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1. POLICY STATEMENT AND PRINCIPLES

The school's safeguarding arrangements are inspected by Ofsted under the judgments for personal development, behaviour and welfare, and leadership and management.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and directors and are shared with each placing authority's safeguarding children board (LSCB).

Policy principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in a child protection issue will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents/carers and other partners

Terminology

- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- **Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Child** includes everyone under the age of 18.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents

2. SAFEGUARDING LEGISLATION AND GUIDANCE

Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The Teacher Standards 2012 state that teachers, including Head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The statutory guidance Working Together to Safeguard Children (2017) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.

The statutory guidance Keeping Children Safe in Education (2016) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 (as amended by SI 2012/2962) and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. All staff should read Part One of this guidance and staff can find a copy on the shared drive, in the policies file in the main office and on the website.

Research suggests that around 10 per cent of children will suffer some form of abuse, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

3. ROLES AND RESPONSIBILITIES

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children by providing a safe environment in which children can learn and also by identifying concerns, sharing information and taking prompt action. In order to fulfill 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.

All staff members should be aware of systems within school which support safeguarding and these

are explained to them as part of staff induction. This includes:

- the safeguarding and child protection policy
- the staff Code of Conduct)
- the role of the designated safeguarding lead
- what to do if you are worried a child is being abused – Advice for Practitioners

Copies of policies and a copy of Part one of Keeping Children Safe in Education should be provided to staff at induction.

All schools should appoint a member of the senior leadership team to coordinate child protection arrangements.

The Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with updates every two years
- acts as a source of support and expertise to the school community
- provides support to staff members to carry out their safeguarding duties
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of LSCB procedures
- leads the school's work on the Prevent Duty
- has an understanding of locally agreed processes for providing early help and intervention
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- where children leave the school, ensures the child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB

- ensures that all staff sign to indicate that they have read and understood the Safeguarding & Promoting the Welfare of Children Policy
- ensures that the Safeguarding & Promoting the Welfare of Children Policy is regularly reviewed and updated annually
- liaises with the Chief Executive Officer and Executive Head as appropriate
- keeps a record of staff attendance at child protection training
- makes the Safeguarding & Promoting the Welfare of Children Policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- works with the Executive Head to ensure cases concerning a member of staff are referred appropriately to the Designated Officer and/or the Disclosure and Barring Service (DBS)
- ensures that a referral is made to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence

The Deputy Designated Safeguarding Lead is appropriately trained and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The Chief Executive Officer and Directors ensure that the school:

- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description
- has a Safeguarding & Promoting the Welfare of Children Policy and procedure, including a staff code of conduct, that is consistent with statutory requirements, reviewed annually and made available publicly on the school's website or by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Executive Head or Head of Education and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children
- develops a training strategy that ensures all staff, including the Executive Head and Head of Education, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with statutory requirements. The DSL receives refresher training at two-yearly intervals

- ensures that all temporary staff and volunteers are made aware of the school's arrangements for child protection
- ensures that the school contributes to inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how pupils may be taught about safeguarding, including online as part of a broad and balanced curriculum

The Chief Executive Officer is responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Executive Head or Head of Education.

It is the responsibility of the Directors to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with national guidance and take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Local Safeguarding Children Boards (LSCB)."

The Executive Head and Head of Education:

- ensure that the Safeguarding & Promoting the Welfare of Children Policy and procedures are implemented and followed by all staff
- allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaise with the Local Authority Designated Officer where an allegation is made against a member of staff
- ensure that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

4. ABUSE OF TRUST

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

All school staff have read and signed the staff code of conduct (see appendix) which reflects the school's values and ethos.

5. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

All children attending Eagle House School have special educational needs and as such, are more at risk of abuse.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled
- young carers
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying, including cyber bullying
- vulnerable to living in temporary accommodation
- vulnerable to living transient lifestyles
- vulnerable to living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to being involved directly or indirectly in child sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM), forced marriage, gender based violence/violence against women and girls (teachers **must** report any disclosures of FGM immediately to the police and DSL)
- vulnerable to gangs and youth violence
- vulnerable to fabricated or induced illness
- vulnerable to faith abuse
- vulnerable to mental health problems
- privately fostered
- vulnerable to radicalisation (all staff must take the PREVENT duty on-line training annually)
- vulnerable to youth produced sexual imagery (previously known as sexting)
- vulnerable to trafficking

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs as required.

