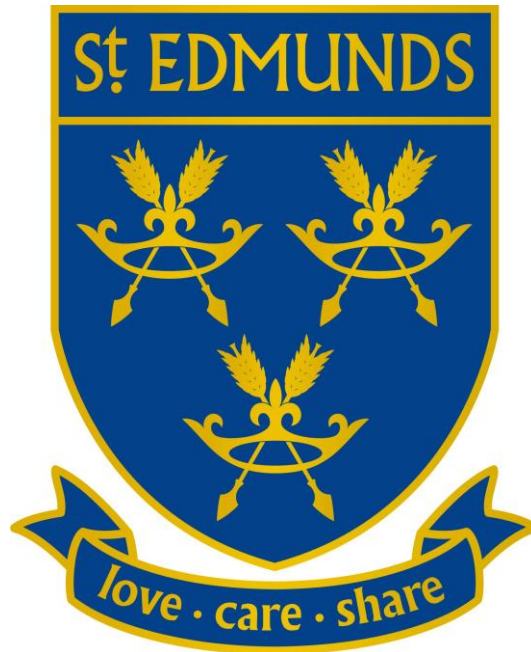


St Edmund's Catholic Primary School



Child Protection Policy

September 2022

**St Edmund's Catholic Primary School
Child Protection Policy**

Mission statement

To Love, To Care, To Share

St. Edmund's Catholic Primary is a community of faith where we aim to keep Christ at the centre of everything we do. We celebrate the uniqueness of every individual nurturing them to achieve their full potential. Our understanding and experience of the love of God grows through our way of living, behaving, learning and teaching, which is inspired by Jesus.

Our Mission Statement encapsulated in "To Love, Care, Share", along with our Catholic values and the teaching of the Catholic Church, underpin the values of this policy.

Introduction

The governors and staff of St Edmund's School fully recognise the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

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

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services
- To ensure that all adults within our school who have access to children have been checked as to their suitability.

Procedures

Our school procedures are in line with the *London Child Protection Procedures* which are underpinned by *Working Together to Safeguard Children* July 2018 (updated March 2021) and *Keeping Children Safe in Education* (2022)

We will ensure that:

- We have designated members of staff who undertake regular training in Child Protection. (The Leadership Team)
- There will always be a designated member of staff available for contact. In the rare event that all designated staff are off-site, they will be contactable by phone.
- All members of staff develop their understanding of safeguarding, especially of the signs and indicators of abuse through annual training.
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures, particularly through the prospectus.
- There will be a nominated governor with specific responsibility for Child Protection
- We practise safe recruitment in checking the suitability of staff and volunteers who work with children.
- We establish a safe environment in which children can learn and develop.

Our procedures will be regularly reviewed and up-dated

All new members of staff will be given access to a copy of this Policy as part of their induction into the school.

Responsibilities

The designated teachers are responsible for:

- Adhering to the 'Keeping Children Safe in Education' Document (Statutory guidance September 2022) and school procedures with regard to referring a child if there are concerns about possible abuse
- Keeping records of concerns about a child even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records
- Ensuring that any pupil currently on the child protection register who is absent without explanation is referred to Social Services.

All members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children.

Safeguarding Children

- We understand that the definition of safeguarding is protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable children to have the best outcomes. (KCSIE 2022)

- We recognise that a child who is abused or witnesses abuse may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school, where pupils feel secure, are encouraged to talk and are listened to. They will also be made aware that there are adults whom they can approach if they are worried.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- We will include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Children with Special Educational Needs and Disabilities

Children with Special Educational Needs (SEN) and Disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with Special Educational Needs and Disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The Headteacher or Designated Teachers will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated teachers and to seek further support as appropriate.

Allegations against staff

- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the LA Designated Officer (LADO) for Child Protection.
- If the allegation made to a member of staff concerns the Headteacher, they will immediately inform the Chair of Governors who will consult with the LA Designated Officer for Child Protection.
- Allegations against a supply teacher should be reported to the Headteacher.
- The school will follow the LA procedures for managing allegations against staff, a copy of which will be made available when required.

Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- **General guidance can be found at the Whistleblowing Advice Line at [nspcc.org.uk](https://www.nspcc.org.uk) or by telephone on 0800 028 0285.**

Physical Intervention

- We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person or themselves. A number of staff have received training in restraint reduction-based principles and trauma-informed, preventative approaches, legal and ethical underpinnings of physical intervention and physical intervention techniques applicable as a last resort.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Bullying

- Our policy on bullying is set out in our Behaviour Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

- We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures and will always be recorded and reported.

