



CHILD PROTECTION AND SAFEGUARDING POLICY

Approved by FGB 24th September 2018

Review annually

Statement of intent

Westminster CE Primary Academy is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil, inside and outside the academy premises and we expect everyone who works in our academy to share this commitment.

Adults in our academy take all welfare concerns seriously and encourage pupils and young people to talk to us about anything that worries them.

At our academy pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

We always act in the best interests of the pupil.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to pupils.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the head teacher and staff members understand their responsibilities, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the head teacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The academy's designated safeguarding lead is Lisa Rumford, Assistant Principal Inclusion.

In the absence of the designated safeguarding lead, child protection matters will be dealt with by the deputy designated safeguarding lead staff – Liz, Holland, Lisa Woollard, Claire Greenwood or Nicky White.

Definition

For the purposes of this policy, Westminster CE Primary Academy will define safeguarding and protecting the welfare of children 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; and taking action to enable all children to have the best outcomes.

Definition of Abuse

"... A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or 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 a stranger (e.g., via the internet). They may be abused by an adult or adults, or another child or children." *Working Together to Safeguard Children 2016*

Types of Abuse

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.

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.

Roles and responsibilities

The Governing body has a duty to:

- Ensure a named Safeguarding Governor has lead responsibility for overseeing and monitoring all safeguarding issues.
- Ensure that named governor for safeguarding and child protection attends the required training and that they refresh their training every 2 years.
- Ensure that the academy complies with its duties under relevant child protection and safeguarding legislation, in line with the policy.
- Ensure that the policies, procedures and training in the academy are effective and comply with the law at all times.
- Ensure that the academy contributes to inter-agency working in line with the statutory guidance.

- Ensure that the academy's safeguarding arrangements meet recommended procedures established by the Bradford Safeguarding Children Board (BSCB).
- Appoint a member of staff from the academy leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description. There should always be cover for the designated safeguarding lead, including school holidays.
- Consider how children may be taught about safeguarding, including online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to manage allegations against members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.
- Ensure that there are procedures in place to manage allegations against other children.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and to ensure that this person has undergone appropriate training.
- Ensure that staff members have necessary training to keeping 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding procedures for children who go missing from academy, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

The Principal has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Follow procedures for managing allegations against members of staff or volunteers, ensuring LADO and BDAT are informed.

The Designated Safeguarding Lead has a duty to:

- Refer all cases of suspected abuse to the local authority children's social care, through the early help gateway or the local authority designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Liaise with the Principal regarding safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a safeguarding case conference and a safeguarding 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 academy's Child Protection and Safeguarding Policy and procedures, especially new and part-time staff members.

- Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities, looked after children and young carers.
- Be able to keep detailed, accurate and secure records of concerns, decision making and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage among all staff members, a culture of listening to children and taking account of their wishes and feelings; in any measures the academy may put in place to protect them.
- Ensure the academy's Child Protection and Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this duty.
- Ensure the academy's Child Protection and Safeguarding Policy is available on the school website and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the academy in this.
- Link with the local BSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the pupil's child protection file is transferred to the child's new school.
- Where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have concerns about radicalisation (England and Wales only).

Other staff members should:

- Safeguard children's wellbeing and provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Know how to respond to a safeguarding concern and what action to take following the flowchart.
- Take appropriate action, working with other services as required.
- Support social workers to make decisions about individual children, in collaboration with the designated safeguarding lead.
- Read and confirm that they understand Keeping Children Safe in Education and attend mandatory annual safeguarding training at the start of each school year.

Safer recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Will be responsible on a daily basis, for the care or supervision of children.
- Regularly work in the academy at times when children are on academy premises.
- Regularly come into contact with children under 18 years of age.

The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State for Education, using the Employer Access Online service.

- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then the academy will follow the advice set out on the GOV.UK website.
- If the person has lived or worked outside the UK, making any further checks that the academy considers appropriate.
- Verifying professional experience and qualifications, as appropriate.
- A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment.
- An online update check may be undertaken through the DBS Update Service if the applicant has subscribed to it and gives their permission.
- Written information about previous employment history will be obtained from the candidate and the appropriate checks undertaken to ensure information is not contradictory or incomplete.
- Two references will be obtained directly from the referee and scrutinised with all concerns satisfactorily resolved, prior to confirmation of employment.
- Two references will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.
- Written notification will be obtained from any agency or third-party organisation contracted by the academy, confirming that the organisation has carried out the same checks on an individual who will be working at the academy that the academy would otherwise perform.
- Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.
- An enhanced DBS certificate and barred list check must be obtained for all trainee teachers.
- The academy will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.
- A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- Governors that are volunteers shall be treated on the same basis as other volunteers.
- The academy will ensure that any contractor or employee of the contractor, working at the academy has been subject to the appropriate level of DBS check.
- Contractors without a DBS check will be supervised if they will have contact with children.
- The identity of the contractor will be checked upon their arrival at the academy.
- The academy will ensure that policies and procedures are in place to protect children from harm during work experience placements.

