallocated.

- All members of staff are familiar with the categories and definitions used when referring to Child Protection. (See Appendices 1 - 4)

- All members of staff develop their understanding of the signs and indicators of abuse. (See Appendices 1 - 4)

- All members of staff know how to respond to a pupil who discloses abuse. They will ensure that time is given to the child in order that they can fully concentrate on the child's disclosure and that this time is found as a matter of urgency. This information will then be passed on via the Child Protection Online Management System (CPOMS) and speaking to a DSL.

- The Designated Safeguarding Leads will ensure that all staff have received CPOMS training and are fully aware of safeguarding reporting procedures. This entails reporting all disclosures to a DSL as well as recording onto CPOMS. Staff will ensure all information is kept confidential.
  (See Appendix 5 -9 for copies of these forms)

- Safeguarding and Child Protection will be included in all staff handbooks and group training and professional meetings throughout the academic year.

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures. A Child Protection statement will be included in all school parent hand books.

- Our procedures will be regularly reviewed and up-dated following a three-year cycle outlined at the end of this policy.

- All new members of staff will have access to a copy of our Safeguarding Policy as part of their induction into the school. Our Safeguarding Policy is on our shared drive and on the school website.

- Governors will receive appropriate safeguarding and child protection training at induction and then at regular intervals. This training will provide them with the knowledge that ensures our policies and procedures are effective.

TRAINING:

- Safeguarding and Child Protection All school staff September and at induction
- KCSIE update All school staff September and at induction
- CPOMS training - teaching/support staff September and at induction
- National Online Safety courses (NOS) termly – all staff
- Safeguarding and child protection update all school staff January
- Level 3 training – DSL and DDSL every 2 years
- Safeguarding training for governors – upon induction and thereafter regularly

CHILD PROTECTION & SUPPORTING CHILDREN

"No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, ***everyone*** *who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action"*
(Keeping Children Safe in Education 2022)

We recognise that the school has a role to play in supporting children who are experiencing great challenges in their lives. We also recognise that these challenges may be of a child protection nature. We acknowledge that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We recognise that the school should fully understand how being a victim of abuse can manifest itself in numerous ways. We recognise that the school must endeavour to put in place systems and training in order that all members of staff can act appropriately. Children will always be given time and privacy to talk to a member of staff in order to discuss issues that are affecting them or worrying them.

We appreciate that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We understand that a child in these circumstances may feel helpless, humiliated and may feel self blame.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will therefore support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying – PSHCE, Circle Time, Comments Box, Inclusion teacher support, 1:1 Talking Time (SEMH), ELSA groups (Emotional Literacy Support), Lunchtime Clubs, Play Therapy and Lego Club (where appropriate)
- Promoting a caring, safe and positive environment within the school –Class Rights and Responsibilities, School Core Values, Key Stage assemblies, and School Collective Worship, PSHCE, Circle Time
- Holding regular Inclusion meetings with key school-based professionals – every half a term.
- ***All*** *staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at*

any point in a child's life. (Keeping Children Safe in Education 2022). In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Services as soon as there is a significant concern and if there continues to be concerns.
- Providing continuing support to a pupil about whom there have been concerns when moving from one class teacher to another or who leaves the school by ensuring that appropriate information is forwarded under confidential cover and is compliant with GDPR
- Ensuring that children who are at risk are closely monitored.
- Ensuring that monitoring procedures are up to date and regularly reviewed.
- Children will be given time and privacy should they wish to talk to an adult.
- Guidance now emphasises the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.
- ***If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.*** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, **the teacher must report this to the police**
- All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should refer to the school's behaviour policy and procedures with regards to child on child abuse.
- During term time, the designated safeguarding lead and /or deputy should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

RESPONSIBILITIES

The designated safeguarding leads are responsible for:

- Adhering to the LSCB (Local Safeguarding Children Board), LA and school procedures with regard to referring a child if there are concerns about possible abuse.

- Keeping written records of concerns about a child (CPOMS) even if there is no need to make an immediate referral.

