



SAFEGUARDING AND CHILD PROTECTION POLICY

**School Proprietor and Principal with
responsibility for Safeguarding:
Mrs. J. Hampton**

**Designated Lead Teachers:
Louisa Burke and Susan Larke**

**Designated Lead Teachers for E.Y.F.S.: Louisa
Burke and Susan Larke**



KEY CONTACTS

In the event of immediate action being needed to protect a child call the police on 999

Consultation and Advice about a child/young person resident in the City of Westminster
Westminster Duty Line Tel: 0207 641 4000 (Out of hours – 020 7641 6000)

Contact details for the Tri-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Recruitment underway (Sept 2016) Westminster: 020 7641 7668 and ask to speak to the Duty Child Protection Advisor. You can send referrals to: lado@westminster.gov.uk
Can also speak to Hilary Shaw, Tri Borough Safeguarding and Child Protection Schools and Education on 07817 365 519.

Tri-Borough Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education:

Hilary Shaw

Tri-Borough Safeguarding and Child Protection Schools and Education Officer
Telephone: 020 7598 4876
Mobile: 07817 365 519
Email: Hilary.Shaw@rbkc.gov.uk

Tri-Borough Multi-Agency Safeguarding Hub (MASH)

Cherie Gathoni

Tri-Borough MASH Business Support Officer
Telephone: 020 7641 3991
Email: cgathoni@westminster.gov.uk (or talk to the designated MASH lead for your agency)

Esohoe Erhahon

Education Lead, Tri-Borough MASH
Telephone: 020 7641 5026
Email: eerhahon@westminster.gov.uk

The Early Years Advisory Team provides support and training for all Early Years practitioners working in Westminster.
the Family Information Service on 020 7641 7929 or fis@westminster.gov.uk
<https://www.westminster.gov.uk/childrens-early-years-services>

Westminster's Prevent team is able to provide support and advice to schools, colleges and universities in delivering the Prevent Strategy. This includes providing training for staff.

To get in touch, contact:

Email: prevent@westminster.gov.uk Phone: 020 7641 6032

Jake Butterworth, Prevent Schools & Colleges Officer 020 8753 5843 |

jake.butterworth@lbhf.gov.uk

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London Child Protection Procedures

<http://www.londoncp.co.uk/>

Local Safeguarding Children Board website for Westminster, Kensington & Chelsea and Hammersmith & Fulham

<https://www.rbkc.gov.uk/shareservices/lscb.aspx>

NSPCC Whistle-Blowing Helpline

A helpline to provide advice to employees who feel unable to raise concerns about the way their organization is dealing with cases of child abuse.

Telephone 0800 028 0285



SAFEGUARDING AND CHILD PROTECTION

INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people and the Department for Education Statutory Guidance "Keeping Children Safe in Education" September 2016, the proprietors and all staff at Connaught House School recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. We understand that children are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, the school is committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse. This policy is applicable to the whole school including those pupils in the Early Years Foundation Stage.

AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate into the curriculum, activities that promote the safeguarding and well-being of children, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as discipline and bullying.



Legislative framework

- Department for Education Statutory Guidance “Keeping Children Safe In Education” 2016
- Children Act 1989 and 2004
- Working Together to Safeguard Children 2015
- London Child Protection Procedures
- Westminster Local Safeguarding Board Procedures

GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The proprietors will ensure that the principles identified below, many of which derive from the Children Act 1989, are understood by all staff:

- All children have a right to be kept safe and protected from abuse;
- Children must have the opportunity to express their views and be heard
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the cultural and social background of children;
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

RESPONSIBILITIES OF THE PRINCIPAL /DESIGNATED SAFEGUARDING LEAD TEACHER

The Proprietors will ensure that the school has identified Designated Safeguarding Lead teacher (DSL) for safeguarding and child protection and that the Principal and DSL undertake the following responsibilities:

- To ensure all staff are familiar with school and Tri Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid year



- To ensure that all staff know how to raise concerns about poor or unsafe practice and address such concerns sensitively and effectively
- To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB)
- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection.
- To support and advise staff on child protection issues generally.
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors , learning mentors
- To maintain accurate and secure child protection records and send on to new schools (where relevant)
- To include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know who to turn to for help – including online safety
- To ensure the curriculum includes activities which will encourage children to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- To include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life.

