



Title:	Safeguarding and Child Protection Policy
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This policy has been adapted from the HSCB model policy and procedure

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1. Introduction – legislative framework

The Helix Education Centre is fully committed to meeting its responsibility to protect and safeguard the welfare of children and young people in its care. We recognise the important part we have to play in identifying children and young people at risk of abuse and neglect and in securing appropriate support for them and their families.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

1‘Children’ includes everyone under the age of 18.

This means that our school is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- Our young people have the right to be protected from harm, abuse and neglect
- Our young people have the right to experience their optimum mental and physical health
- That every child has the right to an education and young people need to be safe and to feel safe in school
- Young people need support that matches their individual needs, including those who may have experienced abuse
- Our young people have the right to express their views, feelings and wishes and voice their own values and beliefs
- Our young people should be encouraged to respect each other’s values and support each other
- Our young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our school will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need as highlighted in paragraph 43 in KCSIE 24.
- Our school will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours

All staff and visitors have an important role to play in safeguarding young people and protecting them from abuse and considering when mental health may become a safeguarding issue.

1.1 ‘A child centred and co-ordinated approach to safeguarding’

The child’s best interests will remain our paramount focus and this is best achieved by The Helix Education Centre working within the context of the following statutory duties and government guidance which require effective inter-agency cooperation:

- **Section 175** of the [Education Act 2002](#) places a statutory duty on the management committee to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

[Section 11 Children Act 2004](#) sets out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children. These arrangements are outlined within our policy and procedure so that all staff, families and the local community is provided with a clear understanding of our school's processes and commitment to safeguard and promote the welfare of children and young people in our care.

[Children and Social Work Act 2017](#) brought about a new partnership arrangement to safeguard children. [Harrow Safeguarding Partnership Arrangement oversees a collaborative approach by Harrow Safeguarding Children Board and Harrow Safeguarding Adults Board in order to promote a 'Think Whole Family' approach to safeguarding. As a relevant agency The Helix Education Centre is committed to fulfilling its statutory duty to engage with these arrangements.](#)

All staff (headteachers, teachers, support staff and management committee members) should read Part 1 of statutory guidance [Keeping Children Safe in Education September 2024](#) (KCSIE), which sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 across our service.

KCSIE incorporates a range of related responsibilities for schools and statutory duties introduced to protect children and young people, including Female Genital Mutilation and Radicalisation.

Our policy and procedure is written in accordance with KCSIE and similarly should be read by all staff. Our policy and procedure also reflects government advice [What to do if you're worried a child is being abused – Advice for practitioners](#)

It is also expected that all staff are made aware of related internal school policies including: The Pupil Behaviour Policy and The Staff Behaviour Policy (Code of Conduct).

Safeguarding update & KCSIE (Keeping Children Safe in Education 24) Training completed by all staff on the 2nd September 2024 (INSET Day).

All staff present, undertook a Safeguarding Quiz and signed the 'declaration' form to confirm their attendance and understanding of the key safeguarding areas covered

PREVENT Training refresher – completed by all staff on the 2nd September 2024

2.1 Safeguarding and Promoting the Welfare of Children at The Helix Education

KEY CONTACTS

Centre:

Role	Name	Telephone	email
Inclusion Manager & Designated Lead for Safeguarding (DSL)	Jiten Patel (Secondary, Home Tuition & Alternative Provision)	020 8353 4173	jpate110.310@lgflmail.org
Deputy Headteacher & DDSL	Awal Omar	020 8353 4170	aomar10.310@lgflmail.org
Assistant Headteacher/SENCO & DDSL	Dhanisha Tailor (Primary)	0208 353 4170	dtailor@thehelix.harrow.sch.uk
Designated Lead Governor for Safeguarding & Committee Member	Mike Baumring	020 8204 6294	mbaumring@kpjs.harrow.sch.uk
Lead for Children Looked After (CLA)	Dhanisha Tailor	020 8353 4170	dtailor@thehelix.harrow.sch.uk
Harrow LADO Lead	Rosalind South	07871 987254	rosalind.south@harrow.gov.uk

2.2 Key local contacts for safeguarding children

Harrow Children's Social Care & Multi-agency Safeguarding Hub (MASH)	'Golden Number': 020 8901 2690 Emergency Duty Team: weekends, bank holidays and between 5pm-9am during the week: 020 8424 0999
Police	101 or for immediate emergency: 999
FGM - Mandatory reporting	Police on 101
Local Authority Designated Officer for Allegations against staff (LADO – Rosalind South)	Initial referrals via MASH/Golden Number above. (For on-going cases: 020 8736 6435)
Children and Young People with Disabilities 0-25 years	020 8966 6481
Local multi-agency procedures (& links to Pan London procedures), guidance and Training: Harrow Safeguarding Children Board	www.harrowlscb.co.uk
NSPCC	0800 800 5000
Childline	0800 1111
Government's Whistle-blowing Service via NSPCC Report Line	0800 136 663
Disclosure & Barring Service	Tel: 03000 200 190 Email: customerservices@db.s.gov.uk
Teaching Regulation Authority	Tel: 020 7593 5392 Email: misconduct.teacher@education.gov.uk

MISSION STATEMENT

All staff at The Helix Education Centre understand that safeguarding children is everyone's responsibility.

We will:

- provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child
- always act in the best interests of the child, taking their wishes and feelings into account
- ensure that all staff and volunteers are recruited using robust 'Safer Recruitment' processes (See The Helix Education Centre's Safer Recruitment Procedures)
- aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, providing the lead professional in undertaking an early help assessment (See Appendix 1) and [Harrow's Early Support Offer](#).
- establish and maintain an environment where children feel respected, safe, and are encouraged to talk and be listened to when they have a worry or concern
- require any member of staff who has a concern about a child's welfare to follow the referral process set out in this document
- where there is a safeguarding concern, take the child's wishes and feelings into account at all stages of the process of intervention
- ensure that children who have been abused or neglected will be supported in line with a child protection plan

- work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and in particular, when we may need to refer concerns to other agencies
- include opportunities across the curriculum, including PSHE and IT for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help
- maintain an attitude of “it could happen here” where safeguarding is concerned

3.1 Why is this important to The Helix Education Centre?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case review have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information or sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action

This means that in our school we will:

- Identify and protect all pupils especially those identified as vulnerable pupils
- Identify individual needs as early as possible; and
- Design plans to address those needs
- Work in partnership with pupils, parents/carers and other agencies.

Our policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings.

Our management committee will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed, and on-going monitoring is undertaken.

3.2 Contextual Safeguarding

We recognise that some safeguarding incidents or behaviours are associated with wider environmental factors which relate to children and young peoples' neighbourhoods and/or online communications. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. For further information see University of Durham's [Contextual Safeguarding Network](#).

In our school our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the school safeguarding system and the wider system in which the child operates. This will be evidenced in:

- Informal and formal assessments of need/ risk for the child;
- Case discussions in DSL supervision sessions held fortnightly.

RESPONSIBILITIES

4.1 Management Committee

It is the responsibility of our Management Committee to ensure that our school complies with its legislative duties and has regard to Government Guidance **Keeping Children Safe in Education 2024** to ensure that our school's policies, procedures and training are effective and comply with the law.

This responsibility includes understanding the local criteria for action and assessment and supplying information as requested by the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group).

4.2 Our Management Committee will:

- designate a lead governor for child protection and safeguarding who will oversee the school's policy and practice and champion safeguarding issues
- nominate a member of the Management Committee (usually the Chair) to be responsible in the event of an allegation of abuse made against the Headteacher
- ensure that the school has a Designated Safeguarding Lead (DSL) within the senior management team
- ensure that policies and procedures are in place, which are compliant with government guidance and Harrow Safeguarding Partnership Arrangements. These should be reviewed annually and staff should be encouraged to contribute to their development. These should be made available publicly via the website or other means.
- ensure that all staff and volunteers access appropriate levels of child protection and safeguarding induction and training, including online safety. In addition, all staff should receive regular safeguarding and child protection updates (e.g. via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- liaise closely with the Designated Safeguarding Lead and receive regular reports in to monitor procedures and practice and ensure compliance
- ensure that staff understand the process and principles for sharing information, including the Data Protection Act and **UK-GDPR**.
- ensure that **safe recruitment procedures** are in place and are applied for all staff and volunteers to ensure suitability to work with children, including the requirement for at least one person conducting an interview to have completed safer recruitment training.
- ensure that **Allegations Management procedures** are in place and embedded across the school
- ensure that other related procedures are in place and embedded such as the Staff Code of Conduct, Safe Practice, Staff/Pupil Relationships; Acceptable use of Technologies.
- ensure that appropriate responses to children who go missing from education, particularly repeat occasions, are in place to help identify the risk of abuse and neglect, including sexual abuse or exploitation and to help prevent the risks of their going missing in future

- ensure that other related procedures e.g. FGM; Anti-bullying; Peer on Peer abuse (including sexual violence and sexual harassment); Preventing Radicalisation; Trafficking; and Modern-Day Slavery; are in place and embedded.
- ensure any deficiencies in safeguarding arrangements are remedied without delay
- ensure that staff are equipped to respond to the needs of vulnerable children including those with disabilities and those who are Looked After by the Local Authority
- ensure that the curriculum supports children in recognising and responding to risks, including on-line safety.

Our Management Committee will take a proportionate risk-based approach to the level of information provided to temporary staff and volunteers on induction.

4.3 Designated Safeguarding Lead (DSL)

Our DSL takes lead responsibility for safeguarding and child protection. Both the DSL and DDSL's are part of the Senior Leadership Team. This is explicit in these role-holder's job descriptions (See Appendix 1 for DSL role description). Our Deputy DSL's are trained to the same standard as the DSL. To meet the best needs of our service and to ensure that all children are effectively safeguarded, our service has two DSLs. In practice this means that there is always a DSL or Deputy DSL on site whilst children are present.

Whilst the activities of a DSL can be delegated to appropriately trained deputy DSLs, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.

During term time our DSLs or Deputy DSL's will always be available (during school hours) for staff to discuss any safeguarding concerns. We will ensure appropriate cover arrangements for any out of hours/ out of term activities by one DSL working during the holidays.