6. MISSING CHILDREN

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions (see Attendance Policy, Pupil Missing from Education Procedure).

7. HELPING CHILDREN TO KEEP THEMSELVES SAFE

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

8. SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (DSL) who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies

9. COMPLAINTS PROCEDURE

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Executive Head and CEO. An explanation of the complaints procedure is included in the Safeguarding Information Booklet for Parents and the Safeguarding Information Booklet for Pupils.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

10. IF YOU HAVE CONCERNS ABOUT A COLLEAGUE

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle blowing policy (which can be accessed on the shared drive and in the staff handbook) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

11. ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be referred to the Head of Education or Executive Head. Where there are concerns about the Head of Education or Executive Head this should be referred to the CEO or Directors.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)*.

Staff, parents and directors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

12. ALLEGATIONS AGAINST PUPILS

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

13. STAFF TRAINING

It is important that all staff have safeguarding training on an annual basis to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff at all levels within the organisation will receive an explanation during their induction, which includes the school's Safeguarding & Promoting the Welfare of Children Policy, reporting and recording arrangements, the staff code of conduct, what to do if they are worried a child is being abused document and details of the DSL. All staff will receive training that is updated annually and the DSL will receive training updated at least every two years, including training in inter-agency procedures.

Key staff involved in the recruitment of staff will undergo Safer Recruitment on-line training every 2 years.

Supply staff will be given the school's Supply Staff information, which can be found in the school admin office. Other visitors will be supervised at all times and will be required to wear a visitor's badge.

14. SAFER RECRUITMENT

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2016) and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- provide evidence of their right to work in the UK
- be interviewed

The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding & Promoting the Welfare of Children Policy and identification of their child protection and safeguarding training needs.

All staff sign to confirm they have received a copy of the Safeguarding & Promoting the Welfare of Children Policy.

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers will undergo checks commensurate with their work in the school and contact with pupils.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's policies and procedures.

Contractors

The school checks the identity of all contractors working on site, only uses registered companies and asks for them to wear ID whilst on site. The Schools' Business Office holds records of DBS checks where appropriate. Eagle House School ensures that any contractor, or any employee of the contractor, who is to work at the school has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) is required. Under no circumstances should a contractor be allowed to work unsupervised, or engage in regulated activity, if checks have not been obtained.

15. SITE SECURITY

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. Visitors such as contractors who work on site during the pupil day are escorted or supervised while on site.

16. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own Safeguarding & Promoting the Welfare of Children Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

17. PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them

18. ONLINE SAFETY

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's online safety policy, which can be accessed on the shared drive and website, explains how we try to keep pupils safe in school. Cyberbullying and youth produced sexual imagery by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media. . For further information about the use of mobile phones and tablets see the Online Safety policy.

Staff are not allowed to communicate electronically with pupils, or befriend parents via social networking sites.

19. CHILD PROTECTION PROCEDURES

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse is a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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

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. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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 Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and

emotional health. It may also be linked to child trafficking, which means *“the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or of a position of vulnerability, the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.*

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

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); or
- ensure access to appropriate medical care or treatment.

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

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2017).

Prevention of Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The Counter-Terrorism and Security Act 2015 places a duty on education and other children’s services providers... “to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Schools and colleges are listed in the Act as partners of the panel.

Eagle House School follows the statutory Prevent guidance, which summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies in order to prevent the risk of students becoming radicalised.

If there is a concern that a student may be vulnerable to radicalisation, the DSL should refer them to Channel.

Female Genital Mutilation

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia.

FGM is illegal in the UK and is classed as an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls. Since October 2015, all regulated health and social care professionals and teachers in England and Wales are required to make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her, or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and 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.

From: Multi-agency statutory guidance on female genital mutilation (2016)

'Honour-based' Violence

'Honour-based' violence (HBV) 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 HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts 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 HBV, or already having suffered HBV.