RESPONSIBILITIES OF SCHOOL STAFF

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well- being of the pupils in their school. In doing so they should seek advice and support as necessary from the DSL and other senior staff members.
- b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- c) All school staff are expected to:



- Be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Children Safe in Education e.g. Radicalisation in line with the Prevent Duty 2015; Children Missing from Education; Child Sexual Exploitation; Honour based violence and Female Genital Mutilation in line with the mandatory reporting of concerns from October 2015;
- Be aware of the potential for peer-on-peer abuse
- Report concerns (including concerns about other staff/professionals) to the DSL or other senior staff members as appropriate
- Be aware of the relevant local procedures and guidelines
- Monitor and report as required on the welfare, attendance and progress of all pupils
- Keep clear, dated, factual and confidential records of child protection concerns.
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).
- Act in compliance with the staff code of conduct

APPOINTMENT OF STAFF

The Proprietors are committed to the principle of safer recruitment when appointing staff taking account of the Department of Education Statutory Guidance "Keeping Children Safe in Education" 2016 and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to an enhanced DBS check.
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary
- The school will maintain an accurate Single Central Record for all staff and adults in the school.



ALLEGATIONS AGAINST STAFF

- a. The Proprietors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. The school proprietors further recognise that, regrettably, in some cases such accusations may be true. The school proprietors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the Principal and/or the Designated Safeguarding Lead Teacher and notification/consultation with the Local Authority Designated Officer (LADO). (See Appendix D)
- c. Where an allegation is made about the Principal the LADO must be notified. Contact details can be found in this document

STAFF CONTACT WITH PUPILS

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct. The use of control and physical restraint of pupils is a last resort and should only be considered in exceptional circumstances to keep the child safe and /or those around them safe. In cases where restraint has been used the Principal will be informed a record will be made and parents informed. Staff should familiarise themselves with the DfE Guidance regarding reasonable force:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

STAFF TRAINING AND SUPPORT

- a. The school proprietors recognise the importance of child protection training for the Designated Safeguarding Lead Teachers and for all other school staff who have contact with children.
- b. The Principal and the Designated Safeguarding Lead Teachers will ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.
- c. The Principal will ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead Teachers



- d. The school proprietors recognise their own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information from the Designated Safeguarding Lead Teachers regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

CURRICULUM

The school proprietors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSE curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The school proprietors recognise that children with special educational needs or those with disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly, apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Safeguarding Lead Teachers will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

EARLY HELP

Staff need to be aware that where there is a child with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; is in a family with challenges such as substance misuse, adult mental health problems or domestic violence; where their needs are not clear, not known or not being met early help support may be needed. Early help means providing support as soon as a problem emerges, at any point in a child's life

It should provide services to address the assessed needs of a child and their family. It will focus on activity to significantly improve the outcomes for the child.



Staff should discuss concerns with the SENDCo or The Principal or the DSL as appropriate. The parents / carer would be involved in discussions. The DSL would contact the relevant Borough in which a child resides for advice as necessary.

Staff may be required to support other agencies and professionals in an early help assessment.

They will ensure children and their parents/carers and families are consulted and engaged in the assessment, planning and review of early help interventions and support.

MONITORING PUPILS WITH CHILD PROTECTION PLANS OR DEEMED CHILDREN IN NEED

The Principal will ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

COMMUNICATING POLICY TO PARENTS AND PUPILS

- a. The Principal will ensure that parents and pupils will be informed that the school has a child protection policy and is required to follow national and local guidance for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

CONFIDENTIALITY

The school proprietors accept that child protection raises issues of confidentiality, which should be clearly understood by all staff.

RECORD KEEPING AND REPORTS

- a. The school proprietors expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- b. The school proprietors further expect school staff to assist the Family and Children's Services Department by providing information for child protection enquiries and for child protection case conferences as required.
- c. Records will be kept in a locked filing cabinet by the DSL



MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.

The school proprietors will consider annually the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This child protection policy should be read in conjunction with other relevant school policies such as behaviour and discipline (including use of control /restraint), anti-bullying and equality policies.