- Ensuring that ongoing monitoring of children is kept up to date.

- Ensuring that action points agreed at Child Protection Conferences, Child Protection Reviews and Core Group Meetings are carried out.

- Ensuring that accurate and up to date information about individual children is presented at Child Protection Conferences.

- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.

- Ensuring that an indication of further record-keeping is marked on the pupil's general records and that all records are passed securely on to their next school via CPOMS transfer.

- Ensuring that any pupil currently with a Child Protection plan who is absent without explanation for two days is referred to their key worker at Social Services and that the attendance of children with a Child in Need Plan (CIN) is monitored closely and any concerns referred to their key social worker.

TYPES OF ABUSE (See appendices 1 – 6) for definitions and signs.

There are five main types of abuse and these are:

- Physical abuse including FGM (Female Genital Mutilation)
- Emotional abuse including domestic violence
- Sexual abuse
- Neglect
- Domestic

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 feigns 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 Uncaused syndrome by proxy and cutting (including female genitalia).

Physical Abuse Continued - Female Genital Mutilation (FGM)

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. It is acknowledged that some FGM practising families do not see it as an act of abuse, however it is illegal in the UK and suspicions of FGM having already taken place or knowledge of girls at risk must be reported. It is also against the law to groom or prepare a girl to have any type of FGM. FGM is known by a number of names, including 'female genital cutting', 'the cut', 'circumcision' or 'initiation'. The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 years old and therefore girls within that age bracket are at a higher risk. FGM is a deeply rooted tradition, widely practised mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. FGM has also been documented in communities in **Iraq, Israel, Oman, the United Arab Emirates, Palestine, India, Indonesia, Malaysia and Pakistan**.

FGM mandatory reporting duty.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon ***teachers*** *along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.*

Teachers ***must*** *personally report to the police cases where they discover that an act of FGM appears to have been carried out.[81] Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.*

Female Genital Mutilation reporting procedures

• Where there is a disclosure of FGM it is important that staff know what their statutory response should be. Keeping Children Safe in Education (2022), paragraph 44 says 'whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.

• What is often less well-know is what a teacher should do next to make a report.

• Below is a very short summary and must be read in conjunction with the mandatory reporting guidance. (See http://safeguarding.link/fgmreporting)

• The mandatory reporting procedures say:

• 'It is recommended that you make a report orally by calling 101, the single non-emergency number.'

• 'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'.

• In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

The procedures also set out what information is needed, in order to make a report.

See here: https://www.gov.uk/government/publications/mandatory-reporting-offemale-genital-mutilation-procedural-information/mandatory-reporting-of-femalegenital-mutilation-procedural-information-accessible-version#reporting

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 insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Emotional abuse also happens when a child is subjected to witnessing domestic abuse between both or one of his/her parents.

Domestic Abuse

Domestic abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. A child who is subjected to domestic abuse either through directly observing it or is exposed to its effects is emotionally scarred and is under a lot of stress. Domestic Abuse chips away at feelings of self-worth and independence. Domestic abuse can also include *verbal abuse* such as yelling, name-calling, blaming, and shaming. It can also include controlling behaviours like financial control, Isolation and intimidation, these are all aspects of emotional abuse. The physical, psychological and emotional effects of domestic abuse on children can be severe and long-lasting. Some children become withdrawn and find it difficult to communicate, others may act out the violence or aggression they have witnessed, or blame themselves for the abuse. All children living with abuse are under a great deal of stress and need support.