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

Peer on Peer Abuse including Bullying

There may be many forms of abuse that can occur between peers and we need to assess and address any reported incidents very carefully, due to the special needs associated with ASD. Such incidents are rare due to the high levels of supervision. These issues are discussed more fully in our Peer on Peer Abuse Policy. While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedure which is available to all pupils and parents on the website. The subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head of Education and the DSL will consider implementing child protection procedures.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused

by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible and put their concerns in writing.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead (DSL).

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- show signs of hiding something

- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Role of Staff in Reporting any Concerns

It is very important that staff report their concerns immediately in writing to the DSL – they do not need ‘absolute proof’ that the child is at risk.

Staff should follow the Safeguarding Procedure in the Appendix. This tells you “How to Raise and Report a Concern” and “What to Do if a Child Discloses Information of a Safeguarding Concern.”

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated safeguarding lead or deputy, Executive Head, Head of Education or CEO (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive

- accurate
- kept no longer than necessary (see Data Protection Policy)
- processed in accordance with the data subject's rights
- secure

Record of Concern forms and other written information are stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'flagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Executive Head, Head of Education or DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the Executive Head, Head of Education and the CEO are all unavailable
- they believe they have not received a satisfactory response from the DSL and are convinced that a direct report is the only way to ensure the pupil's safety

20. SPECIAL CIRCUMSTANCES

Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. Children with SEN/autism may also fall in to the LAC category due to their needs rather than to any abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The DSL has details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Children staying with host families/Private Fostered

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. It is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child.

The school should notify the local authority of a private fostering arrangement that comes to their attention.

Information obtained from *Guidance on Private Fostering*

Some pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

Some children may be privately fostered whilst their parent/carer is elsewhere.

It may be necessary to pay extra attention and carry out more rigorous checks for a child who is privately fostered whilst their parent/carer is away. This could entail: ensuring the arrangements put in place prior to the parent/carer's departure are being adhered to; ensuring contact details are updated, used and maintained successfully; remaining vigilant to all of the usual signs and symptoms that raise child protection and safeguarding concerns and are listed in this policy. Key staff will be made aware of the new arrangements and will monitor the child's disposition to ensure they are being appropriately cared for.

21. POLICY REVIEW

It is the responsibility of the Executive Headteacher supported by the other members of the schools' Senior Leadership Teams to monitor this policy. It should be reviewed annually or when new legislation is published. The Executive Headteacher reports on school matters to the CEO/Directors.

22. RELATED POLICIES AND DOCUMENTATION

- ❖ Physical intervention and Challenging Behaviour Policy
- ❖ Behaviour Policy
- ❖ Intimate Care Policy
- ❖ Complaints Policy and Procedure
- ❖ Anti-bullying Policy
- ❖ Touch Policy
- ❖ Allegations Against Staff Policy
- ❖ Online Safety Policy
- ❖ Whistle blowing
- ❖ SEN and Disabilities Policy
- ❖ Peer on Peer Abuse Policy
- ❖ Attendance Policy
- ❖ Missing Student Policy
- ❖ Safer Recruitment Policy

❖ Grievance and disciplinary (staff handbook)

Appendices:-

- *Staff Code of Conduct*
 - *Safeguarding Procedure*
 - *Flowchart: Action when a child has suffered or is likely to suffer harm*
 - *Record of Concern Form*
-

Document:	Safeguarding & Promoting the Welfare of Children Policy
Date adopted/written:	January 2009
Last Reviewed:	July 2017
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Version:	Final



1. INTRODUCTION

At Eagle House School we are committed to creating a safe school culture that promotes equality, excellence and an environment where children and adults feel safe and valued.

We promote the core principles of respect, fairness, justice, tolerance and understanding. We recognise that everybody within the school has the right to be treated in this way but is also responsible for promoting these values in the way they work within the school.

The objectives of the code of conduct are to:

- Safeguard children
- Give staff a safe environment in which to work
- Minimise opportunities for abuse within the school environment
- Make staff feel confident to report concerns in a safe environment within appropriate levels of confidentiality
- Respond promptly to concerns which have been fully documented and will be investigated and addressed
- Create an ethos of mutual respect, openness and fairness

Despite how the subject of allegations is often portrayed in the press, malicious allegations against school employees are thankfully rare. Likewise, allegations of serious abuse are also rare.