- The academy will set up and maintain a single central record of whether or not the following checks have been carried out or certificates obtained from members of the governing body and all staff members, volunteers and other individuals working with children in academy:
 - An identity check.
 - A barred list check.
 - An enhanced DBS check.
 - A prohibition from teaching check.
 - Further checks on people living or working outside the UK.
 - A check of professional qualifications.
 - A check to establish the person's right to work in the UK.
- A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

Training

- Staff members will receive training on safeguarding systems, procedures and policies through annual training and regular updates in line with BSCB advice.
- The designated safeguarding lead should undergo updated child protection training within set time frames.
- All staff should know how to deal with a referral to early help, what happens next and how the follow up works.

Raising Awareness

We recognise that because of the day to day contact with children, academy staff are well placed to observe the outward signs of abuse. The academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the academy whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse, including online safety.

Supporting pupils

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The academy may be the only stable, secure and predictable element in the lives of children at risk. When at academy their behaviour may be challenging and defiant or they may be withdrawn. The academy will endeavour to support the pupil through:

The content of the curriculum. The academy ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. The academy behaviour policy which is aimed at supporting vulnerable pupils in the academy. The academy will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

Supporting / Informing Parents

- Information about CP and Safeguarding is available on request. The academy has an open and honest approach to CP issues and values the importance of keeping parents informed at all stages of the process, where safe to do so.
- Parental consent is sought except where it is deemed that this may put the child/children/family member at a greater risk of harm.

- In circumstances where Children's Services approach the academy for information, then the academy takes its lead with regard to parental consent from them.

Private Fostering arrangements

- A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.
- A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.
- Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.
- Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.
- School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.
- On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered

Reporting

- Staff members should raise any concerns that they may have about a child with the academy's designated safeguarding staff immediately. Situations of abuse which may involve other staff members must be reported to the Principal or in her absence the Vice Principals. (See managing allegations policy)
- The designated safeguarding staff member will decide whether to make a referral to children's social care, but any staff member can refer their concerns to children's social care directly.
- The referrer shall press children's social care for re-consideration if the decision was taken not to undergo an early help assessment and the child's situation does not improve.
- The early help assessment should be undertaken by a lead professional.
- An inter-agency assessment will be undertaken where a child and family could benefit from co-ordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.
- A child will immediately be referred to children's social care if there is a risk of immediate significant harm to a child.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. At Westminster we are aware of contact details and referral routes in to the Local Housing Authority so we can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Prevent Strategy

- As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.
- Where staff are concerned that children and young people are developing extremist views show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.
- The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.
- All new staff undertake Prevent training online as part of their induction.
- We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.
- We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the Academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.
- Staff should be alert to changes in children's behaviours, use their professional judgement to identify children at risk of radicalisation, and act proportionately to these risks.
- The academy and governors will ensure that children are safe from terrorist and extremist material when accessing the internet in academy. Suitable filtering systems must be in place.
- If a member of staff at your academy has concerns about a particular pupil, normal safeguarding procedures should be followed.
- Local police can be contacted, including via 101 (the non-emergency number), for confidential support and advice.
- The DfE has a dedicated helpline (020 7340 7264), and email
 - (counter.extremism@education.gsi.gov.uk) where staff and governors can raise concerns.
- If an emergency arises, the emergency services should be contacted on 999.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour

- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Peer-on-peer abuse, including incidents of ‘sexting’.

- Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.
- Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Westminster CE Primary Academy, we believe that all pupils have a right to attend school and learn in a safe environment. Pupils should be free from harm by adults in the school and other pupils.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Academy’s Behaviour Policy. Occasionally, allegations may be made against pupils by others in the Academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, Emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered as Safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the Academy
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the Academy may be affected by this pupil

At Westminster CE Primary Academy, we will support the victims of peer on peer abuse.

Sexting

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the

perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Download the full document here: [Child sexual exploitation - Definition and a guide for practitioners](#)
There are many resources for older children about helping them recognise CSE, but not so much for younger children. For the youngest children, the best starting point is the NSPCC's [Pants resources](#).
For KS2, in conjunction with the Home Office, the Blast Project developed the '[Alright Charlie](#)' [video resource](#).

Other PANTS resources

[PANTS for parents](#)

[PANTS for foster carers](#)

[PANTS for parents of children with autism](#)

Child criminal exploitation(CCE): county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

In the event of a child not being collected from school:

- The child will follow the lates procedure and be taken to the lates collection point
- If an appropriate adult still doesn't collect the child – staff members will attempt to make contact with all known contact number recorded on the child's records.
- If a child is not collected or contact with parents has not been made within an hour of school finishing, a call will be made to the police to report the child as being abandoned.
- School will then contact Children's social care to make arrangements for the child to be collected

Children Missing Education

Adding pupils to the admission register

When a child is added to our admission register, we add the expected start date. A home visit will normally be undertaken for all new admissions. If the child subsequently does not arrive as expected, we will notify the local authority at the earliest opportunity to prevent the child from going missing from education.

Informing the local authority when a pupil leaves

When a child's name is deleted from the admission register (under one of the 15 reasons), the school must inform the local authority and supply the following information:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- if applicable, the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and the grounds under which the pupil's name is to be deleted from the admission register
- any safeguarding concerns

When a pupil leaves the school, the admission register must also record:

- the name of the pupil's new school; and
- the expected start date at the new school
- Where information is missing

Schools should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown.

Whistleblowing Policy

Where there are concerns about the way that safeguarding is carried out in the Academy, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

Westminster CE Primary Academy

Flow Chart