The Domestic Abuse Act 2021 notes the following guidance notes:

- The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

- The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Sexual abuse
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving

children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

CHILD SEXUAL EXPLOITATION

Child sexual exploitation *is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:*

- *Children who appear with unexplained gifts or new possessions;*
- *Children who associate with other young people involved in exploitation;*
- *Children who have older boyfriends or girlfriends;*
- *Children who suffer from sexually transmitted infections or become pregnant;*
- *Children who suffer from changes in emotional well-being;*
- *Children who misuse drugs and alcohol;*
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or 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 may, or may not, be accompanied by violence or threats of violence.
Some additional specific indicators that may be present in CSE are children who:
•have older boyfriends or girlfriends; and

•suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Child on Child abuse

There are new expectations that 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 child on child abuse, know how to identify it and respond to reports
- Recognise that child on child abuse may be taking place, even if not reported
- Understand their role in preventing it and responding to it if 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

New information emphasises:

- the importance of explaining to children that the law is in place to protect rather than criminalise them

- the importance of understanding intra-familial harms, and any necessary support for siblings following incidents

- the need for schools and colleges to be part of discussions with statutory safeguarding partners.

Mental Health

- 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 appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- 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, and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the 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.

Domestic
Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of. The guidance makes it clear that domestic abuse:
• can be psychological, physical, sexual, financial, or emotional
• can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

SEND
Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- *assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration*
- *the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs*
- *communication barriers and difficulties in overcoming these barriers.*

CONFIDENTIALITY
- We recognise that all matters relating to Child Protection are of a Confidential nature and should be treated as such.

- The Designated Teachers will disclose information about a pupil to the key member of staff on a Need to know basis only. This information will only be passed on to relevant members of staff by the Key member if and when it is required.

- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that this is

necessary for the welfare of the child and does not contravene GDPR regulations.

- All staff must be aware that they cannot and must not promise a child to keep a secret.

Social Care

- At Uxendon Manor school, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

- This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

- We take these needs into account when making plans to support pupils who have a social worker, for example, providing additional support through interventions, talking time, ELSA groups, Play therapy and in some cases extra- curricular activities.

Private Fostering

Private fostering is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) (S.66 Children Act 1989) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'.

It is imperative that the local authority is notified if a child is living with someone who is not their parent or a 'connected person' for longer than 28 days. The local authority needs to be satisfied that the placement is suitable and the child is safe. To be defined as 'private fostering', the child must be living with that person for longer than 28 days and this should be continuous but can include occasional short breaks.

SUPPORTING STAFF

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with a designated teacher and to seek further support as appropriate. The Designated Safeguarding Leads act as each other's supervision support. All members of staff can approach the Inclusion team for this support if required.

ALLEGATIONS AGAINST STAFF

Allegations against staff must include details of the harm test and low- level concerns.

There are two types of allegation:

- Concerns / allegations that may meet the harm threshold.
- Concerns / allegations that do not meet the harm threshold – referred to for the purposes of this guidance as 'low-level concerns.

The school will follow the guidance in KCSIE (Part Four) where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, 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 that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
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LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

- Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors
- At Uxendon Manor school we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors Ms. Shekira Malcolm who can be contacted by. telephone **07966 151536**
- Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.
- Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.
- The headteacher will decide whether the concern is an **allegation that meets the harm test or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO)**

We understand that a pupil may make an allegation against a member of staff.
If such an allegation is made the following action will be taken:

- The member of staff receiving the allegation will immediately inform the Head Teacher / Deputy Head Teacher and not enter into a dialogue.
- The head teacher on all such occasions will discuss the content of the allegation with the LA Lead Officer for Child Protection (LADO).
- If the allegation made to a member of staff concerns the Head teacher, the designated teacher / deputy will immediately inform the Chair of Governors who will consult with the LAs Lead Officer for Child Protection (LADO).
- The school will follow the LEA procedures for managing allegations against staff, a copy of which will be readily available in the school.

WHISTLE BLOWING

We recognise that children cannot be expected to raise concerns in an environment where the staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. These concerns should be brought to the attention of the Head Teacher or Deputy Head Teacher.

PHYSICAL INTERVENTION

We acknowledge that staff must only ever use physical intervention as a last resort and at all times be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may very well be considered under child protection or disciplinary procedures. The school follows the LSCB guidelines on the use of restraint and is covered in the school Restraint Policy.

BULLYING

Our policy on bullying is set out in our school Anti – Bullying Policy and Behaviour Policy. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

RACIST INCIDENTS

Our policy on racist incidents is set out in a separate policy. It acknowledges that a single serious incident, repeated racist incidents or to allow or condone racism may lead to consideration under child protection procedures.