Many allegations and concerns raised by pupils against school employees can be avoided and often arise due to the employee failing to follow good practice guidelines.

It is tempting to believe that if we have child protection procedures, undertake checks with the Disclosure and Barring Service and make our recruitment processes more robust, that children will be safeguarded. Whilst these measures are important, it is the adults surrounding the child that afford the best protection; adults who are professional, display humanity and have a sense of clear boundaries.

It is in no one's interest to engage in defensive practice or to restrict children's experiences in order to avoid an allegation; however, it is in everyone's interest, children, and adults, to ensure that children are safeguarded and, importantly, feel safe. It is also in everyone's interest that adults who work with children also feel safe, without the fear of being the subject of an allegation.

Working with children presents many challenges and can, on occasions, push tolerance to its limits. In children with autism spectrum disorders, who can exhibit high levels of anxiety, challenging behaviour is to be expected and as human beings we can feel frustration, especially on those occasions when our own defences are low. However, as professionals, we have a responsibility to develop strategies to respond effectively to these challenges and mechanisms that allow us to seek help and advice (no matter how experienced we are).

The following guidance is designed to assist. It should not be read as rules, rather as a common sense guide to working with pupils. This document provides a guide to all adults working at Eagle House School and should be read in conjunction with the school's policies and guidance on:

- Safeguarding and Promoting the Welfare of Pupils
- Behaviour Policy
- Online Safety Policy
- Physical Intervention and Challenging Behaviour Policy
- Touch Policy
- Allegations Against Staff Policy

2. THE OVERRIDING PRINCIPLES OF THIS DOCUMENT ARE AS FOLLOWS:

- The child's welfare is paramount (Children Act 1989)
- Staff working in school are responsible for their own actions and behaviour and should avoid any conduct that would lead a responsible person to question their motivation or intentions
- Staff should be seen to work with openness and transparency
- Staff should discuss any incident which could give rise for concern with their line manager as soon as possible and seek advice
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

3. PROTECTING PUPILS AND YOURSELF – GOOD PRACTICE GUIDELINES

You should be a positive role model to all pupils. In order to be such a role model, you should behave in a mature, respectful, safe, fair and considered manner. For example you must ensure that you:

- Treat all pupils equally – build positive professional relationships
- Don't carry out acts that could be considered as favouritism e.g. giving birthday cards or gifts to a particular pupil outside the normal reward systems in school
- Be aware of personal space, any physical contact should be professional
- Ensure that any physical contact is within clear boundaries and should not leave you open to any allegations of inappropriate touching (familiarise yourself with the appropriate touch policy)
- Do not embarrass or humiliate pupils
- Avoid sarcasm and do not make jokes of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature
- Do not dress in a way that could lead a responsible adult to question your conduct, intentions or suitability to care for other people's children (Refer to the Staff Handbook for appropriate dress code)
- Do not make arrangements to contact, communicate or meet with pupils or their families outside of school (this includes the use of email, text and other messaging systems including social networking sites) except for school work and professional reasons
- Do not develop 'personal' relationships

- Do inform the pupil before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid. This could be via means of visual support and giving the pupil time to process the information you are verbally giving
- Be a good listener
- Be alert to changes in pupils' behaviour
- Encourage positive, respectful and safe behaviour among pupils
- Read and understand the school's safeguarding & promoting the welfare of children policy and guidance documents on wider safeguarding issues, for example anti-bullying, behaviour, physical intervention
- Apply the use of physical intervention strategies that are deemed reasonable, proportionate and necessary only as a last resort and in compliance with school, TeamTeach guidance and Safeguarding procedures
- Refer all concerns about a pupil's safety and welfare to the Designated Safeguarding Lead (DSL)
- Talk to your line manager or Executive Head/Head of Education if you feel there is a possibility that you could lose control of your behaviour with a particular pupil

4. CONFIDENTIALITY

Staff are privy to personal information relating to children and their families. This information should be maintained confidentially. Please ensure you have read and understood the school confidentiality policy in conjunction with this code of conduct.

5. MONITORING AND EVALUATION

This code will be evaluated at least annually or when legislative change requires, in conjunction with the Safeguarding and Promoting the Welfare of Pupils Policy.