Prevention and Early Help

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

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

Specific Safeguarding Issues (see KCSIE 2022 for a full list of specific safeguarding issues)

Radicalisation

- The current threat of radicalisation in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- We seek to protect children against the messages of all violent extremism. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the designated teacher.
- The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and indicators in relation to specific issues, including such issues in an age-appropriate way in their curriculum.
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our designated Child Protection Team will seek and obtain specific advice and guidance as necessary.
- The school will engage experts and uses specialist material to support the safeguarding preventative work we do.

- Our policy through the school's values, ethos and behaviour policies provide the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

Health & Safety

- Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Online Safety

- Our Online Safety Policy is a separate document which recognises the need to have strategies to protect children in the digital world.

Child on Child Abuse

All staff should be aware that children can abuse other children. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves 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;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to child on child abuse.

Serious violence

- All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy
- There's DfE guidance available on [preventing and tackling bullying](#) and [mental health and behaviour](#), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](#) and lesson plans and teaching materials from [Rise Above](#)

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

- These are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources
- In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
- It can be perpetrated by individuals or groups, males or females, and children or adults
- It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse
- It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence
- Victims can be exploited even when activity appears to be consensual
- It can happen online as well as in person

Domestic Abuse

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. (KCSIE 2022)

Review Date: September 2023

APPENDIX 1A

Definitions of child abuse

Definitions of Neglect

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.

Recognising Neglect

Neglect can include:

- failure to provide food and appropriate clothing
- failure to ensure reasonable personal hygiene
- failure to allow access to medical care or treatment
- failure to protect a child from physical or emotional harm or danger
- failure to respond to a child's emotional needs
- failure to ensure adequate supervision including the use of appropriate care givers*
- failure to protect from physical harm and danger and to provide shelter.

* The law does not state an age when a child can be left alone, nor when young people can baby-sit. But parents can be prosecuted for wilful neglect if they leave a child unsupervised "in a manner likely to cause unnecessary suffering or injury to health." The law recognises competency, not age in this case.

Dealing with Neglect

If staff notice an issue that causes concern, they should adopt the following response:

1. Using only open questions, ask the child about the issue in a non-threatening, concerned manner, without putting words or suggestions into their mouth. Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

Before any other agency will become involved in a case of neglect, there must be evidence that the school has tried to work with the parents in order to improve the situation. Section 175 – Education Act 2002, sets out the duty to safeguard and promote the welfare of children. This should include arrangements for dealing with children not collected at the end of the day. Parents should be made aware of action that may be taken if they fail to collect their child at the end of the day. The action could be:

1. Contact with other named relatives/identified contacts
2. Contact with Police or Children's Services
3. Record kept by the Designated Teacher for CP as a form of monitoring
4. Child Protection procedures might be operated

A time scale of 30 minutes from the end of the school day/activity is suggested before any procedure is followed.

APPENDIX 1B

Definitions of child abuse

Definitions of Physical 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.

Recognising Physical Abuse

The threshold for physical abuse is when a mark is left on the body – but when should staff be concerned about a bruise?

- The head is by far the most common site of bruising in child abuse
- Abusive bruises often occur on the soft parts of the body eg. cheeks, abdomen, back, buttocks
- As a result of defending themselves, abused children may have bruising on the forearm, face, ears, hip, upper arm, back of the leg, hands or feet
- Clusters of bruises are the most common feature in abused children. These are often on the upper arm, outside of the thigh, or on the body.
- Abusive bruises often carry the imprint of the implement used or the hand

Staff must bear in mind that aging a bruise is difficult, and at best is no more than 50% accurate.

Dealing with Physical Abuse

If staff notice an injury that causes concern, they should adopt the following response:

1. Using only open questions, ask the child about the injury in a non-threatening, concerned manner, without putting words or suggestions into their mouth. Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

APPENDIX 1C

Definitions of child abuse

Definitions of 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.