The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

'Children can be 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.' KCSIE (2022), paragraph

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 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. At Uxendon Manor, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak to a trusted adult or member of the inclusion team or enabling them to participate in Play therapy, Talking time sessions or ELSA (Emotional Literacy Support) sessions.

CHILDREN MISSING FROM EDUCATION

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow the procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

HONOUR BASED ABUSE

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Indicators

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBA, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. • See KCSIE (2022) page 141/142

Prevent Duty

Uxendon Manor School is committed to safeguarding, and promoting the welfare of all of our children and families. We recognise that in an ever changing and fast-moving world it is essential that we promote children's well-being, confidence and resilience, and that we provide them with up to date and age-appropriate information and signpost them to places where they can find support, where necessary.

We see protecting our children from the risk of radicalisation as part of our wider safeguarding duties, and that it is similar in nature to protecting students from other harms, whether these come from within their family or are the product of outside influences. We acknowledge the Prevent Duty and we have due regard to the need to prevent children and their families from being drawn into any illegal activity, including terrorism.

At Uxendon Manor all staff are expected to uphold the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. These values are promoted through our values and ethos, the curriculum, citizenship, assembly themes and PHSE work.

All staff have undertaken training to equip them with the necessary skills, knowledge and confidence to enable them to prevent and support children at risk of being radicalised. At Uxendon Manor our priority is on early intervention and diverting people away from risk through robust and thorough recording and reporting procedures and strong partnerships with partner agencies.

PREVENTION

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to – Circle Time, Lunchtime Clubs, Play Therapy, Talking Time, ELSA groups and the Listening Room.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help – Curriculum Map for PSHCE across the school.

- The school also has an **Online** safety policy which emphasises how children can be safe when using the Internet. Staff are trained and themes of e-safety are looked at through the curriculum and assemblies throughout the year.
- At school we have a clear policy on the use of mobile and smart technology. Amongst other things this reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.
- At Uxendon Manor School we manage this risk by:
- "When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are regularly reviewed for their effectiveness. However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, as a school we only allow Year 6 to bring mobile phones to school and these are handed to the class teacher at the beginning of the school day for safe keeping.
- Children will be kept safe when they are accessing 'online learning' whilst out-of-school.
- A requirement to 'regularly review' the effectiveness of the monitoring and filtering arrangements is included in KCSIE (2022) Paragraph 140
- The school monitors attendance and punctuality rigorously and any concerns are followed up with an initial letter from the head teacher and persistent absences are referred to the Educational Welfare Officer (EWO).

Outside agencies – working in partnership

- The school works very closely with outside agencies to support children and families. This includes health services, speech and language therapist, social care and the Educational Welfare Officer (EWO).

Safer Recruitment

- The school is committed to safer recruitment and ensures that members of staff have DBS and this is updated annually as agreed by governors.

- The school holds a single Central Record with relevant data for all members of staff.

HEALTH AND SAFETY

Our Health & Safety policy and our Educational Visits Policy is set out in separate documents. They reflect the consideration we give to the protection of our children both within the school environment and when undertaking school trips and visits away from the school environment.

Accidents and Welfare

- If an accident occurs, the child/ren are sent to the medical room. The Welfare officer then judges whether any medical attention is required. In cases when children are medically attended to, a letter is sent home to the parents and the

incident is recorded in Medical book. There is also a list of children who visit the medical room. The welfare officers are first aid trained as well as a number of other adults in various classes in the school. Where a child requires medication regularly, a meeting is held with the welfare officer and parent/carer and a plan is set out, outlining the frequency of the medication and dosage. The parent also signs a letter to consent that the welfare officer can administer the medication.

Intimate Care

- Intimate care is any care which involves carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. The school is committed to ensuring that all staff responsible for intimate care of children will undertake their duties in a professional manner at all times. Please see Intimate Care Policy for more details.