Our DSL and deputies will liaise with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group) and work with other agencies in line with Working Together to Safeguard Children 2023 (https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf)

This means the **DSL team in our school** will be:

- **Lead for Secondary, Home Tuition & Alternative Provision:** Jiten Patel
- **Deputy & Lead for Primary:** Dhanisha Tailor

Any steps taken to support a child or young person who has a safeguarding vulnerability must be reported to the lead DSL.

Staff, which by definition, includes visitors, management committee members, volunteers, supply agency staff, and contractors will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.

We will not disclose to a parent any information held on a child/young person if this would put the child at risk of significant harm.

We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the young person arrives.

4.4 Our DSLs will:

- Undergo training to provide them with the knowledge and skills required to carry out the role. Training should be updated every two years with regular updates (at least annually) on developments in between, e.g. via e-bulletins, Forums for DSLs, and reading time, to keep up with any developments relevant to their role.
- Act as focal point for staff concerns and liaise with the Local Authority and other agencies in accordance with Working Together to Safeguard Children 2023;
- Refer all cases of suspected abuse to Harrow Children's Social Care via the Multi-agency Safeguarding Hub (MASH)
- Refer all cases to the police where a crime has been committed

For the full Role Description for the DSLs see **Appendix 1**

4.5 What staff should look out for:

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

4.6 Thresholds for Intervention

The DSL will decide upon the most appropriate course of action and whether the concerns should be referred to Children's Social Care – refer to Harrow Thresholds Guide <https://www.harrowscb.co.uk/wp-content/uploads/2015/06/Harrow-Threshold-Guidance-Nov-20151/pdf>

If it is decided that a referral to Children's Social Care is necessary, then the parent/carer will be informed, unless it is not appropriate to do so in the event it potentially places the child at

further risk or undermine the collection of evidence e.g. obtaining forensic evidence. All concerns, discussion and decisions will be recorded in writing.

The DSL will provide guidance on the appropriate action. Options will include:

- Managing any support for the child internally via the school's own pastoral support processes;
- An early help assessment; or
- A referral for statutory services e.g. the child might be in need, is in need or suffering or likely to suffer harm

4.6 Early Help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

4.7 Children in Need

A child in need is defined under the children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. The Local Authority is required to provide support for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

4.8 Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

PROCEDURES

5.1 General

It is the responsibility of every member of staff, management committee and volunteer at The Helix Education Centre & Hospital School (at the Royal National Orthopaedic Hospital – RNOH) to know, understand and follow our Child Protection and Safeguarding Policy and Procedure. RNOH staff would report to the Named Safeguarding Nurse/Doctor or Ward Manager/Matron and if none available then they would revert to The Helix procedures. They should also read **Part 1 of KCSIE 2024**. Where safeguarding is a concern, all staff and volunteers should maintain an attitude of **'it could happen here'** and know what to look out for.

If any member of staff or volunteer is concerned about a child, he/she must inform the relevant DSL or the deputy DSL immediately. They must record information regarding the concerns on the same day via CPOMs. The written record must be a clear, precise, factual account of the observations or what has been said.

Where this involves a child protection concern, allegation, or disclosure, the DSL will make an immediate call to Children's Social Care to alert or to consult with them. The Multi Agency Referral Form will be sent by the DSL or deputy DSL.

If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from Children's Social Care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

If a member of staff disagrees about the level of concern and feels that a child has not been protected, then any member of staff can make a direct referral to Children's Social Care – refer to [HSCB Guidance on Multi Agency Resolution of Professional Disagreements](#) Within one working day of a referral being made, Children's Social Care should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the DSL as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following the [HSCB Guidance on Multi Agency Resolution of Professional Disagreements](#) to ensure that their concerns are addressed and, most importantly, that the child's situation improves.

5.2 When concerned about a child

All staff and volunteers should be aware that the main categories of abuse include, Physical, Emotional, Sexual Abuse and Neglect (see Appendix 4). Training should equip staff to help identify the indicators of harm. For example, if in an abusive relationship a child may:

- appear frightened of a parent or others in the household e.g. siblings;
- appear frightened of someone outside of the home, including a peer. This includes within the school setting;
- act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and cultural backgrounds);
- display insufficient sense of boundaries or lack stranger awareness;
- appear wary of adults and display a 'frozen watchfulness' or appear noticeably withdrawn.

5.2* Where a child is on 'dual registration or as a guest pupil', all safeguarding concerns will be reported to the (Host) school's DSL in a timely manner. Any subsequent referrals to be made to Harrow Children Services will be the responsibility of the host school unless circumstances dictate otherwise, where the DSL at The Helix Education Centre will be responsible in following through with set procedures (i.e. submitting a referral to MASH/consulting the duty social worker for urgent matters) and keeping the host school's DSL updated.

5.3 Dealing with a disclosure

If a child discloses that he or she has been abused or neglected, the member of staff or volunteer should:

- listen to what is being said without displaying shock or disbelief, allowing the child to talk freely and at their own pace;
- take what the child says seriously;
- reassure the child, but do not make promises, particularly about maintaining confidentiality – it might be necessary to refer to other agencies;
- reassure the child that they were right to tell someone;
- listen and only ask questions when it is necessary to obtain clarification;
- remain objective and not prejudge an alleged perpetrator;
- make a written record as soon as possible, using the child's language when relaying what they said (do not include the personal opinion of the note taker);
- pass the information to the DSL without delay.

5.4 Confidentiality and Communicating with Parents

All staff in schools have a responsibility to share relevant information in response to child protection concerns or Children in Need with other specified professionals, particularly investigative agencies i.e. Children's Social Care and the Police.

If a child confides in you and requests that the information is kept secret, it is important to tell the child in a sensitive manner and appropriate to their development that you cannot promise complete confidentiality. Explain what you will do next and that information will only be shared with those who need to know in order to help.

Staff/volunteers who receive sensitive information about children and their families should therefore only share information with appropriate professionals.

Parents should be made aware of our Safeguarding and Child Protection Policy and Procedure and its availability on our website.

Parents should be informed prior to referrals being made to other agencies, unless to do so might place the child at further risk or cause evidence to be removed or destroyed. The DSL will ensure that our school's information sharing arrangements comply with government guidance (see section 6 Information Sharing).

Any written communications containing sensitive information must only be sent to other professionals on a need to know basis, using secure mail processes e.g. secure email.

5.5 Record Keeping

When a child protection concern has been identified, reported or disclosed, the member of staff receiving this information should:

- make brief notes as soon as possible. Use the school's CPOMs to record concerns
- not destroy any original notes – these are sometimes required by a court;
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- complete the body map to indicate the position of any visible injuries (i.e. do not undress the child beyond outer clothing that would normally be removed at school)
- record statements and observations rather than interpretations or assumptions;
- make a record of all concerns, discussions and decisions made, and the reasons for those decisions. If in doubt about recording requirements, staff should discuss with the DSL.

- sign and date your notes

All notes and records must be sent to the relevant DSL promptly via CPOMs,

The DSL will ensure that all safeguarding records are managed in accordance with the [Education \(Pupil Information – England\) Regulation 2005](#).

5.6 Transfer of files

When a child leaves our school, our DSL will ensure that their child protection file, if they have one, is transferred securely to the new school or college as soon as possible and ensure that the relevant member of staff in the new establishment is made aware. For further Guidance see [Guidance on the Transfer of a Child Protection or Safeguarding File to another education setting – July 2017](#)

5.7 Retention of Record

The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child Protection files will only be destroyed when the pupil reaches their 25th birthday. We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with UK-GDPR protocols.

INFORMATION SHARING

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The Data Protection Act 2018 and the UK General Data Protection Regulation (UK-GDPR) do not prevent or limit the sharing of information for the purposes of keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Further advice can be found on the Information Commissioner's Website and in particular the [ICO Guide to Data Protection](#) which includes guidance on the UK-GDPR.

The DfE has also published [Information Sharing Advice for Safeguarding Practitioners](#).
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

This document includes the seven golden rules to information sharing:

1. Remember that the UK General Data Protection Regulation (UK-GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the UK-GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

All staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to Children's Social Care.

SAFER WORKFORCE

7.1 Safer Recruitment

The Helix Education Centre has a separate Safer Recruitment Policy which specifies how all staff and volunteers must be recruited, following robust recruitment and selection process, including DBS and thorough reference checks.

The aims of the Safer Recruitment policy are to help appoint the most suitable people to work with our pupils and to deter, reject or identify people who might harm pupils or are otherwise unsuitable to work or volunteer in our school.

7.2 Induction

All staff must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction. As such, this includes management committee members and volunteers in particular.

Our staff induction process will cover:

- The Safeguarding & Child Protection policy;
- The Behaviour Policy;
- The Staff Behaviour Policy (sometimes called a Code of Conduct);
- The safeguarding response to children who go missing from education:
and
- The role of the DSL (including the identity of the DSL and any deputies).

Copies of policies and a copy of part one of the KCSIE-24 document is provided at staff induction. Staff should read Part one of KCSIE 24 and Annex B. Those with incidental contact with children can read Part A. Professional Difference link <https://www.harrowscb.co.uk/london-gp/challenge-and-escalation/> (called Challenge & Escalation)

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

Training

In order to safeguard and promote the welfare of children effectively, it is crucial that members of staff are able to recognise children who may be at risk of harm and can respond appropriately to protect them and promote their welfare. Safeguarding Children training is mandatory for all Helix employees and Management Committee members regardless of their role and responsibility and must be reviewed annually as part of the appraisal process. The Named Nurse at the RNOH will support managers in identifying the correct level of training needed for the job role.

7.3 Safer working practice

All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. The Helix Education Centre's Code of Conduct and Guidance for Safer Working Practice forms part of our School's compulsory training for all staff and volunteers. Click here for further [Guidance for safer working practice for those working with children and young people in education settings](#) (Addendum April 2020).

7.4 Managing allegations against staff and volunteers

Any allegation against a member of staff or volunteer, as described below, must be reported to the Headteacher without delay, unless the Headteacher is the subject of the allegation - when the Chair of the management Committee must be informed (where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer at the local authority (referred to as the LADO), via the Multi-agency Safeguarding Hub (MASH)). For RNOH staff, the policy document and the RNOH (Managing Allegations against Staff Policy) must be followed:

Where a member of staff or volunteer may have:

- 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; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

In addition, we ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the *Sexual Offences Act 2003*.