Recognising Sexual Abuse

Some of the indicators of sexual abuse include:

- Bribing, threatening relationship, imbalance of power
- Play/acting out
- Precocious language (how do they know..?)
- Drawing/writing
- Sexually transmitted diseases or unexplained recurrent urinary tract infections (may make frequent trips to the toilet)
- Self harm/ self mutilation, including anorexia/bulimia
- Damage/soreness to genitalia, anus or mouth (most reported cases of sexual abuse is oral sex)
- Repeated wetting/soiling (bed) (in order to repel offender)

Dealing with Sexual Abuse

If staff notice an injury or a behaviour that causes concern, they should adopt the following response

1. Using only open questions, ask the child about the injury or behaviour in a non-threatening, concerned manner, without putting words or suggestions into their mouth. Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

Please also refer to the following documents for information relating to Child on Child Sexual abuse:

1. **Part 5, Keeping Children Safe In Education, (KCSIE)**
2. **Sexual Violence and Sexual Harassment between children in schools and colleges, (May 2018)**

APPENDIX 1D

Definitions of child abuse

Definitions of Emotional Abuse

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.

Recognising Emotional Abuse

Emotional abuse is found to have one or some of the following components;

- Rejecting – the adult refuses to acknowledge the child's worth, legitimacy and needs
- Isolating – the adult cuts the child off from normal social experiences and contacts, and prevents the child from making friendships. They make the child believe they are alone in the world
- Terrorising – the adult verbally assaults the child, creates a climate of fear, bullies and frightens the child, makes the child believe the world is a hostile place
- Ignoring – the adult deprives the child of essential stimulation and responsiveness, stifling emotional growth and intellectual development
- Corrupting – the adult de-socialises the child, they stimulate the child to engage in destructive and antisocial behaviour, reinforces that deviance and makes the child unfit for normal social experiences.

In cases of emotional abuse, the child may feel that they are inadequate, unloved or worthless, or loved only insofar as they meet the needs of another person. Parental behaviour may include lack of emotional availability to the child, inappropriate expectations/interactions being placed on the child and overprotection (limitation of exploration and learning). Emotional abuse is caused when parents allow their child to see or hear the ill treatment of another. It is important to consider this in homes where there is domestic violence.