Appendices

APPENDIX A	Guidance About Types of Abuse and Neglect
APPENDIX B	What School Staff Should Do If They Have a Concern about a Child
APPENDIX C	Safeguarding Concern Report Form
APPENDIX D	Concerns / Allegations against Staff
APPENDIX E	Use of Reasonable Force
APPENDIX F	Checking that employees are 'suitable'



APPENDIX A

Guidance about Types of Abuse and Neglect

The most recent statutory guidance for schools is

'Keeping children safe in education: Statutory guidance for schools and colleges 2016. A copy of this can be found on the Staff Shared Drive/ Safeguarding/ Legislative Documents. Or at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

All staff **MUST** have read and understood Part 1 of this document and Annex A. The DSL should be consulted if there are any queries about Safeguarding and Child Protection Procedures

Keeping Children Safe in Education points out that expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. It also provides links to guidance on specific safeguarding issues.

The [.GOV.UK](https://www.gov.uk) website provides documentation for schools to help keep children safe.

The [NSPCC](https://www.nspcc.org.uk) website provides expert advice on the signs of abuse and neglect.

TYPES OF ABUSE AND NEGLECT

All school and college 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.

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.

RISK INDICATORS OF ABUSE

Up to date advice about recognizing different forms of abuse can be found at <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, and the absence of such indicators does not mean that abuse or neglect has not occurred but they:

- Must be regarded as indicators of the possibility of significant harm
- Justify the need for careful assessment and discussion with the designated safeguarding lead teacher or Principal
- May require consultation with and / or referral to Children's Services

In an abusive relationship the child may:

- Appear frightened of the parent/s or carer
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's illnesses



- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent
- Be misusing substances
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or not disturbed by an accident or injury

Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Repeated or multiple bruising around the face or on the head or on sites unlikely to be injured accidentally
- 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
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting



- Grasp marks on small children

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated 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

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about. Recognition can be difficult, unless the child discloses and is believed.

There may be no physical signs and indications are likely to be emotional/behavioural.

Some **behavioural indicators** associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some **physical indicators** associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes



- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs,

Child Sexual Exploitation

The following list of indicators highlights common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime (police involvement, police records)
- involved in gangs, gang fights, gang membership
- hanging out with groups of older people, or anti-social groups
- injuries from physical assault, physical restraint, sexual assault.
- receiving unexplained gifts or gifts from unknown sources
- having unaffordable new things (mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends

Honour Based Violence and Female Genital Mutilation

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Staff need to be alert to the possibility of a girl being at risk of FGM. The majority of cases of FGM are thought to take place between the ages of 5 and 8. Girls from certain communities are at increased risk - FGM has been documented in communities in Africa and parts of the Middle East and Asia (Iraq, Israel, Oman, the United Arab Emirates, the Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan.)

Further information can be found online or on the Staff Shared Drive Safeguarding/ FGM

Peer –on-Peer Abuse: All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but



may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. The behaviour policy, anti-bullying policy, ICT Acceptable Use Policy provide guidance for staff. Any incidents involving bullying and violence must be reported to the DSL and Principal.

The Prevent Strategy

Prevent aims to stop people becoming terrorists or supporting terrorism, in all its forms.

It is part of a school's responsibilities to safeguard vulnerable children and young people from being drawn into terrorism.

If concerns are raised normal safeguarding procedures apply.

In addition to following normal safeguarding procedures further guidance and support is available from the local police by calling the non –emergency number 101

Westminster has a Prevent team Westminster's Prevent team is able to provide support and advice to schools, colleges and universities in delivering the Prevent Strategy.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.



APPENDIX B

What School Staff Should Do if They Have a Concern about a Child

If you have a concern about the safety or welfare of a child talk to the Principal or the Designated Safeguarding Lead Teacher.

It could be that you are concerned because of

- Something the child has said or a parent has told you
- Something you have noticed about the child's behaviour, health, or appearance.
- Something another professional said or did
- Something another child said or did

Even if you think your concern is minor, the DSL or Principal may have more information that, together with what you know, represents a more serious worry about a child. You do not have to make the decision alone about how to respond to a concern but you must share your concern with the appropriate people.

Recognize that children may need time and more than one opportunity in order to develop sufficient trust to communicate any concerns they may have

If a disclosure is made to you

Whenever a child reports that they are suffering or have suffered significant harm through abuse or neglect, or have caused or are causing physical or sexual harm to others, your initial response should be limited to listening carefully to what the child says.