6. CONCLUSION

The code of conduct is a framework for ensuring that all staff at Eagle House School understand the requirements needed to ensure that the school is a safe, secure and stable environment for all pupils and staff. The code should be read in conjunction with other policies and procedures.

All staff are required to sign the code of conduct.

Signed:

Date:

Name: (PRINTED)

Key Personnel

At Eagle House School (Mitcham):

The Designated Safeguarding Lead (DSL) is:	Lorraine Titchener, Deputy Head of Education Email: lorraine.titchener@eaglehousegroup.co.uk Tel: 020 8687 7050
The Deputy DSL is:	Katherine Walker, Head of Education Email: katherine.walker@eaglehousegroup.co.uk Tel: 020 8687 7050
The Deputy DSL is:	Lucy Rodgers, Family Support Officer Email: lucy.rodgers@eaglehousegroup.co.uk Tel: 020 8687 7050
The SLT lead for Prevent Duty	Katherine Walker, Head of Education Email: katherine.walker@eaglehousegroup.co.uk Tel: 020 8687 7050

At Eagle House School (Sutton):

The Designated Safeguarding Team Lead is:	Martyna Sobczak-Roberts Email: martyna.sr@eaglehousegroup.co.uk Tel: 020 8661 1419
The Designated Safeguarding Lead (DSL) is:	Yvonne Gabriel Email: yvonne.gabriel@eaglehousegroup.co.uk Tel: 020 8661 1419
The Deputy DSL is:	Ruth Duggan, Deputy Head (6 th form) Email: ruth.duggan@eaglehousegroup.co.uk Tel: 020 8661 1419
The Deputy DSL is:	Yvonne Gordon, Pupil Welfare Officer Email: yvonne.gordon@eaglehousegroup.co.uk Tel: 020 8661 1419
The SLT lead for Prevent Duty	Yvonne Gabriel Email: yvonne.gabriel@eaglehousegroup.co.uk Tel: 020 8661 1419

For both schools:

The Executive Head is:	Lorraine Slee Email: lorraine.slee@eaglehousegroup.co.uk Tel: 020 8687 7050 / 020 8661 1419
The Chief Executive Officer is:	Julia Pithouse Email: julia.pithouse@eaglehousegroup.co.uk Tel: 020 8770 7788

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report and record your concern to the DSL as soon as possible and no later than the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of your concern on My Concern, which is the school’s online safeguarding recording system. If for any reason, My Concern cannot be accessed, please complete and sign a Record of Concern and hand to the DSL. If the DSL is not available, hand the signed copy to one of the deputy DSLs.
- seek support for yourself if you are distressed

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime. Appropriate whistleblowing procedures, which are highlighted in staff training and staff behaviour policies, are in place for such concerns to be raised with the school’s management team.

Where a staff member feels unable to raise the issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them (see flowchart from KCSIE 2016 in Appendix).

If staff members are unsure they should always speak to the designated safeguarding lead (DSL). In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children’s social care.

If you are concerned about a pupil’s welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to communicate. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way. **Staff should be aware that many children with autism can display behaviour which may be misinterpreted as a sign of abuse, as an example have bite marks, show outbursts of anger, wearing the wrong clothes for the weather or touching other people inappropriately. If in doubt, staff should speak to a senior colleague.**

Staff should use My Concern to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with

the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on My Concern
- seek support if they feel distressed

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Referral to children's social care