Our school will also ensure that any member of staff facing an allegation will be provided with support, including a named contact if they are suspended. We will work effectively with the LADO to help ensure that the matter is dealt with as quickly, fairly and consistently as possible in the interests of all concerned.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. Confidentiality should not be promised and information should be shared on a 'need to know' basis only.

An immediate written record of the allegations should be made, including time, date and place where the alleged incident took place, with brief details of what was said to have happened. This record should be signed and immediately passed on to the Headteacher (or Chair of Management Committee if the allegation is made against the Headteacher).

The Headteacher or Chair of Management Committee will not investigate the matter but will consult the LADO via MASH.

Whilst recognising our duty to support staff, the welfare of our pupils remains our paramount consideration.

Our school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. We recognise our legal duty to refer to the DBS and any other relevant professional body details of anyone who has harmed or poses a risk of harm to a child. For further details on the management of allegations against staff, please refer to https://www.londonsafeguardingchildrenprocedures.co.uk/alleg_staff.html?zoom_highlight=allegations+staff#5.-responding-to-an-allegation-or-concern-%E2%80%93-the-role-of-the-employer in line with The Helix Education Centre's Safer Recruitment Policy.

8.0 PHYSICAL INTERVENTION / POSITIVE INTERVENTION

Our school's policy on physical intervention and positive handling by staff is set out separately. It complies with the [DfE's guidance on use of reasonable force](#). This policy states that staff may only use reasonable force, meaning no more force than is needed to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Headteachers and other authorised trained staff can use such force/restraint as is reasonable in the circumstances to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, mobile phones or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

Where the use of force is necessary, plans and reasonable adjustments should be made for disabled children and children with special educational needs.

Any use of force or restraint must be recorded and signed by a witness. The parent/carer will be informed of the incident. **See separate 'Positive Handling Policy'**

All staff in Primary & Secondary provisions are up to date on 'Positive Handling' Training following a yearly refresher on the 4th Sept 24

9.0 WHISTLE-BLOWING

All staff and volunteers at our school should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by our Senior Leadership Team.

All staff and volunteers are to be made aware of their Whistle-blowing responsibilities promptly report any concerns in the interests of protecting children and staff from poor practice and or unsuitable behaviour. This includes the requirement to self-disclose any personal information which may impact on their suitability to work in an education setting.

Where internal reporting arrangements are viewed not to have been taken seriously or with sufficient rigour, any member of staff can raise concerns externally if the matter is not resolved by the Headteacher or Chair of Management Committee e.g. via the Local Authority's Designated Officer for Managing Allegations; the HSCB or the Government's Whistle-blowing report line: **0800 028 0285** or help@nspcc.org.uk

10.0 SUPPORTING VULNERABLE CHILDREN

We recognise that without appropriate intervention and support, abuse or witnessing violence may have an adverse impact on children which may last into adulthood.

Our school will support pupils through:

- curricular opportunities to encourage self-esteem and self-motivation;
- an ethos that actively promotes a positive, supportive and safe environment and values the whole community;
- liaison with other agencies which support the pupil such as Social Care and Child and Adolescent Mental Health Services (CAMHS);
- our school's behaviour policy will support vulnerable pupils in the school. Our staff will agree a consistent approach that focuses on the behaviour of the child but does not damage the pupil's sense of worth.

10.1 CHILDREN LOOKED AFTER (CLA)

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We will ensure that our staff has the skills, knowledge and understanding necessary to keep looked after children safe, including children who were previously looked after.

In particular, we will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Our staff will obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. Our Designated Teacher for Children Looked After (CLA) will obtain details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The Designated Teacher for CLA will work with the Virtual School Head and the Personal Adviser to promote the educational achievement and welfare of existing and previously Looked After Children. For further information see [Role and Responsibilities of the Designated Teacher](#) and [Promoting the Education of Looked After Children](#).

11 ONLINE SAFETY / FILTERING & MONITORING SYSTEMS

Our Online School Policy is set out in a separate document. We ensure that we have effective mechanisms to identify, intervene in, and escalate any incident where appropriate.

Online safety is included in our curriculum at all levels and information is also provided to parents/carers.

All staff are made aware of the school policy on online Safety which sets our expectations relating to:

- creating a safer online environment – including training requirements, filters and monitoring;
- giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line;
- inspiring safe and responsible use and behaviour;
- safe use of mobile phones both within school and on school trips/outings;
- safe use of camera equipment, including camera phones; and
- what steps to take if you have concerns and where to go for further help

Staff must read the Online Safety policy in conjunction with our KCSIE Code of Conduct in relation to personal online behaviour.

Filtering & Monitoring Systems provide a safe environment to learn and work by protecting pupils and staff from harmful and inappropriate content online. What's seen to be harmful will depend on each pupil.

At The Helix Education Centre, and in line with KCSIE 24, all staff will:

- Follow policies and procedures
- Report any problems
- Monitor what's happening on screens

Our DSL takes lead responsibility for filtering and monitoring reports and any safeguarding concerns that appear (via BEESAFE).

Senior Leadership Team makes sure staff understand their roles, reviews the effectiveness of our systems and oversees reports, whilst the schools' IT service provider [WIBIRD} has technical responsibility for maintaining and managing our internal systems.

12 CHILD ON CHILD ABUSE

Child-on-Child abuse is most likely to include, but may not be limited to as per paragraph 30 via KCSIE 24:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or

videos (also known as sexting or youth produced sexual imagery)

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

The Helix Education Centre believes that all children and young people have a right to attend school and learn in a safe environment free from harm by adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse.

12.1 BULLYING

Our school's policy on the prevention and management of bullying (including on-line bullying) is set out in a separate document and is reviewed annually by the governing body. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to considerations under child protection procedures.

We recognise that children can also be vulnerable to physical, sexual and emotional bullying and abuse by their peers or they may be the perpetrator of such behaviour. We will always address such abuse seriously, involving partner agencies where required. We will remain alert to the possibility that a child or young person who has harmed another may well also be a victim. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action.

12.2 CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

At The Helix Education Centre, we recognise that sexual violence and sexual harassment can occur between children of any age and sex. It may occur online and offline and can be complex. We also recognise the new criminal offence of 'Up skirting' (taking a picture under a person's clothing without them knowing), with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

We will ensure that all such matters are taken seriously, and that appropriate action is taken to address the issue, including the provision of support. Sexual violence or sexual harassment will not be passed off as 'banter' or just 'part of growing up'.

In response to such a report our school will:

- reassure the victim that they will be taken seriously, and they will be supported;
- respond in line with our safeguarding procedures outlined in sections 5 of this document;
- where a concern includes an online element, follow DfE guidance: [Searching, screening and confiscation at school](#) and UKCCIS advice [Sexting in schools and colleges](#). Adults should not view sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery. See [Guidance on Suspected Indecent Imagery for Staff](#) and Appendix 12
- if possible, manage any such reports with two members of staff present (preferably the DSL being one of them).

Where there has been a report of sexual violence, our DSL will make and record an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the DSL will consider the need for a risk assessment on a case-by-case basis.

The risk and needs assessment will consider and keep under review:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them

Our DSL will engage with children's social care, the police and specialist services as required. Any risk assessments undertaken by the other agencies/services will be used to inform our school's own risk assessment.

Important considerations:

- the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages and developmental stages of the children involved;
- any power imbalance between the children e.g. age differential, disability or learning difficulty
- if the alleged incident is a one-off or a sustained pattern of abuse;
- any on-going risks to the victim, other children, adult students or staff; and
- other related, contextual issues e.g. in the community/local environment
- if both the alleged perpetrator and victim are still attending the same school, how best to keep them at a reasonable distance apart (including on transport).

12.3 MANAGEMENT OF SEXUAL VIOLENCE/HARASSMENT CASES

Where appropriate, the management of such cases will be agreed with in consultation with children's social care and/or the police or other specialist service. There are four possible routes – **all** underpinned by the principle that such behaviour is **never acceptable and will not be tolerated**:

Manage internally - In some case of sexual harassment, e.g. one-off incidents, it might be appropriate to handle the incident internally, perhaps through utilising our behaviour and bullying policies and by providing pastoral support.

Early Help – Providing early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referrals to children's social care – Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to children's social care, who will determine whether any of the children involved are in need of protection or other services. Referring to children's social care should not delay our school from taking immediate action to protect the victim and other children. However, we will ensure that any such actions do not jeopardise a statutory investigation.

Reporting to the Police – Any report to the police will generally be in parallel with a referral to children's social care. Where a report of rape, assault by penetration or sexual assault is made, the matter should be passed on to the police. If the alleged perpetrator is under ten (below the age of criminal responsibility), the principle of reporting to the police remains. The police will take a welfare approach, rather than a criminal justice approach.

The school will consult the police and agree what information can be disclosed to staff and others and in particular to the alleged perpetrator and their parents/carers. They should also discuss the best way to protect the victim and their anonymity.

With all routes outlined above, it is vital that all concerns, decisions and reasons for decisions are recorded (written or electronic).

Bail conditions – The term ‘Released Under Investigation’ (RUI) will apply where circumstances do not warrant the application of bail to either re-attend on a particular date or include conditions preventing activity or in some cases ensuring compliance with an administrative process.

In all cases, our school will work with children’s social care and the police to manage any implications and to safeguard children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

Throughout any criminal process taking place, the police will help and support the school as much as they can – within the constraints of any legal restrictions.

The end of the criminal process – if a child is convicted or cautioned for a sexual offence and remains in school, expectations regarding their future behaviour and any restrictions must be made clear.

Safeguarding and supporting the victim – victims may not disclose the whole picture immediately. They should be asked if they would find it helpful to have a designated trusted adult to talk to about their needs and have choice about who this is. In response to any stress they may experience, flexible or alternative arrangements for their education may need to be considered. We will do everything we reasonably can to protect the victim from bullying and harassment to ensure that they continue to receive a suitable education.

Safeguarding and supporting the alleged perpetrator – Any child will likely experience stress as a result of being subject of allegations and any associated negative reactions by their peers. We will respond proportionately, recognising that the alleged perpetrator may have unmet needs as well as potentially posing a risk of harm to other children. These behaviours may be a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice as appropriate from children’s social care, specialist sexual violence services and the police.

If the alleged perpetrator moves to another educational provision, our DSL will ensure that relevant staff at the new provision are made aware of any ongoing support needs and any potential risks to other children and the staff.

SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES

13.1 CHILDREN AND THE COURT SYSTEM

Guidance is available for when children are required to give evidence in **criminal courts** [5-11 year olds](#) and [12-17 year olds](#).

Making arrangements for children via the **family courts** following separation can be stressful and entrench conflict in families. The Ministry of Justice has launched useful online guidance [Get help with child arrangements](#) (also known as contact, access or custody).

13.2 CHILDREN WITH DISABILITIES OR SPECIAL EDUCATIONAL NEEDS

Our school is committed to ensure that children with disabilities or special educational needs have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-disabled children. We recognise that disabled children do however require additional action because they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments.

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care and provide the appropriate level and type of pastoral support.

13.3 CHILDREN WITH A FAMILY MEMBER IN PRISON

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) (National Information Centre on Children of Offenders) provides information to support professionals working with offenders and their children, to help mitigate negative consequence for those children.

13.4 CHILD SEXUAL EXPLOITATION (CSE)

CSE 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. Exploitation can also happen on-line.

Our school will support the multi-agency activity to combat these crimes and help to divert and support any young pupils affected by CSE. We will follow the HSCB protocol for identifying and managing cases of CSE and promote the use of the HSCB's [SAFEGUARD Identification Tool](#) Identification tool in our child protection training. Also see section 'Child on Child Sexual Violence and Sexual Harassment.

13.4.1 OFSTED Review of Sexual Abuse in Schools, April 2021:

Key findings:

- Sexual abuse and online abuse is prevalent- for some children incidents are a commonplace they see no point in reporting them
- There are significant barriers to disclosure. Girls are reluctant to talk about sexual abuse, fearing reputational damage or being branded a 'snitch'.
- Language matters: current guidance does not reflect the language the young people use, particularly for online sexual abuse. Sexting is an outdated term.
- PSHE/RE curriculum: Generally pupils are rarely positive about the PSHE they have received, they felt it was too little, too late. Staff often lack confidence in delivering the new curriculum.

Recommendations:

School leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, The Helix Education Centre 'will be alert' that sexual harassment and online sexual abuse could happen in our setting, even when there are no specific reports, and put in place a whole-school approach to address them. This will include:

- a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This will include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
- high-quality training for teachers delivering RSHE
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated

13.5 CHILD CRIMINAL EXPLOITATION, GANGS AND YOUTH VIOLENCE

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a disproportionate impact on a pupil or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm.

Additionally, and in line with KCSIE 24, all staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. Staff should exercise **professional curiosity** and know what to look for as this is vital in the early identification of abuse or neglect. It is also important that staff determine how best to build trusting relationships with children and young people which facilitate communication.

For further information refer to government guidance [advice to schools on gangs and youth violence](#) and [Preventing serious violence: a multi-agency approach](#).

Support for young people affected by gang association can be obtained via [London gang exit](#)

13.6 COUNTY LINES

This is a geographically widespread form of criminal activity involving drug networks or gangs that groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural or seaside areas. Missing episodes can be an important identifying factor, where the victim may have been trafficked for these purposes. In close

working relationship with our local MASH a referral to the National Referral Mechanism will be considered for any such concerns.

Further advice can be obtained from Home Office guidance [Criminal exploitation of children and vulnerable adults - county lines](#)

13.7 DOMESTIC ABUSE

Our school recognises the immediate and long-term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.

Any notifications received from the police/MASH of domestic abuse incidents, will be promptly reviewed by our DSL. This will enable our school to respond appropriately to the impact on the child/young person and to share any additional information with MASH to assist in the overall identification and assessment of risk

Additionally, and in line with KCSIE 24, domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

13.8 SO CALLED 'HONOUR-BASED' VIOLENCE (HBV)

HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community e.g. female genital mutilation, forced marriage, and breast ironing. All related concerns will be referred to our DSL, who as appropriate, will activate safeguarding procedures.

13.9 FEMALE GENITAL MUTILATION (FGM)

In our school we recognise that whilst there is not necessarily an intention to harm a girl through FGM, the practice has serious short and long term medical and psychological implications. We are committed to work with families, partner agencies to promote understanding and safeguard pupils who may be at risk of this practice.

We aim to work sensitively with community groups where this may be a cultural belief and practice, however we will act to safeguard and promote our pupils welfare where required and will fulfil our duties under the *Female Genital Mutilation Act 2003* (as inserted by section 74 of the *Serious Crime Act 2015*). This places a statutory duty upon teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under 18.

Where it is suspected that a girl is at risk of FGM being undertaken then normal child protection procedures must be followed.

Further information can be found in:

[Multi-agency statutory guidance on female genital mutilation](#) and
[Mandatory reporting of female genital mutilation - procedural information](#)

13.10 FORCED MARRIAGE

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to Honour Based Violence.

Our school recognises that it has an important role in safeguarding children from forced marriage by educating pupils about the law and their rights and in identifying signs of risk. Further information can be found in [Government Guidance on Forced Marriage](#)

13.11 HOMELESSNESS

Our staff will alert the DSL of families becoming or at risk of becoming homeless, so that the DSL can refer to housing services at the earliest opportunity. Indicators for the risk of homelessness can include debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Duties introduced under The Homelessness Reduction Act 2017 shift focus to early intervention. For further information refer to [Homeless Reduction Act Factsheets](#).

13.12 CHILDREN ABSENT FROM EDUCATION OR MISSING FROM HOME AND CARE

The Helix Education Centre will fulfil its statutory duty in notifying the local authority when removing a pupil's name from the admission's register outside of the normal transition points. We will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority before deleting their name from the register. We will also notify the local authority within five days of adding a pupil's name at a non-standard transition point. Work around attendance and children missing from education will be co-ordinated with safeguarding interventions.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

It is important the school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future (KCSIE 24)

When one of our pupils goes missing from home or care we will contribute to the police and local authority's efforts to identify and locate the child by completing the [Grab Pack for a](#)

[Missing Child](https://www.harrow.gov.uk/downloads/file/29176/cme_policy_2024.pdf). For further, please refer to Harrow guidance - [Children Missing Education](https://www.harrow.gov.uk/downloads/file/29176/cme_policy_2024.pdf) https://www.harrow.gov.uk/downloads/file/29176/cme_policy_2024.pdf

This means that in our school we will:

- Hold two or more emergency contact numbers for each pupil.
- All our attendance work will liaise closely with the DSL
- We will adapt our attendance monitoring on an individual basis to ensure the safety of each young person at our school
- Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of pupils that would be considered 'missing'.
- We will work closely with MASH, CME (Child Missing from Education Team), School Admissions Service, and the EHE (Elective Home Education Team)

ELECTIVE HOME EDUCATION (EHE)

Where a parent/carer has expressed their intention to remove a child from our school roll with a view to educating at home, we will continue to liaise with the Local Authority and other key professionals with the view to coordinating a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan, again, we will work to ensure our local authority reviews the plan, whilst working closely with parents and carers. (KCSIE 24)

13.13 PREVENTING RADICALISATION

Our school recognises that protecting children from the risk of radicalisation is a part of our wider safeguarding duty to protect children from significant harm. Some young people may be more vulnerable to being groomed and this fact can be exploited by extremists. The internet and use of social media have become major factors in the radicalisation of young people and our school's E-safety policy and curriculum embeds understanding of these particular risks.

From 1st July 2015, specified authorities including all schools (and since 18th September 2015 all colleges) are subject to a duty under the Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people from being drawn into terrorism.

This duty is known as the Prevent duty. [Protecting children from radicalisation: the prevent duty](#) provides guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism. **All staff** at The Helix Education Centre are subject to a yearly training refresher on 'PREVENT'

Our school will help to identify young people at risk and work with local partnership arrangements including the **Channel Programme** to help support and divert any young people from associated harm: Click here for further guidance [Channel Duty Guidance](#)

We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/NeoNazi/White

Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school's safeguarding duty.

All staff within our school will be alert to changes in a young person's behaviour or attitude which could indicate that they are in need of help or protection.

We will use specialist online monitoring software, which in this school is called AB Tutor which is a tool used by the ICT teacher/Lead for Online Safety, to monitor usage by pupils.

Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.

Additionally, please refer to The Helix Education Centre's 'Preventing Radicalisation and Extremism Policy'.

13.14 PRIVATE FOSTERING

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At The Helix Education Centre we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face. See links for information on what constitutes [private fostering](#) and details of [The Children Act 1989: private fostering](#).

13.15 SUBSTANCE MISUSE

Pupils: We recognise the clear role our school has to play in preventing drug misuse as part of our pastoral responsibilities. We will provide age appropriate information on drugs and alcohol and tackle problem behaviour, working with local partners to prevent drug or alcohol misuse. For further guidance refer to [DfE and ACPO Drug Advice for schools](#). (ACPO has changed to the National Police Chiefs' Council).

Parental Substance Misuse: Substance misuse (drugs or alcohol) may impact on parental capacity and can significantly exacerbate other concerns such as domestic violence or mental health issues. We will remain vigilant in identifying and supporting pupils and their families facing such issues, and work in collaboration with other agencies where necessary to prevent significant harm.

Also, refer to The Helix Education Centre's Substance Mis-use Policy

13.16 MENTAL HEALTH

Pupils: Our school seeks to promote positive mental health in our pupils and to identify and address those with less severe problems at an early stage and build their resilience. We are also committed to identifying and supporting pupils with more severe needs and to help make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary. For further information refer to government guidance on [mental health and behaviours](#) to identify and support pupils whose behaviour suggests they have unmet mental health needs.

Parental Mental Health: We recognise that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to

supporting such families and will endeavour to identify those who would benefit from early help from local services and work with them to avoid any adverse impact on their children. For further guidance refer to [Parental mental health](#)

13.17 TRAFFICKING AND MODERN DAY SLAVERY

The Helix Education Centre will remain alert for children trafficked into the country who may subsequently be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, Traveller or migrant families – who collectively go missing from school. For further government guidance refer to [Safeguarding Children who may have been trafficked practice guidance](#).

13.18 YOUNG CARERS

With so many adult responsibilities, young carers often miss out on opportunities that other children and young people have to play and learn. We in school, are uniquely placed to identify and respond to concerns and 'triggers' where children and young people may require additional help as carers. We will aim to respond early with our own pastoral support and where appropriate seeking help from local authority support services for young carers.