Site Safeguarding

- The school safe guards the site in a variety of ways. All entrances to the school building are secure. Access to the school site is via the main office and all visitors are expected to sign in and wear a visitor's badge. All members of the school have a fob and an identification badge which has their name and role. A weekly survey is carried out by the site manager and the fire alarm is tested on a weekly basis as well. On-going issues are raised by staff and these are recorded for the site staff to deal with. These are monitored regularly and actions and outcomes are written in response to issues.

Fire Drills

- Fire drills are carried out half termly and the findings are reported to the governors and actions are written and followed up by site staff.

Inappropriate Behaviour

- The school expects all the school community to adhere to the school's core values of Consideration, Positive Attitude and Respect. Where any visitor is causing harassment, anxiety and distress, the school will record such incidents and further action such as a ban from the school premises may be enforced.

APPENDICES

- **APPENDIX 1 – Definition & Signs – Physical Abuse (including FGM)**
- **APPENDIX 2 – Definition & Signs – Emotional Abuse**
- **APPENDIX 2a - Definition & Signs - Domestic**
- **APPENDIX 3 – Definition & Signs – Sexual Abuse**
- **APPENDIX 4 – Definition & Signs – Neglect**
- **APPENDIX 5 – Uxendon Manor Welfare Check/Core Group Record Sheet**
- **APPENDIX 6 – Prevent Duty Incident Log**

Annex B of KCISE 2022 provides additional information about specific forms of abuse and safeguarding issues.

APPENDIX 1

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?

PHYSICAL ABUSE

DEFINITION:

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 feigns 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 Uncaused syndrome by proxy.

SIGNS:

- Marks and Bruises
- Suspicious stories about how marks made
- Frequent bumps etc
- Broken Bones
- Frightened / nervous at simple movements / jumpy
- Jumping when adult raises voice
- Introverted, shy or withdrawn
- Tearful
- Poor behaviour / Bullying others
- Repeating inappropriate behaviour/ bullying
- Violent outbursts
- Hair missing
- Scratches / burns
- Stories include violent descriptions / pictures depict regularly violent scenarios
- Hitting or aggressive to other children
- Sleeping in class
- Self conscious when changing for PE
- Restless and fidgety
- Wetting / soiling them self
- Mood swings
- Little contact with other children
- Poor attendance
- Use of bad language
- Physically threatening behaviour
- Shouting

Additional signs:

CONSTANT INJURIES THAT CAN ALWAYS BE EXPLAINED / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / SELF COMFORT / VERBAL ABUSE / NON-COOPERATION / POOR HEALTH / UNKEPT / FEAR OF ADULTS / ABSENCES / STRANGE BEHAVIOUR AFTER WEEKENDS OR HOLIDAYS / FORGOTTEN PE KIT / FLINCHING IN RESPONSE TO SUDDEN MOVEMENTS / FREQUENT MEDICAL APPOINTMENTS / DO NOT WANT TO GO HOME AT THE END OF THE DAY / UNABLE TO FORM RELATIONSHIPS WITH ADULTS / SELF PROTECTION / GUARDING / LACK OF EYE CONTACT / CONSTANTLY ILL WITH NO REAL SYMPTOMS / FEARFUL OF ADULTS

Appendix 1 Cntd

FEMALE GENITAL MUTILATION (FGM) IS PHYSICAL ABUSE

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF FGM?

DEFINITION:

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is against the law except when performed by a registered medical profession on medical or mental health grounds. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.

SIGNS

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Fracture or dislocation of legs/arms as a result of restraint
- Spend long periods of time away from a classroom during the day with bladder or menstrual problems
- Severe pain in groin area
- Haemorrhage
- Being withdrawn - emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends);
- Urinary infections
- Detached / isolated
- Change in physical appearance/dress & body language
- Withdrawn aggressive
- Unable to form relationships with adults
- Changes in attitude, personality or behaviour
- Changes in interaction with others
- Feelings shown through writing or art work
- Peer group problems
- Extremes of emotion
- Underachieving

Any suspicions of a child at risk of having or having had FGM must be reported immediately to the Head teacher or Designated teacher for Safe guarding. Girls aged 5 to 8 years are most risk.