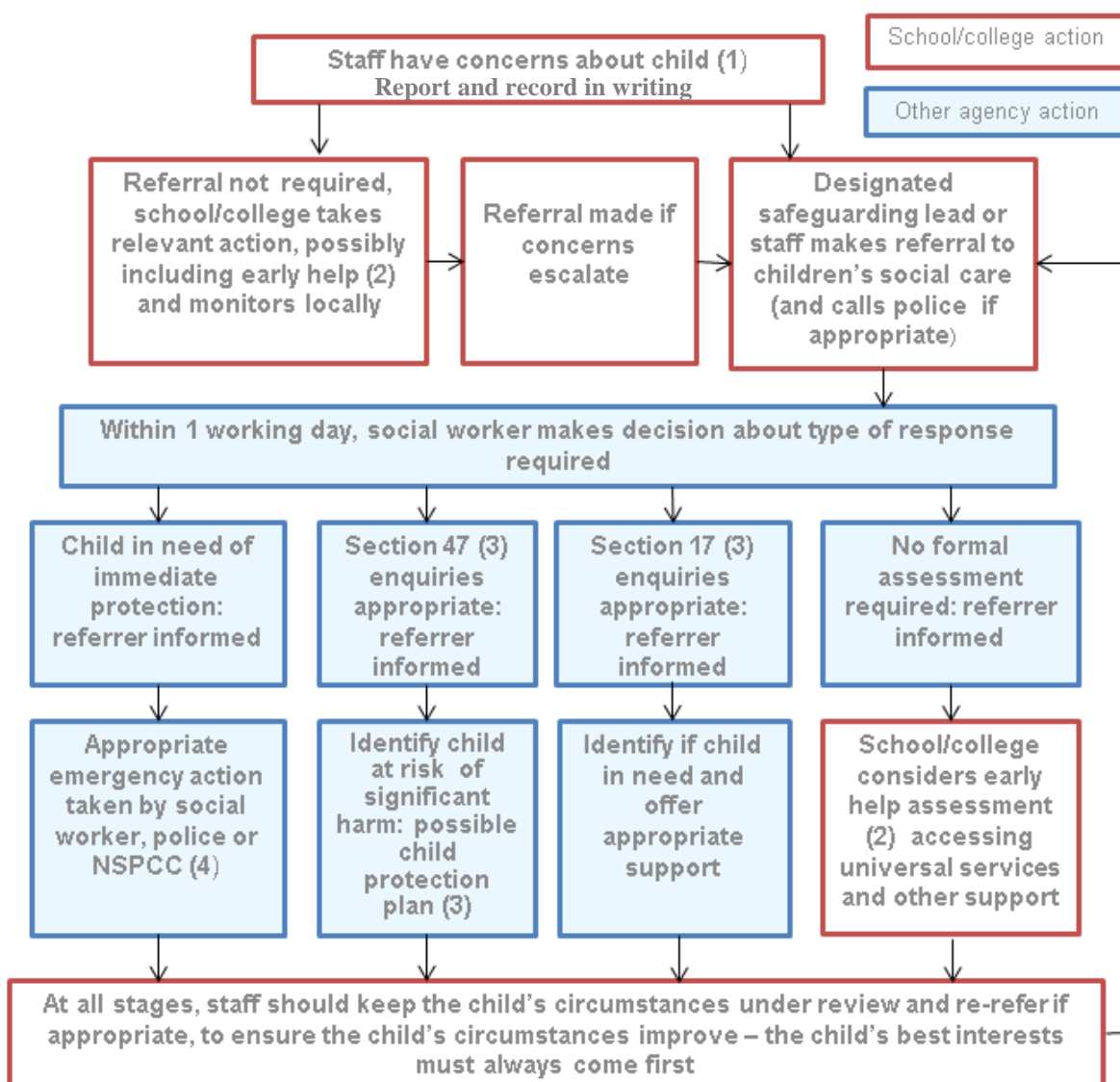
The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Flowchart:

Action when a child has suffered or is likely to suffer harm

This diagram (which has been taken and adapted from Keeping Children Safe in Education Guidance (September 2016) illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

Eagle House Group
Record of Concern - Pupil



Pupil's Name :			
Pupil's D.O.B :			
Ethnic Origin :		Gender :	Male / Female
Religion :		Disability :	Yes / No
Date and Time of Concern :			
Your Account of the Concern : (what was said, observed, reported and by whom)			
Your Response : (what did you do/say following the concern)			
Your Name :			
Your Position in School :			
Your Signature :			
Date and Time :			

**PLEASE PASS WITHOUT DELAY TO THE DESIGNATED STAFF MEMBER
 FOR SAFEGUARDING & CHILD PROTECTION**

Additional Information : (context of concern/disclosure) <i>written by safeguarding officer</i>			
Designated Staff Signature :		Date :	

Record of Concern - Follow Up:

Pupil's Name :	
Date Concern Raised :	