13.19 CULTURAL ISSUES

As a school, we are acutely aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, faith and belief on the part of their parent, carer or wider community.

APPENDIX 1 – ROLE DESCRIPTION FOR DESIGNATED SAFEGUARDING LEAD

Management committees should delegate to the Headteacher to appoint an appropriate member of staff to the role of designated safeguarding lead.

This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions, inter-agency meetings, contribute to the assessments of children – and/or to support other staff to do so.

Any deputy DSL should be trained to the same standard as the DSL, but the ultimate lead responsibility for child protection remains with the DSL.

Managing referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a crime may have been committed to the Police as required.

Working with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group (CCG))
- Liaise with the Headteacher to inform him of issues especially on-going enquiries under *section 47* of the *Children Act 1989* and police investigations;
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead (DSL), along with all other staff members, undertakes a yearly 'PREVENT' awareness refresher as stated earlier.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;

- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK-GDPR);
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school, college or Alternative Provision;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The Designated Safeguarding Lead should:

- ensure the school's child protection policies are known, understood and implemented appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Management Committee regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Transfer of child protection files

When a child transfers to another school or college, the DSL should inform the receiving education institution within five school days that a child protection/ safeguarding file exists. The receiving school should routinely ask the previous school if a child protection/safeguarding file exists, for all transfers. The original child protection/safeguarding file must be passed on either by hand or sent recorded delivery, separate from the child's main school file, within five school days from notification. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. Parents should not be used as couriers for such files. [Guidance on the Transfer of a Child Protection or Safeguarding File to another education setting - July 2017](#)

Availability

During term time, the DSL or deputies should always be available (during school hours) for staff to discuss any safeguarding concerns. Whilst generally speaking, the DSL or deputies would be expected to be available in person, it is a matter for individual schools, working with the DSL to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/during term time.

APPENDIX 2 – CAUSE FOR CONCERN FOR (INCLUDING BODY MAP)

Recording Form for Safeguarding Concerns for external professionals

Regular visiting and all external professionals are **required** to complete the green form enclosed and pass it to our DSL (JP – Jiten Patel) for Secondary, Home Tuition & Alternative Provision and for Primary to (Dhanisha Tailor – DDSL/Asst Head/SENCO) in a **timely manner** if they have a safeguarding concern about a child or young person in our provision.

Full name of child	Date of Birth	Year Group	Your name and position in school

Nature of concern/disclosure		
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.		
Time & date of incident:		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Was there an injury? Yes / No</td> <td style="width: 50%; border: none;">Did you see it? Yes / No</td> </tr> </table>	Was there an injury? Yes / No	Did you see it? Yes / No
Was there an injury? Yes / No	Did you see it? Yes / No	
Describe the injury:		
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No		
Was anyone else with you? Who?		
Your signature: Time form completed: Date:		

Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance

Officer

Police

School Nurse
Children's
Services

EIS

Other

Date:

Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral Lead

Child

Person who recorded disclosure

Staff Group

Date information shared:

(Cross reference with briefing notes)

Further Action Agreed:

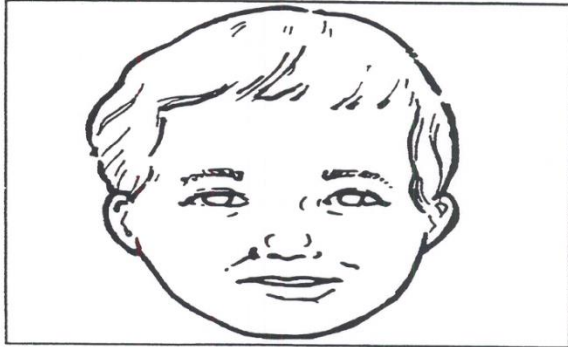
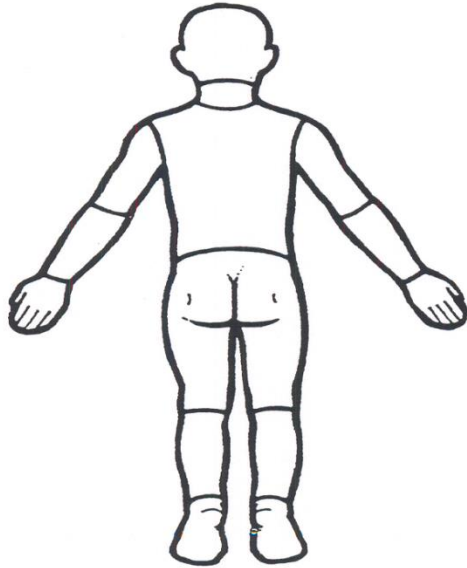
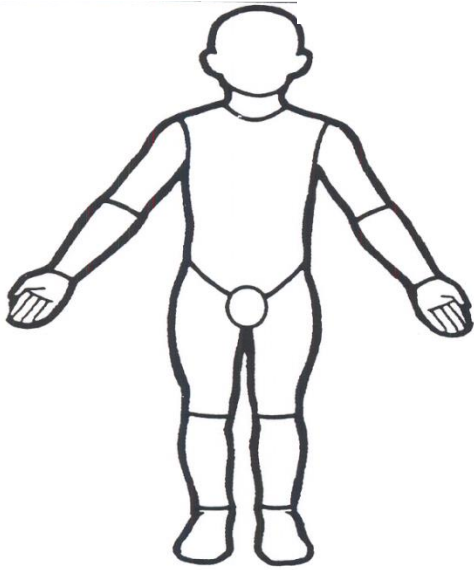
e.g. School to instigate a Family Support Process, assessment by Children's Services

Full name:

DSL Signature:

Date:

Older Child



Appendix 3 Types of Abuse and Neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: 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.

Emotional abuse: 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 cyberbullying), 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 maltreatment of a child, although it may occur alone.

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. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: 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.

APPENDIX 4 – INDICATORS OF HARM

Physical Abuse

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

Indicators in the child:

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin). Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive – a child does not put on weight and growth and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

Scars

A large number of scars and scars of different sizes and ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanation provided for an injury

Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties; may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes

Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment 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 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 the 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 or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self esteem
- Air of detachment – “don’t care” attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious

Indicators in the parent

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators of in the family/environment

- Lack of support from family or social network
- Marginalised or isolated in the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

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 or 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 need.

Indicators in the child

Physical presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies/diarrhoea
- Unmanaged/untreated health/medical conditions including poor dental health
- Frequent accidents or injuries

Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialisation

Emotional/behavioural presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators in the family/environment

- History of neglect in the family
- Family marginalised or isolated by the community
- Family has history of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

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.

Indicators in the child

Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation

- Makes a disclosure
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm – eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention/concentration (world of their own)
- Sudden changes in school work habits e.g. truanting
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

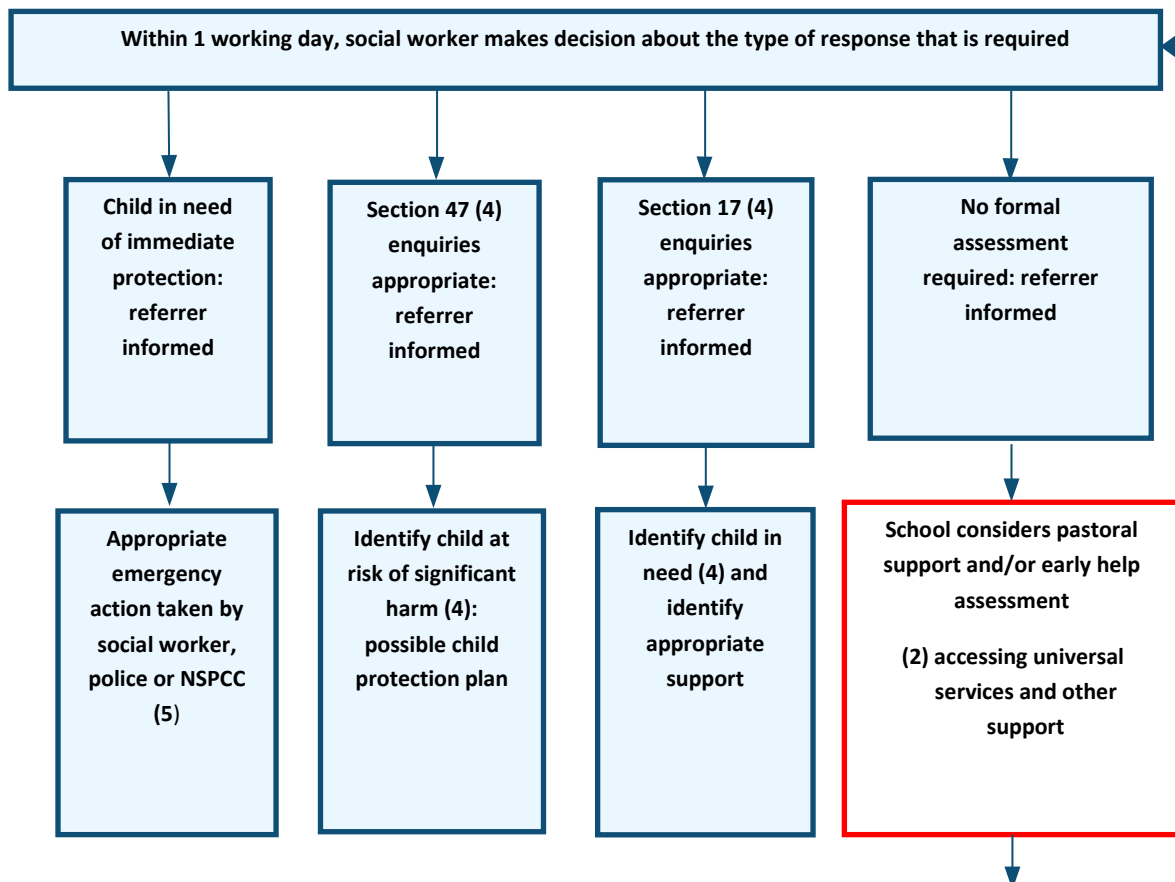
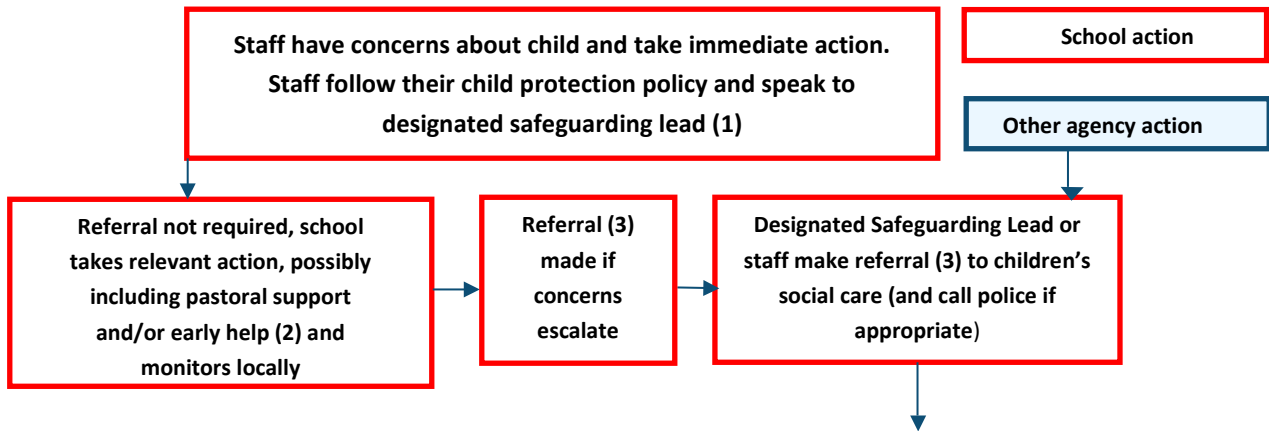
Indicators in parents