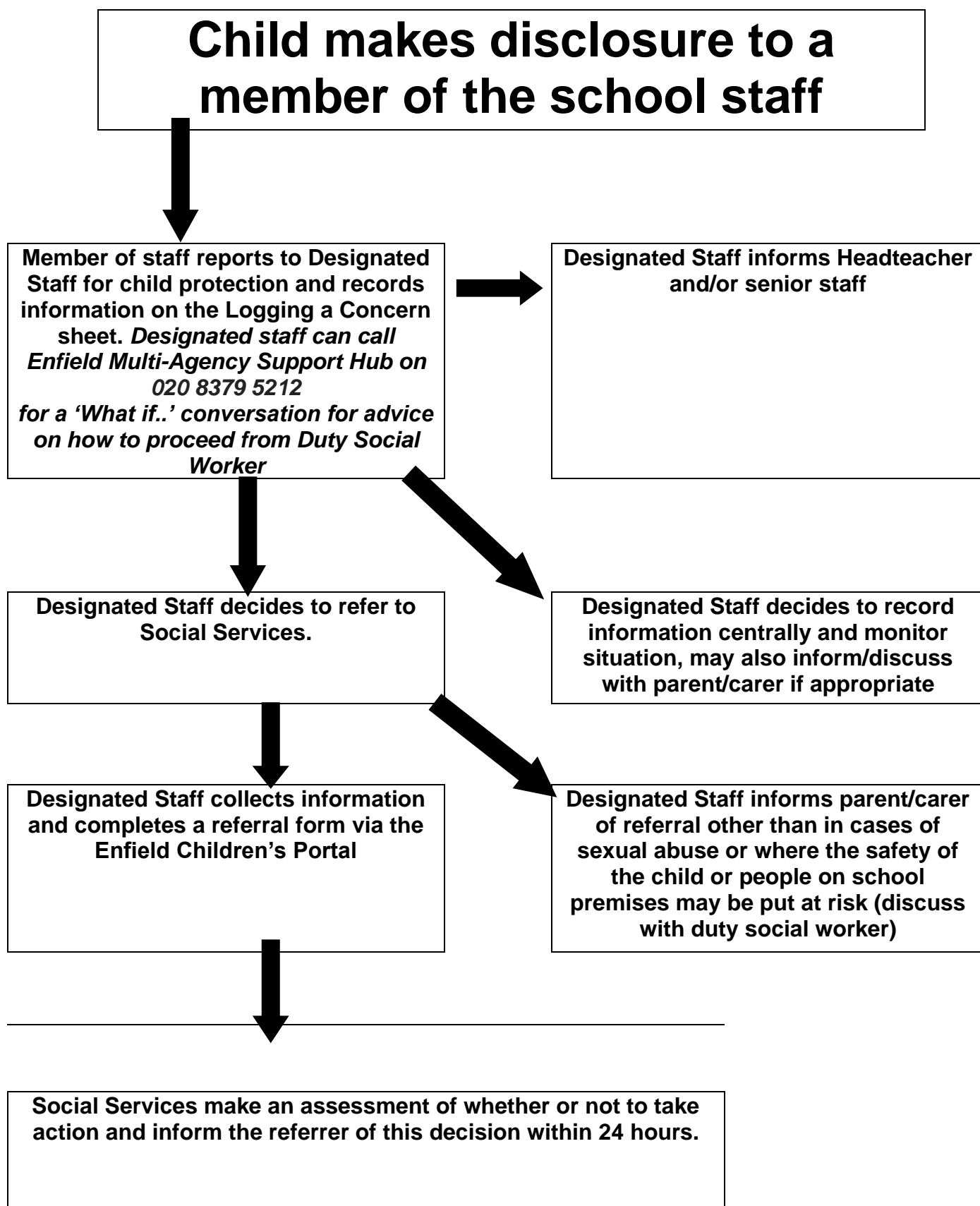
Dealing with Emotional Abuse

If staff notice an issue or behaviour that causes concern, they should adopt the following response:

1. Using only open questions, ask the child about the issue or behaviour in a non-threatening, concerned manner, without putting words or suggestions into their mouth. Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

APPENDIX 2

Action on Child Protection Concerns



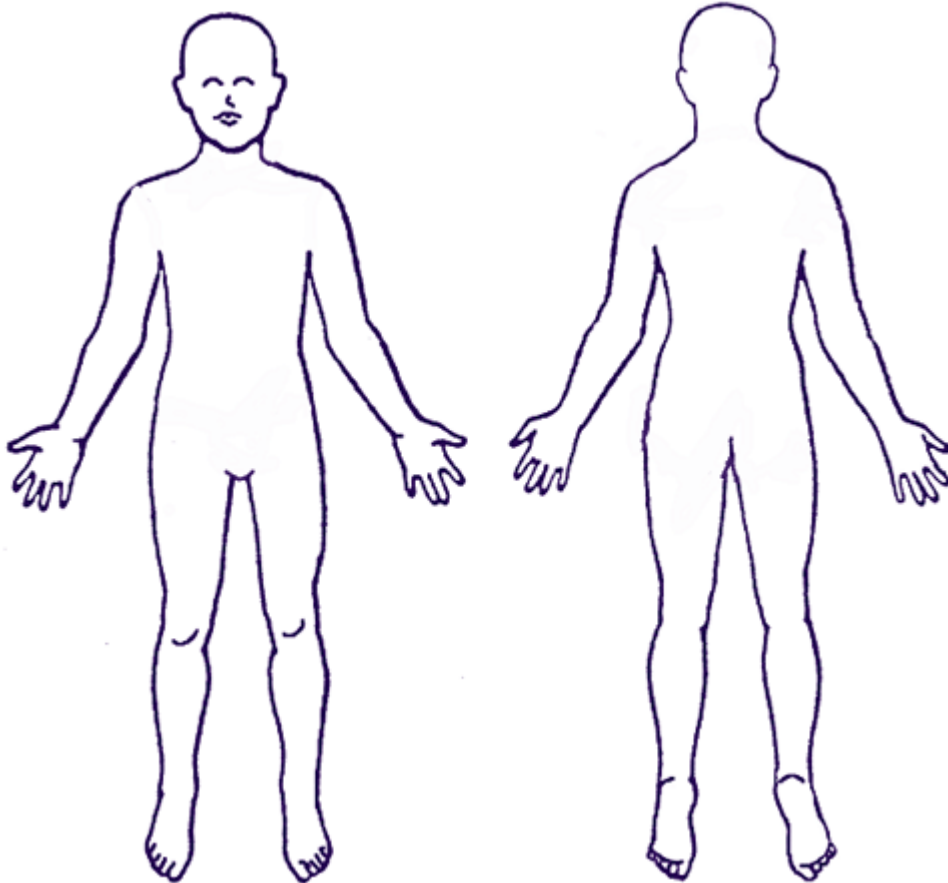
Appendix 3A

----- LOGGING A CONCERN ----- Do not type, must be handwritten

Name of child:	
Date:	Time:
When & where the disclosure was made:	
Your Name (Print)	----- (Signature)
Position/Job Title:	
<i>Ask yourself why you are recording the allegation. Record the following factually</i>	
Who is involved in the allegation?	
What is the allegation?	
Where did the allegation take place?	
When did it happen?	
Offer an opinion, if relevant.	
Note any action taken by you:	
Name of person to whom your information is being passed:	
<i>Check to make sure that everything in your report is really clear – even to a stranger reading it in the future</i>	