- Clarify the concerns
- Recognize that a child may need time and more than one opportunity in order to develop sufficient trust to communicate any concerns they may have
- Do not press the child for information or cross-examine them
- Do not promise absolute confidentiality
- Offer re-assurance about how the child will be kept safe
- Explain what action will be taken and within what timeframe
- A suggested format is: 'I am worried about and I need to tell Mrs..... so that she can help us think about how to keep you safe'
- If the child can understand the significance and consequences of making a referral to Local Authority children's social care, they should be asked their view. However, it should be made clear that whilst their view will be taken into account, you have a responsibility to take whatever action is required to ensure the child's safety and the safety of other children.

As soon as possible make notes of the conversation. Make sure you write the words spoken by the child. Note names of people places, dates and times mentioned. Sign and date these notes. [See Appendix C]



Act immediately. Speak to the Designated Safeguarding Lead Teacher or the Principal or make a referral yourself.

Note that when referring to the DSL or the Principal they will, where practicable, discuss concerns with the parent and agreement sought for a referral to LA children's social care unless seeking agreement is likely to place the child at risk of significant harm through delay or due to the parent's actions or reactions.

As soon as possible, and within 24 hours, pass the notes of the disclosure directly to the Designated Safeguarding Lead Teacher. Remember the disclosure is sensitive and therefore when speaking to the appropriate people be aware of the need for privacy. Ensure the notes are kept secure.

You must keep a record of any discussions with the parent, your managers (or the DSL or Principal) and if you refer yourself the information provided to LA Children's social care. You must note any actions taken ensuring you record the time & date and sign the record.

If an allegation of abuse is made to you about a member of staff

When there is an allegation or concern that any person who works with children, in connection with their employment or voluntary activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

There is a specific procedure that is followed which is based on the guidance given in *Part 4 of* '

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

and on the London Child protection Procedures website.

http://www.londoncp.co.uk/chapters/alleg_staff.html

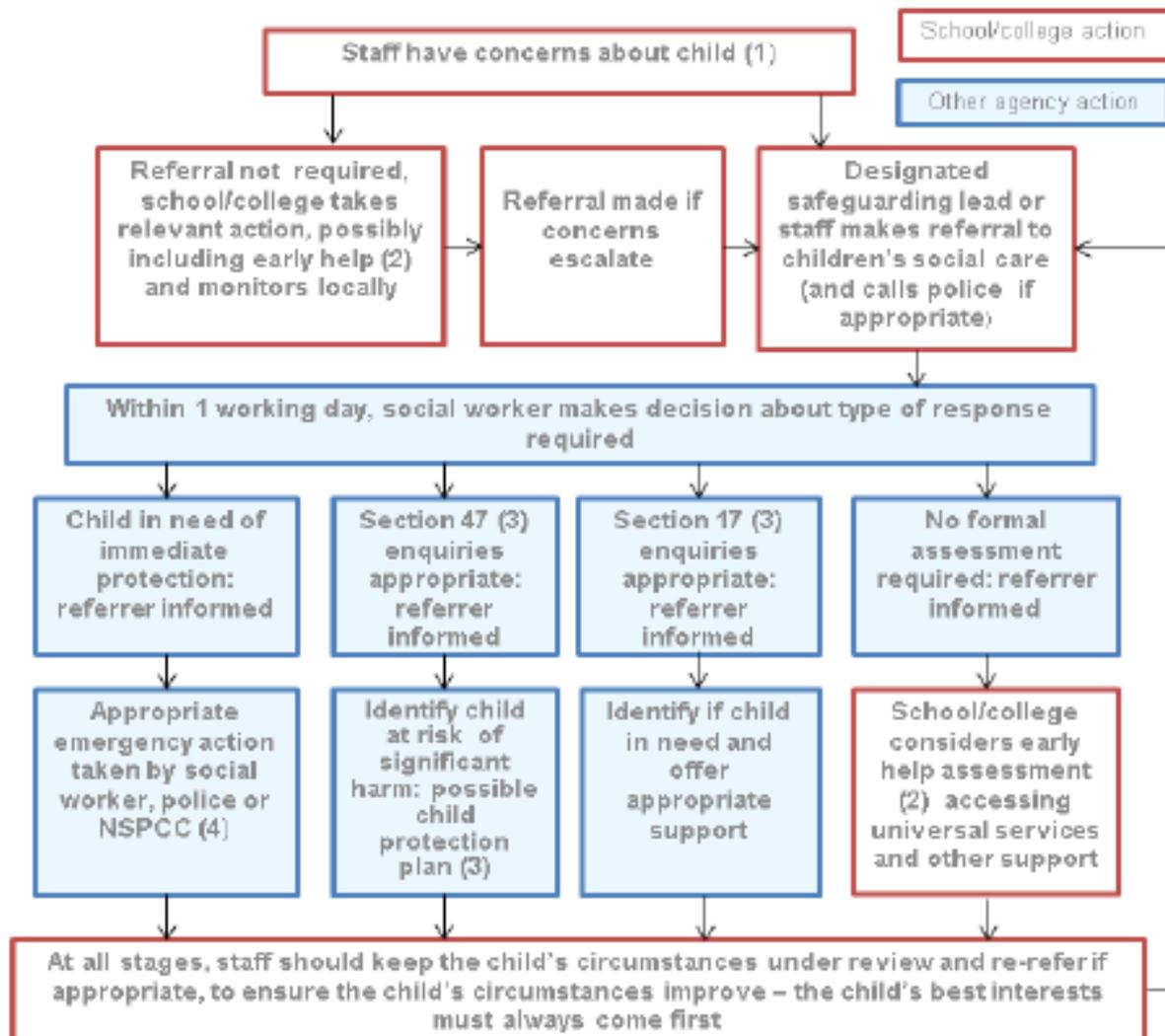
As in all cases it is important to follow the guidance regarding a disclosure. However, please note that if an allegation is made about the Designated Safeguarding Lead Teacher you can speak to the Principal or if an allegation is made about the Principal you should report directly to the Local Authority Designated Officer (the LADO) [See Key Contacts]