- Comments made by the parent/carer about the child
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators in the family/environment

- Marginalised or isolated by the community
- History or mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Family member is a sex offender

APPENDIX 5 - ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD IN OUR PROVISION



Staff should do everything they can to support social workers.

At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-REFER if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

APPENDIX 6 – KCSIE CODE OF CONDUCT FOR SAFER PRACTICE

- (1) In cases which also involve a concern or 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) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

Introduction

All education settings are required to have a clear and effective **Code of Conduct for Adults** working in the setting.

This document provides a guide for all adults working in schools (including staff, governors, volunteers and visitors) about acceptable and desirable conduct to protect both pupils and adults. It refers to and complements other policies and guidance in the school, including:

- Child Protection and Safeguarding Policy, including the safeguarding response to children who go missing from education
- School Behaviour Policy
- School policy on physical interventions
- School ICT policy
- Record keeping policy/procedure

This policy reflects the requirements set out in 'Keeping Children Safe in Education 2024', and is based upon the attached DCSF document 'Guidance for Safe Working Practice for Adults Who Work with Children and Young People (education version) March 2022', in which useful examples of acceptable and unacceptable conduct, together with discussion of the issues raised can be found. <https://www.ruthgorse.leeds.sch.uk/trqa-website-content/uploads/2022/03/GSWP-Feb-2022-1.pdf>

In particular all adults working in schools should keep the following statements from 'Keeping Children Safe in Education' in mind:

- Everyone who comes into contact with children and their families has a role to play in safeguarding children
- All school and college staff have a responsibility to provide a safe environment in which children can learn
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child
- All adults working in the school must know who the Designated Safeguarding Lead is in the school, be familiar with the school's child protection and safeguarding policy, and understand their individual responsibilities to safeguard and protect children and young people. They must also be aware of the **Allegations Against Staff Procedure** and the role of the Headteacher and Chair of Management Committee in these circumstances.

In addition, the Teachers' Standards 2021:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf (which apply to maintained schools) state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession and in the reputation of the school as part of their professional duties.

Basic principles

- Adults working for (The Helix Education Centre) are responsible for their own actions and behaviour and should avoid any conduct which would lead a reasonable person to question their motivation or intentions
- Adults working for THEC must work and be seen to work in an open and transparent way
- Adults should discuss and/or take advice promptly from their line manager or another senior member of staff about anything which could give rise to concern. This would include for example reporting infatuations by a pupil for themselves or another member of staff, to ensure that such situations can be handled promptly and sensitively
- The THEC will keep a record of any such incident and of decisions made/further actions agreed, in accordance with the school's record keeping policy
- Staff should apply the same professional standards regardless of gender or sexuality
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

As a general principle, when thinking about taking any course of action with a pupil or other child, adults should ask themselves the following questions:

- *Is this needed to meet the pupil's needs?*
- *Is there a professional reason for me to do it?*
- *Can I do it in a way that is safe for both the pupil and for me?*

Only if the answer to all three questions is YES should the adult take the course of action.

All staff and visitors to The Helix Education Centre must:

Be familiar with and work in accordance with the school's policies, including in particular:

- Child Protection & Safeguarding
- Behaviour
- Physical Intervention

- Lone Working Policy
- Internet Safety
- Health and Safety
- Use of Photography and Video
- Whistleblowing – within the school and external e.g. direct contact with the Designated Officer or via the NSPCC Report Line <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line> or call on 0800 136 663 or email help@nspcc.org.uk;
- Provide a good example and a positive role model to pupils
- Behave in a mature, respectful, safe, fair and considered manner. For example, you must ensure that you are not sarcastic, and do not make remarks or 'jokes' to pupils of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature
- Do not embarrass or humiliate children
- Do not discriminate favourably or unfavourably towards any child. For example, treat all pupils equally – never build 'special' relationships or confer favour on particular pupils or members of their family
- Do not give or receive (other than token) gifts unless arranged through school
- Ensure that your relationship with pupils remains on a professional footing
- Adhere to THEC's Advisory Dress Code (ratified February 2016)

For example, you must:

- Only touch pupils for professional reasons, and when this is necessary and appropriate for the pupil's wellbeing or safety (more guidance on this is set out in the DfES 'Guidance for Safe Practice' referred to above)
- Not behave in a way that could lead a reasonable observer to question your conduct, intentions or suitability to care for other people's children
- Not make arrangements to contact, communicate or meet with pupils outside your work (this includes use of email, text and other messaging systems)
- Not develop 'personal' or sexual relationships with pupils. In particular your attention is drawn to the provisions of the Sexual Offences Act 2003, which creates a criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child, or causes or incites that child to engage in or watch sexual activity)

Exceptional circumstances

If in exceptional circumstances a member of staff needs to deviate from expected practices (e.g. in an emergency having to transport a child alone), they must always seek to notify and consult a senior member of staff in advance or as soon as practicable afterwards. The rationale for taking this action must be recorded and submitted to the Headteacher.

APPENDIX 7 – COMMUNICATIONS AND INFORMATION SHARING PROTOCOL

The schools protocol has been developed in collaboration with schools in Harrow as key partners with Harrow Children's Services.

The protocol has been designed to formalise communications and information sharing between schools and children's services. Effective communications and information sharing between these two partners is vital in safeguarding vulnerable children and this document is designed to create shared set of expectations.

- All discussions with children or families with regards to educational provision to be had in conjunction with the school or college and no promises to be made by the LA worker that creates a false expectation in relation to Education or support from social services.
- LA worker to make contact with school within 5 days of their allocation to a young person.
- LA to regularly update structure charts and share with schools, so that schools have details of LA workers and their managers.
- Schools to include managers in emails to LA workers.
- LA worker or their manager to respond to emails from a school within 48 hours.
- Schools to escalate issues to Head of Service if matters are not dealt with in a reasonable timescale.
- All communications to be courteous and respectful of professional's experience and status.
- All institutions to follow their data protection policies and be compliant with UK-GDPR. Forwarding email chains to be avoided unless necessary. The best practice is a new email to the relevant colleague.
- Requests for information from LA should be responded to within 24 hours.
- LA workers to give schools five days' notice of meetings where possible although there may be exceptional circumstances where meetings are called at short notice.
- LA workers to pre-arrange visits to schools although there may exceptional circumstances where meetings are called at short notice.
- LA workers to provide proof of identity when they visit schools. Schools to accept a photographic Harrow Council ID badge as proof of identity and evidence of enhanced DBS check (please see council website).

APPENDIX 8 – LATE COLLECTION OF PRIMARY CHILDREN

The Helix Education Centre has robust systems in place to ensure that there is an accurate record of contacts and contact telephone numbers for parents/carers as well as details of emergency contacts in the event that the primary contact is unavailable. During the admission process, parents/carers are asked to provide two contact numbers. These records should be reviewed regularly and updated to avoid delay in making contact with the parent or emergency contact should an event arise. Parents/carers are provided with information as to what they should do if they are unable to collect a child on time and what the school's responsibilities are and what action will be taken in the event that a child is not collected.

Should a child not be collected from school, the procedural flowchart below should be followed.

- All reasonable efforts must be made to contact the parent on the number given. This should include calls, voice messages & text messages with clear explanation of the time and event.
- All reasonable efforts must be made to contact the emergency contact if the parent/carer is unavailable. This should include calls, voice messages & text messages with clear explanation of the time and event.
- Translation services should be used if needed for text messages
- In the event of no contact, a home visit should be undertaken to the home address (staff resources permitting)

If the home address has been visited and parents/carers are unavailable or there are concerns about parent/carer ability to safeguard their child and it is believed that the child may be at immediate risk of harm, then the DSL should make contact immediately with Children Services.

Record of actions should be made by all agencies and followed up in a MASH referral to Children's Services. School recording should be completed and kept by the DSL.

Please note: Children should not be released to the care of persons who are not competent because of alcohol or drugs. Safeguarding procedures should be followed and referral to Children's Social Care and the Police should be actioned.

Regular late collection of a child could be an indicator of other safeguarding concerns. As a result, formal records should be kept by school of parents who arrive late to collect their child (date, times, explanations, etc.) to aid potential future contact with Children's Social Care:

End of school day
If parent/carer does not present at school to collect the child, the child should return into the school building where he/she can be supervised by school staff. Check with the school office whether the parent/carer has contacted school to advise they will be late.
+ 10 minutes
If no contact has been received from parents/carers, school should attempt to phone parent/carer to ask them to collect the student. School should also try all emergency contacts for the child. If school has the consent of the parent/carer, the child could be taken home (dependant on having two suitable members of staff available and the school's health and safety / transportation regulations being met)
+ 30 minutes
Continue to try and contact parent/carer and emergency contacts leaving voice messages and text messages clearly stating the time and event. Where age appropriate, check with the child if they have any additional contacts who could be telephoned by school. School should try to identify alternative arrangements for a student in line with the

parent/carer's recorded wishes. Older brothers and sisters could be considered suitable carers dependent on their age / competence.