Appendix 3B

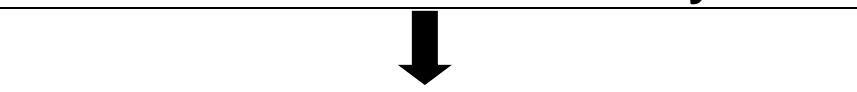
On the outline below, please mark where you have seen the injury if you feel it is appropriate to do so



APPENDIX 4A

Action when children are not collected at the end of the school day

Primary aged child not collected at the end of the school day



Child taken to the office, class teacher supervises until 3:35pm, then hands over to office staff and/or member of SLT on duty who attempts to contact the parents.



Parent/carer arrives within 10 minutes, reason for late collection recorded, child leaves with parent/carer

3:45pm



No parent/carer arrives within 10 minutes, no notification to school for late collection. School continues to attempt to contact parent and/or other named contacts by phone

Contact made by using emergency contact numbers and arrangements made to collect the child



No contact made with the parents /carers or contacts. 4:15pm school contacts Children Services by phone 02083792507 and 0208370 1000 with all child's details to alert possible need for the service. Letter for home delivery prepared



Parent/carer arrives to collect. Reason for late collection recorded and parent notified of referral to Children Services. Child leaves with parent and Children Services notified of safe collection



Social worker and if possible member of school staff accompany child to placement. Letter delivered (in borough) to home address on the way. Notice attached to school gate/door to inform parent of action.



Social worker agrees collection time and place with parent/carer and child returns home



Child arrives at placement. Parent/carer contacts Children Services



Children and Families Service make an initial assessment of the family



APPENDIX4B

Notice attached to school gate/door to inform parent of action when a child has not been collected and has been taken to a Children Services placement.

Dear Parent/Carer

As you did not collect your child within an acceptable time, and all attempts to contact you were unsuccessful, the procedure laid out in our Child Protection policy has been implemented.

Your child is now in the care of the Children's Social Services.

Please contact immediately on:

020 8379 1000

Ask for the Emergency Duty Team

APPENDIX 4C

Letter to inform parent of action when a child has not been collected and has been taken to a Children Services placement. If parents live in the borough, this letter should be dropped at the child's home on the way to the Children Services placement

St. Edmund's Catholic Primary School

Date

Dear Parent/ Carer,

Your child was not collected at the end of the school day and we were unable to contact you using the contact numbers you provided.

Following procedures laid out in our Child Protection Policy, and as you have been informed in our school prospectus and on our website, it is our policy to refer to Children's Social Services in such cases.

Therefore your child is now being looked after by the London Borough of Enfield's Children and Families Service. In compliance with section 20 of the Children's Act 1989, your child was determined to have been, either abandoned or the parent/carer was deemed to have been temporarily or permanently at that time unable to provide suitable care and accommodation.

**PLEASE CONTACT CHILDREN AND FAMILIES SERVICE
020 8379 1000**

Ask for the Duty Social Worker

Yours sincerely

Headteacher

Appendix 4d

Dear

I am writing to remind you of the school's policy for children not collected at the end of the school day which is stated in the school prospectus and in our Child Protection Policy, which can be found on our website.

Yesterday your child was not collected at the end of the school day for the second time in*weeks/ months* without contact from you or an acceptable explanation for the delay. This was not only distressing for but prevented my staff from performing other duties or returning to their own family.

If is left again at the end of the school day without contact or an acceptable reason for the delay, I will be inviting you to a meeting with a member of the Police Safer Schools Section and myself to discuss how this matter may be resolved.

The length of time that was left at school came very close to a point at which our policy suggests we should be seeking the assistance of social workers within Children's Services to assume responsibility for your child until he/she can be returned to you. In any event I would advise you that a copy of this letter is also being forwarded to London Borough of Enfield Social Care and Police Safer Schools section.

I would ask again that you make every effort to prevent further distress for by collecting her/him/them promptly at the end of the school day.

Yours sincerely,

Headteacher