If you speak to the Designated Safeguarding Officer or the Principal.

They will make a careful assessment of what you have told them; taking into account any other information they may have and decide whether to make a referral to LA children's social care via the Local Authority "Front Door". They will use this referral pathway to help in their decision making.

They will inform you of their action and keep you updated.

The following flow chart is taken from '*Keeping Children Safe in Education: Statutory guidance for schools and colleges 2016*

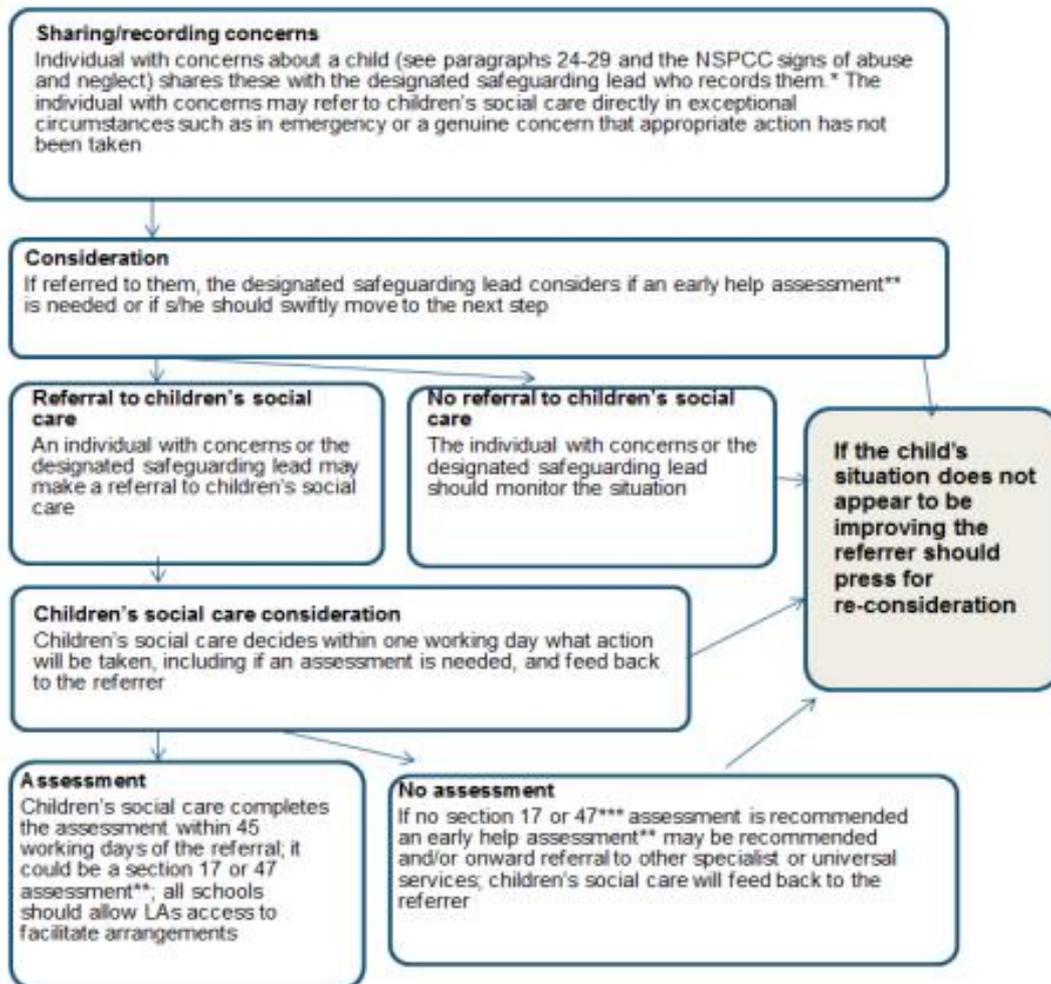


- 1 For allegations about staff Part 4 of the document provides detailed guidance
2. See page 9 about Early Help assessments
3. Section 17 assessments of children in need and section 47 assessments of children at risk of significant harm.



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

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



If you feel that you have noticed unsafe practices

Staff and volunteers are expected to comply with the Safeguarding Policy and Child Protection Procedures and with the Staff Code of Conduct. If you notice a problem or have suggestions for improving practice you can of course raise it with the relevant person concerned or if you feel uncomfortable about doing so you can speak directly to the Principal.

If you believe that a reported allegation or concern is not being dealt with appropriately by the school, you can use the NSPCC Whistle Blowing Helpline or report the matter to the LADO. [See Key Contacts]

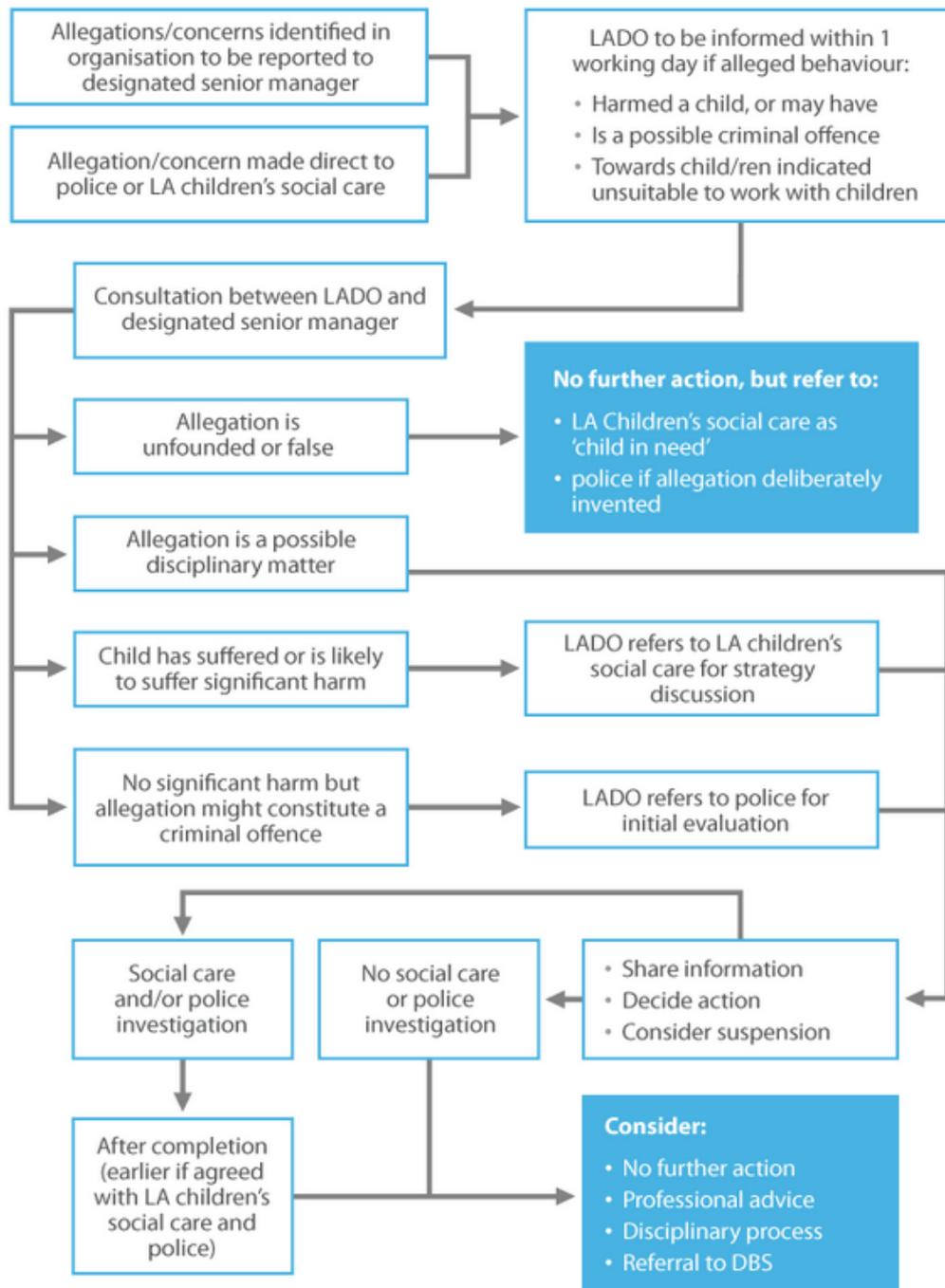


APPENDIX C Concerns should be reported using this form. Write clearly and in ink. Or if you choose to type then include the relevant information under the same headings. You must ensure that these notes are secure and cannot be easily accessed by someone else.

Safeguarding Concern Report Form		
Name of child about whom there is a concern		
Class or link with school		
Date and Time of disclosure / concern	Context of disclosure (Place /People Present)	
The Concern What was said / What happened / What did you notice... speech, behaviour, mood, drawings, games or appearance. (Continue overleaf or on a separate but attached piece of paper if needed)		
Analysis of what you observed & why it is a cause for concern		
Your actions (include dates / times)		
Person Making the report		Date



Allegations / Concerns Against Staff Child Protection Process



http://www.londoncp.co.uk/chapters/alleg_staff.html#procedures_special

Keeping Children Safe in Education 2016 Part 4: Allegations of abuse made against teachers and other staff

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf



APPENDIX E

Use of Reasonable Force

The school recognizes that there are occasions when physical contact with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when walking to the park or around school
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To provide intimate care; and
- To give first aid.

There may also be occasions where it may be necessary for a member of staff to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In these circumstances they may use reasonable force.

Examples where it may be necessary:

- to prevent a pupil leaving the school or a classroom where allowing the pupil to leave would risk their safety
- to restrain a pupil at risk of harming themselves through physical outbursts.
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil from physically hurting a member of staff or to stop children physically hurting one another
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;

All staff are made aware that it is unlawful to use force as a punishment.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Staff should take into account the need to make reasonable adjustments for disabled children and children with special educational needs and be aware of the age of the child /ren.

The School does not consider it is currently necessary for staff to have additional training but will assess the need for this based on the children in attendance.

Where a member of staff has deemed it necessary to use physical restraint they should report this to the Principal as soon as possible and record the incident. The school will speak to parents about significant incidents involving the use of force.



APPENDIX F

Checking that employees are 'suitable'

Schools are required to carry out certain checks on the people they employ. This includes ensuring that staff working in these specified early and later years settings are suitable to do so.

In October 2014 the government issued supplementary guidance regarding the Childcare Disqualification Requirements. The guidance is available here.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

This update requires schools which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

The supplementary guidance has highlighted the criteria of **disqualification by association**.

Schools have been told they must ask existing employees working in these settings and those who are directly concerned in the management of such provision to provide the relevant information not only about themselves but also about a person who lives or works in the same household as them.

They should also ask for this information as part of the pre-employment checks they undertake on appointing new staff.

Disqualification Criteria

At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the regulations, the Act and Regulations disqualify staff from:

- providing early years childcare or later years childcare to children who have not attained the age of eight; or
- being directly concerned in the management of that childcare.

In addition to inclusion on the Children's Barred List, the wider disqualification criteria include:

- being cautioned for or convicted of certain violent and sexual criminal offences against children and adults;
- grounds relating to the care of children (including where an order is made in respect of a child under the person's care);
- having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering;
- living in the same household where another person who is disqualified lives or works (disqualification 'by association').

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from OFSTED.



Staff are required read and sign the Staff Code of Conduct to indicate they are not disqualified and must inform the Principal if they come to the attention of police or children's services or there are changes that may affect their 'suitability' to be working with children.