An older child who expects to be collected on that particular day but often does go home independently could, after reasonable enquiries, be permitted to make their own way home (do they have a key, will there be anyone at home, phone calls to alternative adults, etc.)

+ 45 – 60 minutes

Continue to try and contact parent/carer. If suitable staff have been identified within the school, consider a visit to the family home to ascertain if someone is available to come and collect the child.

Should a named responsible adult arrive at any point, seek an explanation for the delay and record such explanations. Dependent on this explanation, a referral to Children's Social Care should be discussed with the adult. A discussion about what may happen if late collection with no notification becomes a more regular occurrence should also take place. Persistent late collection from school may be an indicator of other concerns. An unknown adult to the school cannot collect any student without permission of the parent/carer- this must be obtained before the child can be collected by an adult unknown to the school. Verbal permission may be sought.

+ 60 - 90 minutes

Consider contacting Children's Social Care and the Police. Advise that you have an abandoned child at your school. Have names, addresses and contacts ready. Explain what steps you have already taken to locate a responsible adult for the child. CSC and the Police may pass any useful information back to enable school to assist in locating the parent/carers. Notice of actions should be left at the home address.

Child should remain in school where he/she feels safe and with staff he/she knows and trusts so there is no additional stress to the young person. In liaison with school staff, Children's Social Care should try to identify a placement with a person known to the child. If no placement can be identified then the child may be placed in a foster placement as they have been technically abandoned. Notice of actions should be left at the home address.

APPENDIX 9 - ABSCONDING PROCEDURES

The purpose of these procedures is to set out clearly for all stakeholders, the process that will take place should a child abscond from school.

To abscond is to 'leave without permission'.

Under section 3 of Health and Safety at Work Act (1974) and in Common Law, schools owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

At induction, parents/carers and students are notified of or procedures regarding absconding.

Primary PRU procedures:

If a student is seen at the school gate attempting to leave within the school day, the office should alert a member of SLT to deal with this.

Internal absconding e.g. the leaving of a classroom or the building to enter the playground or the leaving of the playground to enter the wider school grounds will be dealt with using our Behaviour Policy and Procedures and using the individual pupil's risk assessment. Staff will alert SLT for assistance and parents/carers notified and the behaviour logged on SIMs. If a pattern develops, then a meeting will be held with parents/carers and next steps decided for the safety of all students and staff.

Where a present pupil is found to have left the school premises without authorisation, the same procedures as Secondary will be followed but police will be notified after parent/carer has been informed without exception due to the complex needs of our Primary students.

Where a pupil attempts or is seen to be leaving the school premises without authorisation the following procedures should be followed:

- Two staff members must follow the student to the perimeter fence or gate and must make attempts to persuade to stay in the school using de-escalation strategies (note, the strategy may be to stay with the child but not communicate with them) SLT to be informed immediately.
- Primary staff have the mobile phone in the playground at all times in case of emergency
- At all times, staff must be aware that active pursuit may encourage the student to leave the immediate vicinity of the school and may cause the student to panic, possibly putting themselves at risk. The individual student's risk assessment and knowledge of that student should be used at all times to determine the safest course of action. The student may need to be removed from a fence and escorted by a hold using two staff members.
- If a student does leave the immediate vicinity of the school, the student should be followed (this may be at a distance) by at least one staff member with a mobile phone; the parent/carer should be contacted to state that if the staff member/s believe the student is putting themselves at risk, then the police will be called. Again, using the knowledge of that child, staff may physically escort back to school if it is safe to do so.
- SLT may also direct another member of staff to follow in a vehicle (adequate insurance permitting)
- If staff lose sight of the pupil, the police will be notified and parent/carer informed of this
- If the student returns to the premises on own accord (parent/carer/police notified) and when student is calm, the incident will be discussed and next steps identified. A

written report will be kept on SIMS and all relevant professionals notified.

- Risk assessments will be adapted as needed
- If this pattern of behaviour becomes a high level of risk then it may be decided for the child's education to be continued in the home environment to ensure the safety of that child

Secondary PRU Procedures:

If a student is seen at the school gate attempting to leave within the school day, the office should alert a member of SLT (at the earliest opportunity) to deal with this.

Where a present pupil is found to have left the school premises without authorisation, the following procedures will be followed:

- Staff member to inform Headteacher or member of Senior Leadership Team
- SLT member to organise a search of site (e.g. one staff member may search whilst a member of SLT locates using CCTV)
- If pupil has left premises without authorisation, then school office or Attendance Officer to phone parent/carer immediately to inform of action
- DSL to inform (SSO – Safer School's Officer/or call 999) where necessary, and at the earliest opportunity
- Consideration will be given as to whether the search should be extended beyond the school perimeter. This decision will take into account knowledge of the child and the level of risk. For some children, this decision may require the contacting of the police.
- Any staff who leave school grounds must take a mobile phone and be contactable – best practice would be for two staff members to search
- Once pupil has been found and all parties, including parent/carer notified of this, then SLT member will use their professional judgement to outline the response towards the child and the support the child will require in the future.
- A written comment will be kept on SIMs and all relevant professionals notified.

Where a pupil attempts or is seen to be leaving the school premises without authorization the following procedures should be followed:

- Staff must follow the student to the perimeter fence or gate and must try to persuade to stay in the school.
- If the student is known to be high risk and the staff member/s would be at risk to prevent the pupil leaving the premises, then the parent/carer should be notified of this and the student allowed to leave. This absencing must then be followed up on the student's return.
- School may ask parents/carers or the individual student to notify the school of them returning home in certain cases
- At all times, staff must be aware that active pursuit may encourage the student to leave the immediate vicinity of the school and may cause the student to panic, possibly putting themselves at risk. The individual student's risk assessment and knowledge of that student should be used at all times to determine the safest course of action.
- If a student does leave the immediate vicinity of the school, SLT must be informed to organise a course of action. The student should be followed (this may be at a distance) by at least one staff member with a mobile phone; the parent/carer should be contacted to state that if the staff member/s believe the student is putting themselves at risk, then the police will be called.
- SLT may also direct another member of staff to follow in a vehicle (adequate insurance permitting)
- If staff lose sight of the pupil, SLT will make the decision as to how to take matters further which will take into account the age of the student and nature of the incident that led to the absconding. This may require the contacting of the police depending on the level of risk involved to the student or contacting parent/carer.
- If the student returns to the premises on own accord (parent/carer notified) and when

student is calm, the incident will be discussed and next steps identified. A written report will be kept on SIMS and all relevant professionals notified.

1:1 Tuition in a Public Setting Procedures:

Where a present pupil is found to have left a 1:1 tuition session without authorisation, the following procedures will be followed:

- Tutor to inform parent/carer immediately stating time of leaving and circumstances of leaving
- Tutor to inform school office of this to ensure that the relevant person responsible (including DSL) for that student is notified
- Responsible person to follow up with parent/carer and young person to ensure the safety of that young person
- Parent/carer to be advised to contact police if the young person does not return home when expected and if they cannot contact that young person
- If a Buy-Back/Respite student, Home Tuition Lead to notify school
- Update risk assessment
- Written record of leaving session in lesson evaluation and on attendance
- Notify relevant professionals and update SIMs where appropriate

APPENDIX 10 – SUSPECTED INDECENT IMAGERY PROTOCOL

'Indecent' is not defined in legislation. For most purposes, if imagery (moving or still) contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

Confiscate it

Close it down

Report it

ALL STAFF

If you have reason to believe, without looking, that there is a possibility that there are indecent images on a personal mobile device images the following **MUST** be adhered to at all times:

- Confiscate and secure the device(s)
- Inform the DSL and **NEVER** view the imagery (if the imagery is viewed accidentally, e.g. if a young person has showed it to you before you could ask them not to), again, report this to the DSL (or equivalent) and seek support.
- Never view, copy, print, share or save the imagery yourself, or ask a child to share or download – this is illegal
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent)
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- **Do not** say or do anything to blame, shame or humiliate any young person involved
- **Do explain** to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent)

If the imagery has been shared across a school network, a website or a social network:

Always...

- Block the network to all users and isolate the imagery
- Inform the DSL immediately

Additionally **NEVER**...

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person **UNLESS** there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another

DSL ACTIONS

The DSL may need to seek clarification of a disclosure or allegation after they have been made aware of the concern, but should not conduct an investigation. Full notes will be kept in a learner safeguarding file. Seeking clarification may involve:

- Identifying, without looking, what the image contains and whether anyone else has been involved.
- Finding out who has seen or shared the image and how further distribution can be prevented

The DSL must immediately refer to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- You have reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

Schools should make clear in their behaviour policies expectations in respect of holding and use of electronic devices.

Reference documents:

'Keeping children safe in education - Statutory guidance for schools and colleges Part one: Information for all school and college staff' September 2024

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

'Sexting in schools and colleges: Responding to incidents and safeguarding young people'.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

'Sexting: how to respond to an incident - An overview for all teaching and non-teaching staff in schools and colleges'

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

'Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies', January 2018, which includes statutory advice.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Section 15 sets out the statutory guidance for dealing with electronic devices.

**Endorsed by Harrow Safeguarding Children Board
September 2024**

APPENDIX 11 – ALLEGATIONS AGAINST STAFF (LOW LEVEL CONCERNS POLICY)

Section 1: allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO – Rosalind South).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also, supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Headteacher, or the Chair of the management Committee where the Headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work within the Local Authority if possible.

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations:

In the event of an allegation that meets the criteria above, the case manager (Jiten Patel) will take the following steps:

Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below

Discuss the allegation with the designated officer at the local authority (Rosalind South – Harrow Lead for LADO), in line with KCSIE 24, local London SCP (and Harrow) procedures as per the link below:

https://www.londonsafeguardingchildrenprocedures.co.uk/alleg_staff.html?zoom_highlight=allegations+staff#5.-responding-to-an-allegation-or-concern-%E2%80%93-the-role-of-the-employer

Subject to the advice given by LADO, an internal investigation may well follow. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Additionally, the individual is within their rights to consult their trade union representative for any advice on such matters.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are on-going. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

The Headteacher, Business Manager & DSL will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days

If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and

Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

Helping to identify any weakness in the school's safeguarding system

At The Helix Education Centre, we have an overarching and open culture for staff to approach the Headteacher and/or the DSL for any confidential sharing of any low-level concerns.