APPENDIX 2

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?

EMOTIONAL ABUSE

DEFINITION:

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 insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone. Children witnessing domestic abuse between the parents or carers is also emotional abuse.

SIGNS:

- Low self esteem
- Withdrawn / frightened / shy
- Secretive
- Makes little eye contact
- Emotionally finds it difficult to maintain relationships with peers and adults
- Jumpy or stuttering during conversations with adults
- Cries a lot / very sensitive
- A Loner
- Pictures use mainly dark colours
- Stealing
- Mood swings
- Lack of concentration
- Very quiet, speaks little
- Poor social skills
- Bullies others
- Very unsettled
- Anti-social behaviour
- Lack of confidence

Additional signs:

WETTING / SOILING / SELF HARM / SELF COMFORT / ROCKING / CHANGE IN APPETITIE / UNDEACHIEVEMENT / TIMID / TEARFUL / ANOREXIC / BULIMIC / DO NOT WANT TO GO HOME AT THE END OF THE DAY / ATTENTION SEEKING / CHANGES IN STANDARD OF WORK / DEPRESSION / INTROVERTED / WITHDRAWN / CHANGES IN RELATIONSHIPS / NO FRIENDS / HARD TO MAKE FRIENDS / NEEDY / CLINGY / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / WITHDRAWN AGGRESSIVE / CHANGES IN ATTITUDE, PERSONALITY OR BEHAVIOUR / CHANGES IN INTERACTION WITH OTHERS / PEER GROUP PROBLEMS / EXTREMES OF EMOTION / ALIEN TO PRAISE

APPENDIX 2a

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF DOMESTIC ABUSE?

DOMESTIC ABUSE IS EMOTIONAL ABUSE

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF DOMESTIC ABUSE?
DEFINITION: Domestic abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. A child who is subjected to domestic abuse either through directly observing it or is exposed to its effects is affected emotionally and is under a lot of stress.

SIGNS

- Disproportionate reactions (overly apprehensive, tearful, angry or fearful)
- Withdrawn or quiet
- Negative relationships with opposite sex (children and peers)
- Aggression or bullying
- Tantrums
- Vandalism
- Problems in school, truancy,
- Difficulty with speech problems that were not there before
- Difficulties with learning
- Attention needing
- Struggle to make or keep friendships
- Reluctance to come to school
- Reluctance to go home with parents
- Aggressive comments or language (sometimes not expected for that age)
- Self-harming
- Nightmares or insomnia
- Bed-wetting
- Anxiety, depression, fear of abandonment
- Feelings of inferiority
- Constant colds, headaches, mouth ulcers, asthma, eczema
- Seem afraid or anxious to please
- Need for constant acceptance
- Be possessive over friends or belongings

Additional signs:
CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / SELF COMFORT / VERBAL ABUSE / NON-COOPERATION / / UNKEPT / FEAR OF ADULTS / ABSENCES / STRANGE BEHAVIOUR AFTER WEEKENDS OR HOLIDAYS /EXTREME RESONSES TO CORRECTION/ FLINCHING IN RESPONSE TO SUDDEN MOVEMENTS / FREQUENT MEDICAL APPOINTMENTS / DO NOT WANT TO GO HOME AT THE END OF THE DAY / UNABLE TO FORM RELATIONSHIPS WITH ADULTS / SELF PROTECTION / GUARDING / LACK OF EYE CONTACT / CONSTANTLY ILL WITH NO REAL SYMPTOMS / FEARFUL OF ADULTS

APPENDIX 3

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?