Responding to low-level concerns

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

Directly to the person who raised the concern, unless it has been raised anonymously

To the individual involved and any witnesses

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's [staff behaviour policy/code of

conduct]. The Headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Any low-level concerns will be treated and responded to in the same manner as any other safeguarding concern raised. This is in line with statutory guidance as stated in (KCSIE 24, paragraph 71).

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

Kept confidential, held securely and comply with the DPA 2018 and UK GDPR

Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority

Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified

APPENDIX 12 – SAFER RECRUITMENT POLICY

1. Introduction

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The Helix Education Centre is fully committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff, support agencies and volunteers to share this commitment.

2. Aims and Objectives

The aims of the Safer Recruitment policy are to help deter, reject, or identify people who might abuse pupils or are otherwise unsuited to working with them by having appropriate procedures for appointing staff.

The aims of the School's recruitment policy are as follows:

- To ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position
- To ensure that all job applicants are considered equally
- To ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age
- To ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), Keeping Children Safe in Education 2024 - (KCSIE), the Prevent Duty Guidance for England and Wales 2015 (the Prevent Duty Guidance) and any guidance or code of practice published by the Disclosure and Barring Service (DBS)
- To ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

Employees involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy.

The School has a principle of open competition in its approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process should ensure the identification of the person best suited to the job at the school based on the applicant's abilities, qualification, experience, and merit as measured against the job description and person specification.

The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance (including KCSIE 2024 and Prevent Duty Guidance 2015).

If a member of staff involved in the recruitment process has a close personal or familial relationship with an applicant, they must declare it as soon as they are aware of the individual's application and avoid any involvement in the recruitment, selection, and decision-making process.

The school aims to operate this procedure consistently and thoroughly while obtaining, collating, analysing and evaluating information from and about applicants applying for job vacancies at The Helix Education Centre.

3. Roles and Responsibilities

It is the responsibility of the Management Committee to:

- Ensure the school has effective policies and procedures in place for recruitment of all staff and volunteers in accordance with DfE guidance and legal requirements.
- Monitor the School's compliance with them.

It is the responsibility of the Headteacher, Business Manager and other senior leaders involved in recruitment to:

- Ensure that the school operates safe recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers who work at the School.
- To monitor contractors' and agencies' compliance with this document.
- Promote welfare of children and young people at every stage of the procedure.

The Management Committee has delegated responsibility to the Headteacher to lead in all appointments. School governors may be involved in staff appointments, but the final decision will rest with the Headteacher.

4. Definition of Regulated Activity and Frequency

Any position undertaken at, or on behalf of the School will amount to 'regulated activity' if it is carried out:

- Frequently, meaning once a week or more
- Satisfies the 'period condition', meaning four times or more in a 30-day period
- Provides the opportunity for contact with children.

Roles which are carried out on an unpaid/voluntary basis will only amount to regulated activity if, in addition to the above, they are carried out on an unsupervised basis.

The School is not permitted to check the Children's Barred List unless an individual will be engaging in 'regulated activity'. The School is required to carry out an enhanced DBS check for all staff, supply staff and governors who will be engaging in regulated activity. However, the School can also carry out an enhanced DBS check on a person who would be carrying out regulated activity but for the fact that they do not carry out their duties frequently enough i.e. roles which would amount to regulated activity if carried out more frequently.

5. Recruitment and Selection Procedure

5.1 Advertising

To ensure equality of opportunity, the school will advertise most vacant posts to encourage as wide a field of applicant as possible, normally this entails an external advertisement as well as the Local Authority and our own website. Any advertisement will make clear the school's commitment to safeguarding and promoting the welfare of children. All documentation relating to applicants will be treated confidentially in accordance with the Data Protection Act (DPA18).

6. Application Forms

The Helix Education Centre uses Harrow Local Authority application forms and all applicants will be required to complete an application form containing questions about their academic and full employment history, and their suitability for the role. In addition to this, all applicants are required to account for any gaps or discrepancies in employment history. Applicants submitting an incomplete application form will not be shortlisted.

The application form will include the applicant's declaration regarding convictions and working with children, and will make it clear that the post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. CVs will not be accepted. It is unlawful for the School to employ anyone who is barred from working with children.

It is a criminal offence for any person who is barred from working with children to apply for a position at the School. All applicants will be made aware that providing false information is an offence and could result in the application being rejected, or summary dismissal if the applicant has been selected, and referral to the police and/or the DBS.

7. Job Descriptions and Person Specifications

A job description is a key document in the recruitment process and must be finalised prior to taking any other steps in the process. It will clearly and accurately set out the duties and responsibilities of the job role. The person specification is of equal importance and informs the selection decision. It details the skills, experience, abilities, and expertise that are required to do the job. The person specification will include a specific reference to suitability to work with children in a special school environment.

8. References

Where an applicant has indicated on their application form that they do not wish their current employer to be contacted, in such cases, a reference (where applicable) will be taken up immediately after interview.

All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by the School. One of the references must be from the applicant's current or most recent employer. If the current/most recent employment does/did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children. The referee should not be a relative.

References will always be sought and obtained directly from the referee and their purpose is to provide objective and factual information to support appointment decisions.

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. Referees will also be asked to confirm that the applicant has not been radicalised, so that they do not support terrorism or any form of 'extremism'.

Please note that no questions will be asked about health or medical fitness prior to any offer of employment being made.

Any discrepancies or anomalies will be followed up. Direct contact by phone will be undertaken with each referee to verify the reference.

The School does not accept open references, testimonials or references from relatives.

9. Interviews

There will be a face-to-face interview wherever possible, and a minimum of three interviewers will see the applicants for the vacant position. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will enable the panel to explore any anomalies or gaps which have been identified in order to satisfy themselves that the chosen applicant can meet the safeguarding criteria (in line with Safer Recruitment Training).

Any information in regard to past disciplinary action or allegations, cautions or convictions will be discussed and considered in the circumstance of the individual case during the interview process, if it has been disclosed on the application form.

At least one member of any interviewing panel will have undertaken safer recruitment training or refresher training as applicable.

Staff Member	Role	Date completed	Provider
Paa-King Maselino	Headteacher	02/03/2021	SAFEcic, Harrow Council
Dhanisha Tailor	Asst. Head/SENCO/DDSL	25/06/2024	SAFEcic, Harrow Council
Kathy Hewett	Home Tuition Co-Ordinator	25/06/2024	SAFEcic, Harrow Council
Bhavna Patel	Business Manager	02/03/2021	SAFEcic, Harrow Council

All applicants who are invited to an interview will be required to bring evidence of their identity, address and qualifications. Original documents will only be accepted, and photocopies will be taken. Unsuccessful applicant documents will be destroyed 6 months after the recruitment programme.

10. Induction Programme

All new employees will be given an induction programme which will clearly identify the school policies and procedures, including the Child Protection Policy, the Code of Conduct, and KCSIE, and make clear the expectations which will govern how staff carry out their roles and responsibilities.

11. Single Centralised Record of Members of Staff (SCR)

In addition to the various staff records kept in school and on individual personnel files, a Single Centralised Record of recruitment and vetting checks is kept in accordance with Keeping Children Safe in Education (KCSIE 2024). This is kept up-to-date and retained by Sonia Patel (Office Manager/PA to the Headteacher)

The Single Centralised Record will contain details of the following: -

- All employees who are employed to work at the school
- All employees who are employed as supply staff to the school whether employed directly or through an agency
- All others who have been chosen by the school to work in regular contact with children.

This will cover volunteers, governors, peripatetic staff and people brought into the school to provide additional teaching, instruction or therapy for pupils but who are not staff members, e.g. physiotherapist, music therapist etc.

A Designated Governor, (Mike Baumring), will be responsible for auditing the Single Central Record and reporting his findings to the Management Committee. The Single Central Record will also be audited monthly by the Headteacher.

12. Record Retention/Data Protection

The School is legally required to undertake the above pre-employment checks. Therefore, if an applicant is successful in their application, the School will retain on their personnel file any relevant information provided as part of the application process. This will include copies of documents used to verify identity, right to work in the UK, medical fitness and qualifications. Medical information may be used to help the School to discharge its obligations as an employer, e.g. so that the School may consider reasonable adjustments if an employee suffers from a disability or to assist with any other workplace issue.

This documentation will be retained by the School for the duration of the successful applicant's employment with the School. All information retained on employees is kept centrally in the Human Resources Office in a locked and secure cabinet.

The same policy applies to any suitability information obtained about volunteers involved with School activities. The Helix Education Centre will retain all interview notes on all unsuccessful applicants for a period of 6 months, after which time the notes will be confidentially destroyed (i.e. shredded).

13. Overseas checks

The School, in accordance with the UK Visas and Immigration (UKVI) will, if applicable, sponsor new foreign nationals (see Certificate of Sponsorship section).

In addition, applicants who have lived/travelled abroad for more than 3 months will need to obtain criminal records check from the relevant country. The applicant will not be permitted to commence work until the overseas information has been received and is considered satisfactory by the School.

14. Volunteers

The School will request an enhanced DBS disclosure and Children's Barred List information on all volunteers undertaking regulated activity with pupils at or on behalf of the School (the definition of regulated activity set out above will be applied to all volunteers).

Under no circumstances will the School permit an unchecked volunteer to have unsupervised contact with pupils.

It is the School's policy that a new DBS certificate is required for volunteers who will engage in regulated activity but who have not been involved in any activities with the School for three consecutive months or more. Those volunteers who are likely to be involved in activities with the School on a regular basis may be required to sign up to the DBS update service as this permits the School to obtain up to date criminal records information without delay prior to each new activity in which a volunteer participates.

In addition, the School will seek to obtain such further suitability information about a volunteer as it considers appropriate in the circumstances. This may include (but is not limited to the following):

- Formal or informal information provided by staff, parents and other volunteers
- Character references from the volunteer's place of work or any other relevant source
- An informal safer recruitment interview.