SEXUAL ABUSE
DEFINITION:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

SIGNS:

- Hides under clothes / baggy clothes
- Inappropriate physical contact with other chn
- Withdrawn / shy
- Aggressive to chn of the opposite sex
- Scared of others
- Don't like being touched
- Touch themselves or others
- Won't change for PE
- Very quiet or loud
- Use of sexual language
- Stories or drawings include sexual connotations
- Exposing self
- Hesitate when wanting to talk to teacher
- Soiling/ wetting / stains on underwear
- Repeated Urine problems
- Re-enacting sexualised behaviour as part of play
- Bruising
- Sexually specific behaviour or / and language
- Abusive to other chn
- Little physical contact, finds hugs touches difficult will move away.

Additional signs:

SEXUAL PLAY – HOME CORNER / PLAYGROUND / INAPPROPRIATE / PROVOCATIVE SEXUAL LANGAUGE / MEDICAL DIFFICULTIES / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / MASTERBATION / ANOREXIC / BULIMIC / SELF HARMING / DO NOT WANT TO GO HOME AT THE END OF THE DAY / SECRETIVE / WITHDRAWN / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / UNABLE TO FORM RELATIONSHIPS WITH ADULTS

APPENDIX 4

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF NEGLECT?

NEGLECT

DEFINITION:

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the 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.

SIGNS:

- Child smells, clothes are dirty, hair un brushed
- Appears unhealthy but is always in school when unwell
- Low attendance – EWO involvement
- No Breakfast
- Is unfamiliar with basic routines of feeding self and toileting etc
- Always hungry
- Late before and after school
- Attention seeking / needs praise to feel confident
- Poor hygiene, does not know how to use toilet properly
- Angry
- Parents have little contact with school. Do not attend parents evening
- Homework not completed / PE kit repeatedly forgotten
- Correct clothes not worn to school i.e. not warm enough in winter, not cool enough in summer
- Steal things
- Come to school on their own when they are too young
- Lying
- Older siblings care for younger chn and take on the parent role.
- Cries a lot
- Makes slow progress
- Packed lunch does not provide child with a balanced diet
- Over eats at lunchtime
- Untidy / unkempt
- Parents do not follow up medical requests form school i.e. need for eyes to be tested.
- Instability in family, different carers/ boyfriends
- Sleeps in class / Goes to sleep late little routine at home

Additional signs:

INADEQUATE PACKED LUNCH / UNKEMPT / CRUFFY / SLEEPING DURING LESSONS / OVERLY TIRED / REPEATED HEALTH PROBLEMS THAT GO UNCHEACKED OR ARE NOT DEALT WITH / HEADLICS / RINGWORM NOT DEALT WITH AND CONSTANTLY REOCCUR /DISORGANISED / ATTENDANCE / PUNCTUALITY (END & BEGINNING OF DAY) / DO NOT WANT TO GO HOME AT THE END OF THE DAY / OVERWEIGHT / UNABLE TO FORM RELATIONSHIPS WITH ADULT / CONTENT OF WRITING OR DRAWING / UNDERACHIEVING

APPENDIX 5

UXENDON MANOR SCHOOL
Vista Way
Kenton
HA3 0UX
02089075019

UXENDON MANOR SCHOOL WELFARE CHECK / CORE GROUP

NAME OF CHILD			
DATE OF BIRTH		YEAR GROUP	
ADDRESS			
INFORMATION REQUESTED BY			
DATE			
ACADEMIC PROGRESS AND ACHIEVEMENT			
BEHAVIOUR AND SOCIAL RELATIONSHIPS			
ATTENDANCE & PUNCTUALITY			
CONTACT WITH PARENTS / CARERS			
ANY SPECIFIC INCIDENTS OR MATTERS OF CONCERN			
ADDITIONAL INFORMATION REQUIRED			
CLASS TEACHER SIGNATURE		DATE	
DTCP SIGNATURE		DATE	

APPENDIX 6

Prevent Duty Incident Log

Child(ren)'s Full Name(s): _____

Date(s) of Birth: _____

Name of Contact Parent/Carer: _____

Contact Address:
_____

Brief Description of Incident	**Date:**
Action Taken	**Date:**
Follow Up	**Date:**

Signatures

Staff Member/ Teacher Designated Person

_____
Date:

Headteacher/Senior

_____
Date: