



FULHAM PREP SCHOOL



FULHAM SENIOR SCHOOL

FULHAM PREP SCHOOLS SAFEGUARDING AND CHILD PROTECTION POLICY

Fulham Prep Schools are committed to safeguarding and this policy has been created in line with Hammersmith and Fulham Safeguarding Children's Boards (Our LSCB)

Initially Ratified by the Board of Governors: 9th September 2016

Latest Update Date: 20th April 2018

Governor Acceptance and Endorsement: 23rd April 2018

This policy is reviewed annually or earlier if required.

Contact details if you have a concern about a child or another member of staff's behaviour

Designated Governor for Child Protection: Mrs Jane Emmett-
jemmett@fulhamprep.co.uk or telephone 020 73862448

Designated Senior Safeguarding Lead (DSSL): Mrs Lesley Warrington –
lwarrington@fulhamprep.co.uk or telephone 020 7386 2468

Deputy Designated Safeguarding Lead (DDSL): Mrs Storm Porter –
sporter@fulhamprep.co.uk or telephone 020 7386 2453 and Mr Angus McDonald –
amcdonald@fulhamprep.co.uk or telephone 020 7386 2453

Designated Senior Safeguarding Lead (DSSL including EYFS) at the Pre-Prep – Ms D Steven –
dsteven@fulhamprep.co.uk or telephone 020 7471 4215

Designated Deputy Safeguarding Lead (DSSL including EYFS) at the Pre-Prep – Mrs Carrie Piper –
cronaldson@fulhamprep.co.uk or telephone 020 7471 4215

Designated Teacher for “looked-after” children: Mrs Lesley Warrington–
lwarrington@fulhamprep.co.uk or 020 7386 2468

Chair of Governors: Dr Stephen Spurr -
stephen.spurr@inspirededu.co.uk or telephone 07733 012073.

Contacts when advice, support and guidance required concerning radicalisation and extremism;

The LA *Prevent* Lead in *Prevent* priority areas and phone number: Simon McTurk: 020 8753 6918
simon.mcturk@lbhf.gov.uk

The local police force, 101 (the non-emergency police number) and 999 (emergency)

The DfE dedicated telephone helpline and mailbox for non-emergency- 020 7340 7264 and
counter-extremism@education.gsi.gov.uk.

The LA/ Health contact when Female Genital Mutilation is suspected - Gourtia Gibbs 020 7641 1610
gmurdeshwar@westminster.gov.uk

For LADO enquiries for Hammersmith and Fulham please contact 020 8753 5125 or contact Family Services at Hammersmith and Fulham – Familysevices@lbhf.gov.uk or 020 8753 6600.

Please see the end of this document for more detailed contact information.

Fulham Prep Schools operates Safeguarding procedures in line with locally-agreed inter-agency procedures. The LSCB is Hammersmith and Fulham.

SAFEGUARDING AND CHILD PROTECTION

1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people, 'Every Child Matters' and DfE guidance "Keeping Children Safe in Education (September 2016), the Governors, the Head and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people 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 Governors, the Heads and school staff will be committed to ensuring that all members of the school community are aware of the School's responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant Governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment and radicalism, preventing impairment of health and/or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking actions to enable all children to have the best outcomes.

All children, without exception, have the right to protection from abuse regardless of disability, sex, gender reassignment, race, religion or belief, or sexual orientation (Equality Act 2010).

Safeguarding children is everyone's responsibility, it is better to help children as early as possible, before issues escalate and become more damaging.

This policy and its associated procedures address the Independent Schools' Standards Requirements (ISSRs) Part 3, and are in accordance with locally agreed inter-agency procedures

This Safeguarding/Child Protection policy forms part of a set of documents and policies which relate to the safeguarding responsibilities of the school. In particular there are links with:

- Staff code of conduct;
- PSHEC, Sex Education and Relationships Policy;
- Pastoral Care Policies including Missing from Education policy;
- Staff and Pupil Behaviour Policies;
- Anti-bullying and Equal Opportunities Policies and Procedures;
- Recruitment, Selection and Disclosure Policy and Procedures;
- Health and Safety Policies;
- E-safety, Acceptable Use and ICT Policies;
- Restraining and Intervention Policy
- The EYFS Policy on the use of mobile phones and cameras in the setting
- Whistleblowing Policy.

The implementation and effectiveness of the Safeguarding/Child Protection policy and procedures are reviewed and endorsed annually by the governing body. It applies to all staff,

governors volunteers and visitors. Parents are informed of the policy and procedures through the website and the school prospectus. The policy is available in hard copy on request to the school office. The safeguarding/child protection policy and procedures are reviewed at regular intervals by the Designated Senior Safeguarding Lead (DSSL) and Senior Management Team (SMT).

The Governing body, teaching and support staff and volunteers take all concerns and allegations most seriously and will respond appropriately. This will normally involve immediate, informal, confidential referral to the Local Safeguarding Children Board [LSCB]. In emergencies and cases involving suspected female genital mutilation or radicalism the Police will be contacted. In the case of allegations of abuse against teachers and other staff, the local authority designated officer [LADO] will be contacted.

The school is committed to the Safer Recruitment policy, including the selection and vetting, of all staff and volunteers. The school takes all possible steps to ensure that unsuitable people are prevented from working with children through its recruitment practices, Disclosure and Barring Service [DBS] checks and Induction procedures (see Safer Recruitment policy). This adheres to the 2009, 2012, 2013 and March 2015 legislation regarding referrals to the Disclosure and Barring Service [DBS] [formally the Independent Safeguarding Authority]. Safe Recruitment practice also includes the requirement to check that all those employed as teachers, head teachers or senior managers from April 2014 are not subject to the appropriate prohibition order issued by the Secretary of State. All staff who have contact with Early Years children and pupils up to the age of eight in before and after school care sign a statement confirming they are not disqualified by association with another who falls into the barred category (January 2015).

The School does not use corporal punishment. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. If a member of staff takes action physically to restrain a pupil a written report is made, as soon as practical and sent to the head teacher.

In the Early Years we aim to provide particularly strong care and nurture, recognising the needs and vulnerability of our youngest charges. As a result, we set out to offer appropriate physical contact when this is judged necessary by our professional and experienced staff. This guidance has been written to help ensure that behaviour and actions do not place pupils or staff at risk of harm or of allegations of harm.

Safeguarding children and young people and promoting their well-being is more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose.

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

The school follows the procedures set out by the Local Safeguarding Children Board and also has regard to the guidance 'Keeping Children Safe in Education (September 2016) [KCSIE] and Working together to Safeguard Children (March 2015) [WTTSC] from the DfE. The school has regard to the document Prevent Duty (July 2015).

2. 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 a child protection curriculum within the existing curriculum, 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.
- To provide a curriculum that assists pupils to make good choices about safe and healthy lifestyles and informs them how to approach if their health or safety is threatened
- To promote a positive, supportive, secure environment. It gives pupils a sense of being valued and helps all to fulfil their potential, regardless of their background or circumstances
- To offer a safe learning environment where pupils are listened to, feel safe and secure; do not experience bullying, racism, homophobia or other types of discrimination and where medical needs are met.
- To ensure the early identification of pupils with additional needs, liaison and intervention with other agencies such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- To ensure the school behaviour policy that supports all pupils.
- Ensuring that when a pupil who is the subject of a Child Protection Plan (formerly referred to as the child protection register) leaves, their details are transferred to the new school immediately and the child's social worker is informed.
- To have an effective pastoral care system. This ensures pupils' self-awareness of safeguarding and welfare matters are developed at levels appropriate to their maturity, through curricular and extra-curricular events. These may include, for example, PSHEC, circle times, assemblies, form times and house meetings, where a trusting climate is established and pupils talk and share their thoughts and feelings.
- To provide guidance on the safe use of electronic equipment, including access to the internet.

- To raise pupils' awareness of the dangers of the internet and social media as a vehicle through which they can be contacted and subjected to radicalisation and grooming
- To encourage amongst all staff a culture of listening to children and taking account of their wishes and feelings.
- To develop positive partnerships and nurturing a commitment to an open and honest relationships with mothers, fathers and carers at all stages of a pupils' education.

All School staff should have access to 'Tri Borough Attendance and Safeguarding in Schools' – September 2013 as well as DfE guidance "Keeping Children Safe in Education (September 2016).

These documents cover the following areas:

- Legislative framework;
- Definitions and categories of abuse and neglect;
- Possible indicators of abuse and neglect;
- Action by person receiving or identifying a concern;
- Action by designated person;
- Consent – child and parent/carer;
- Recording and the referral process;
- Guidelines for safe practice – professional conduct;
- Reports for case conferences.

All school staff should be aware of the information on Child Sexual Exploitation and Female Genital Mutilation contained on page 12 of the DfE guidance "Keeping Children Safe in Education (September 2016). All documents mentioned can be located in the Safeguarding folder in the Staff work area.

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The Governors will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families' cultural and social background;
- Children must have the opportunity to express their views and be heard
- 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. Confidentiality cannot be promised to children.
- All staff should 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

The Governing Body as a whole has overall responsibility for ensuring that safeguarding policies and procedures meet legal and regulatory requirements and that pupils are suitably safeguarded at all times. The Governors monitor the discharge of all statutory responsibilities regularly and robustly.

The Governing Body ensures that:

1. An effective Child protection policy and procedures are in place and such arrangements are implemented fully in practice.
2. The school follows Safer Recruitment procedures (see Safer Recruitment policy) and the single central register of staff is in order, ensuring provision meets statutory requirements and advice.
3. School safeguarding and child protection policies are up to date and risks assessed at regular intervals. Areas requiring action are dealt with immediately and any deficiencies or weaknesses are remedied without delay.
4. The DSSL is of suitable 'status and authority' to take responsibility and carry out the role.
5. The DSSL has received higher level local authority training in the Prevent Duty procedures.
6. All staff /volunteers attend relevant child protection training that is in line with local authority procedures, including training in line with the recent Prevent Duty procedures and are informed of any updates which occur during the year
7. All staff know and understand how children can be radicalised, are aware of how to recognise changes in pupils' behaviour that could indicate such and know what to do if this happens.
8. All staff understand Female Genital Mutilation and know what to do if they suspect this may have taken place.
9. Allegations are managed swiftly, correctly and safely.
10. Any information required by the local authority regarding safeguarding is passed to them swiftly.
11. A member of the Governing Body is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher.
12. Safeguarding matters are placed on governors' agendas to ensure they are constantly informed of changes and concerns by the Head, the DSSL and the nominated governor.
13. The safeguarding governor meets regularly with the DSSL and conducts an annual review of staff knowledge and the efficiency and implementation of safeguarding procedures. This review involves the scrutiny of the training records of staff, safeguarding issues dealt with over the year, how they have been handled and the contribution the school has made to multi-agency working. Governing body meeting minutes record the form and findings of the review fully. Checking of the Single Centralised register and staff file keeping.
14. Staff follow requirements of the Code of Conduct and staff behaviour policy (see Appendix 2 and staff behaviour policy)
15. Ensure Safeguarding training is carried out for all staff on an annual basis

The role and responsibilities of the Designated Safeguarding Governor;

Whilst the Governors delegate a member of the Governing Body to be the designated Safeguarding Governor it must be remembered that safeguarding duties as described above remain the responsibility of the Governing Body as a whole.

- Be familiar with Local authority and policy relating to Safeguarding and Child Protection and associated issues.
- Attend training for nominated Safeguarding and Child Protection governors.
- Attend training for general safeguarding issues that are in line with local authority requirements at least annually.
- Ensure a correct record of all safeguarding training, including that of governors' training is maintained by the DSSL
- Be familiar with the most recent Ofsted/ISI regulations regarding safeguarding, including safer recruitment of staff and the requirements re the central register of staff.
- Be fully conversant with the need to check EYFS staff with regard to the Disqualification by Association requirement.
- Be aware that the school must report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and who meets the DBS referral criteria. Ensure this is done promptly.
- Be aware of occasions when a referral to the National College for Teaching and Leadership (NCTL) is required when a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.
- Know that where a referral has been made to the DBS, it is unnecessary to contact NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral

When ensuring school provision meets requirements the Safeguarding Governor will:

- Ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met;
- Monitor appropriate policies, including the safeguarding and all attached policies, ensuring the safeguarding policy contains at least the following and is in line with locally agreed inter-agency procedures;
- Ensure the school meets requirements advised by Keeping Children Safe in Education (September 2016) and the Ofsted/ISI regulations regarding safeguarding;
- Regularly check the school's arrangements for handling allegations of abuse against members of staff, volunteers and the head;
- Direct staff on what to do if they have a concern about a child or where one child is abusing another child;
- Ensure the school has up-to-date information on how to recognise abuse
- Monitor the school's staff code of conduct/behaviour policy and recruitment procedures;
- Review the management of safeguarding including the appointment of the designated person and the job description of the designated personnel;
- Monitor the training of the Designated Senior Safeguarding Lead, the Deputy Designated Safeguarding Leads, staff, volunteers and the head. Ensuring everyone is suitably trained and qualified;
- Make arrangements for reviewing the school's child protection policies and procedures annually;
- Check the school's arrangements to fulfil other safeguarding and welfare responsibilities;

- Ensure there is at least one Deputy Designated Safeguard Lead who has responsibility for responding to and overseeing safeguarding issues as delegated by the Designated Senior Safeguard Lead, and who is also suitable qualified and trained;
- Where appropriate, ensure there is at least one Designated Senior Safeguarding Lead or Deputy Designated Safeguarding Lead to be responsible for the Early Years.
- Ensure that the Designated Senior Safeguarding Lead supervises and supports the work, development and training of the Deputy Designated Safeguarding Lead
- Ensure that there are clear lines of accountability regarding safeguarding procedures.
- Ensure all staff know:
 - who are the Designated Safeguarding personnel;
 - what the Whole School Safeguarding policy contains;
 - how to identify a child protection concern;
 - what they do if they have any child protection concern;
- Ensure the system for recording, storing and reviewing child welfare concerns is robust and secure.
- Liaise with the head about general child protection and broader safeguarding issues within the school.
- Meet regularly with the Designated Senior Safeguarding Lead in order to monitor the effectiveness of the implementation of the governing body's Safeguarding and Child Protection policy. It is recommended that this is at least a termly meeting.
- Provide reports to the Governing Body in respect of issues within the school to enable adequate oversight, understanding and development of solutions.
- Ensure that the training of all staff is up to date.
- Recommend Governors attend appropriate safeguarding training either arranged by the school or externally to include, for relevant governors, training in respect of allegations against staff.
- Recommend at least one Governor, who may be called to sit on the recruitment and selection panel for staff, has successfully completed accredited Safer Recruitment training or any future training that replaces this course.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record, inspect it regularly and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' are implemented across all their work and embedded into the school ethos.
- Ensure the school maintains regular communication and good relationships with external agencies available to support children and families
- Monitor progress against any outstanding actions required that have been decided upon following any safeguarding audit
- Ensure the school implements its procedures to prevent radicalisation effectively

Following a full annual audit of provision, the Safeguarding Governor should ensure that the Governing Body receives a report on the implementation of the school's safeguarding and child protection policy and procedures including any on-going child protection issues, and information of any training undertaken by individual members of staff or the whole staff body relating to child protection and safeguarding.

4. RESPONSIBILITIES OF HEAD/DESIGNATED SENIOR SAFEGUARDING PERSONNEL

The Governors will ensure that the school has identified Designated Senior Safeguarding Leads and Deputy Designated Safeguard Leads for child protection and that the Head and the DSSLs and DDSLs undertake the following responsibilities:

- Maintain an overview of safeguarding within the school
- Ensure all staff implement the safeguarding policy effectively
- Receive appropriate higher level training in line with LCSB procedures, including the LCSB Prevent Duty procedures
- Open channels and communicate effectively with local statutory agencies
- Communicate well both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings
- present a calm and efficient disposition in a crisis
- follow procedures accurately and make informed decisions
- adapt swiftly to changing regulations
- lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures
- train a staff team in safeguarding procedures, including those relating to the Prevent Duty
- be an effective member of a multi-agency, local authority team
- listen objectively, actively and non-judgementally
- write clear, full and informative reports for external agencies, senior managers, governors and external agencies.
- understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.

Work with the Safeguarding Governor to undertake a full review of all aspects of safeguarding annually, including the implementation of the requirements of the Prevent Duty document and assist in providing a comprehensive written report for the Governing Body

The Designated Senior Safeguarding Leads will refer all cases of suspected abuse to either/or;

- The local authority children's social care unit
- The local authority designated officer (LADO) for child protection concerns (particularly all cases which concern a staff member).
- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child).
- In consultation with the Head Teacher, and informing the safeguarding governor, consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it is unnecessary to contact NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral.
- The police (cases where a crime may have been committed).

The Designated Senior Safeguarding Lead will;

- Ensure that the school operates within legislative frameworks and recommended guidance.
- Liaise with the head teacher regarding;
 - ongoing enquiries under section 47 of the Children Act 1989 and police investigations
 - referring of cases of suspected abuse regarding children in need to the local authority children's social care unit
 - referring child protection concerns (all cases involving a staff member) to the local authority designated officer (LADO)
 - referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS)
 - referring cases where a crime may have been committed to the police
- Liaise with parents, informing the head teacher (and if appropriate the LADO, children's social care unit or police) of all meetings and discussions
- Ensure records of all meetings are clear, comprehensive and dated
- Act as a source of advice and expertise to staff on matters of safety and safeguarding
- When deciding whether to make a referral always liaise with relevant agencies for advice
- Cooperate with the safeguarding governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly
- Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing governors and staff of any changes.
- Ensure all school records re safeguarding are comprehensive, updated and accessible
- Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating
- Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve
- Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the governors safeguarding representative
- Act as a support to pupils and staff, follow up and document progress re all concerns regularly.
- Ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file

- Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers
- Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'
- Submit reports to, and ensure the school's attendance at, child protection conferences or case reviews. Contribute to decision-making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
- Ensure any actions to be taken re children on the register are performed efficiently and the results monitored, recorded and evaluated
- Maintain a continuous overview of safeguarding within the school, recording findings clearly
- Ensure safeguarding maintains a high profile at staff meetings
- Organise regular meetings of all involved in safeguarding within the school, including the Early Years
- Ensure school policies such as the SMSC and IT policies incorporate the requirements of the Prevent Duty, enabling pupils to understand that terrorism is unacceptable and preventing any form of radicalisation in school.
- Ensure staff know how to identify changes in behaviour or other aspects of pupils' demeanours that may indicate radicalisation
- Ensure staff know how to report any suspicion of radicalisation
- Ensure staff members receive regular training on how to identify radicalisation amongst pupils.

The work of the designated safeguarding lead will be reviewed annually by the safeguarding governor.

The role of the Deputy Designated Safeguarding leads (DDSLs);

- The DDSL will be fully conversant with the role and expectations of the Designated Safeguarding Person, including all matters appertaining to the Early Years
- The DDSL will be available to support the designated safeguarding person in whatever capacity is required, being observant and a good communicator.
- The DDSL will have the knowledge and skill to perform the duties of the DSSL when requested
- The DDSL will assume the role of DSSL whenever requested and when the DSSL is not on the premises

- The DDSL will attend training in line with local authority requirements at least every two years, preferably the same training as the DSSL.
- The DDSL will support the DSSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse
- The DDSL will assist the DSSL in producing reports for senior managers and governors
- The DDSL will understand the organisation and functioning of external agencies, including child protection cases and case conferences.
- The DDSL will support the DSSL in attending child protection and case conferences
- In the absence of the DSL the DDSL will be responsible for dealing with all matters appertaining to safeguarding and will follow the school procedures accurately
- The DDSL will share information on all matters brought to his/her notice with the head teacher and, should matters involve child protection, with the Local Authority Designated Officer (LADO) immediately, for advice.
- If relevant, the DDSL will share any concerns that are reported and involve the head teacher with the Chair of Governors as well as the LADO.
- The DDSL will support staff at all levels in their implementation of the school's child protection procedures.

The role and responsibilities of the LAC (looked after children) Designated Teacher;

- The designated teacher should have responsibility for helping school staff understand what affects how 'looked after children' learn and achieve.
- The designated teacher should promote a culture of high expectations and aspirations for 'looked after children'
- The designated teacher should make sure the young person has a voice in setting learning targets
- The designated teacher should ensure that, where appropriate, 'looked after children' are prioritised in one-to-one tuition arrangements
- The designated teacher should ensure that carers understand the importance of supporting learning at home
- The designated teacher should have lead responsibility for the development and implementation of the 'looked after' child's individual or personal education plan (IEP/EHC)(PEP) within the school

5. RESPONSIBILITIES OF SCHOOL STAFF

All staff are required to follow this whole school policy.

All school staff members 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 DSSL, DDSL and other senior staff members.

Staff members 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.

All school staff are expected to:

- Be able to identify signs and symptoms of abuse
- Report concerns (including concerns about other staff/professionals) to the DSSL, DDSL 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).
- Identify children who may benefit from early help.
- Read Part One of KSCIE (September 2016) and Annex A (if working directly with children)
- Report any FGM

6. STAFF TRAINING

Governors recognise the importance of child protection training for Designated Safeguarding Leads, Deputy Designated Safeguarding Leads, Designated Teachers and for all other school staff who have contact with children. The designated teachers for Child Protection will have specific training in their role, available from the Local Authority.

Governors expect the Head/Designated Safeguarding Lead to 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.

The Head is also expected to 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 Teachers.

Training for the Designated Senior Safeguarding Lead (DSSL)

(those marked with a * also refer to the DDSL)

The DSSL will receive appropriate training, in line with that of the Local Safeguarding Children's Board, which for this school is Tri-Borough Hammersmith & Fulham, Kensington & Chelsea and Westminster – www.rbkc.gov.uk/sharedservices/lscb. The training will be repeated at least every two years. Informal training will occur through regular local authority meetings and e-bulletins.

The training will ensure the DSSL will:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Receive higher level training in the LSCB's 'Prevent' strategy to be able to assess the risk of children being radicalised and drawn into support for the extremist ideas that are part of terrorist ideology and to be able to identify pupils at risk of radicalisation.
- If local LSCB training is unavailable for a time, the DSSL will undertake training in the Channel programme, which focuses upon providing support and protection for those identified as being vulnerable to terrorist propaganda (see Channel guidance, published by the Home Office October 2012 and updated April 2015)
- Be conversant with local inter-agency working protocols and training in the LSCB's approach to *Prevent* duties.
- Sharing an understanding with local partners of the potential risks of radicalism and terrorism in the local area
- Be aware of and support any pupils at risk of radicalisation
- Ensure all staff are informed of any updates the DfE makes to KCSIE.
- Be skilled in contributing to inter-agency procedures
- Be able to attend and contribute to the above effectively when required to
- Know how to contact a range of local agencies and how to work with them in resolving issues
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand how to maintain detailed, accurate, secure written records of concerns and referrals
- Know how to access a range of resources
- Attend any relevant or refresher training courses
- Encourage staff to increase their skill in listening to children and taking account of their wishes and feelings
- Ensure that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years.
- Ensure that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils.
- Ensure that all staff and volunteers are aware of the Local Authority Safeguarding Children Board Child Protection Procedures
- Ensure that, should the school have a pupil placed in it who is looked after by a local authority, staff have skills, knowledge and understanding to keep such a child safe.
- Ensure that induction training for all staff, including temporary staff and volunteers includes;
 - ❖ The school's child protection policy;
 - ❖ The staff code of conduct/behaviour policy;
 - ❖ The identity of the designated person
 - ❖ A copy of Part 1 of KCSIE and Annex A (if working directly with children)
 - ❖ Whistleblowing policy
 - ❖ Online Safety including eSafety and Acceptable Use policy
 - ❖ Support the work and training of the Deputy Designated Safeguarding Lead
- Ensure, in consultation with senior managers, that no areas of the curriculum contain any forms of political indoctrination

Training for all staff;

- All staff attend refresher training every year
- All staff training will be in line with advice from the LCSB
- All staff, irrespective of their date of appointment, will be provided with, read and be familiar with at least Part 1 of KCSIE (September 2016). The school will ensure any staff who have difficulties with English will receive assistance to ensure they fully understand the text. All staff working directly with children need to read Annex A.
- All staff will receive training on the Code of Conduct and whistle blowing policies
- All staff will receive regular training with the timing, content and level of such being in line with advice from the local LSCB
- All staff will be updated of changes in safeguarding requirements, as and when they arise, by the DSSL.
- All staff will receive training on online safety
- All staff will be given details of where full local procedures are available (in DSSL office and on LSCB web-site)
- All staff will receive 'Prevent' awareness training, in line with LSCB advice, to give them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know to whom they refer children and young people for further help
- All staff will be informed of any updates in KCSIE as soon as they occur.
- All staff will understand how to identify risks to pupils regarding female genital mutilation and terrorism and know what actions to take immediately they suspect any instance of such.

All new members of staff, including part-timers, temporary, volunteers, visiting and contract staff working in school, receive induction training that includes basic information on;

- Their responsibilities regarding safeguarding children.
- The school child protection policy, including the whistle blowing, social media, Acceptable use and staff behaviour policy
- The staff code of conduct
- School policies and procedures,
- The name of the DSSL
- Part 1 of KCSIE (Sept 16) which they are required to read and Annex A if they are working directly with children.

In addition training for all new staff, including part-time and supply staff, incorporates;

- How to recognise the signs of abuse and bullying
- Identifying signs of radicalism and how to report them.
- The procedures for recording and referring any concerns to the DSSL.
- Discussion of the child protection policy
- Discussion of the staff Code of Conduct and behaviour policy (see separate document)
- Information on safeguarding personnel
- Discussion of Part 1 of KCSIE including Annex A and school safeguarding policy and procedures with DSSL and safeguarding governor.

New members of staff, governors and volunteers are given electronic copies of the school's policy on safeguarding children and related policies – physical contact, EYFS, PSHEC, pastoral care, staff and pupil behaviour, anti-bullying and equal opportunities policies and procedures,

recruitment selection and disclosure policy & procedures, health & safety policies and E-safety and acceptable use policy). Thorough discussion of the procedures set out in these documents forms a vital part of our induction procedures.

All staff, including new appointees, sign to indicate they have received and read the document 'Keeping Children Safe in Education' [KCSIE] September 2016, Part 1- pages 4-10.

Recent training;

All staff will be issued with the safeguarding & related policies, part 1 of KCSIE (2016) and new staff members have undertaken appropriate safeguarding training as part of their induction.

Whole school staff attended Prevent training with the Tri-Borough on 3rd February 2016. All staff will attend the next session as twilight training on 14 March 2019.

Whole school staff attended Keeping Children Safe in Education with Christ Waterman on 5th September 2016.

Whole school staff attended Safeguarding Children and Young People Level 1 with Shelagh Willis, St Paul's School on 5th September 2017

Key members of staff from both sites, 24 personnel in total, attended Safeguarding Children and Young People Level 2 with Shelagh Willis, St Paul's School on 20th October 2017

Current Designated Safeguarding Personnel training:

Storm Porter	Tri-borough Level 4	Renewal: January 2019
Angus McDonald	Tri-borough Level 3	Renewal: August 2020
Lesley Warrington	Tri-borough Level 4	Renewal: January 2019
Neil Brooks	Tri-borough Level 3	Renewal: June 2018
Di Steven	Tri-borough Level 3	Renewal: March 2019
Carrie Piper	Tri-borough Level 3	Renewal: March 2019
(Mrs J Emmett) Safeguarding governor	Tri-borough Level 3	Renewal: June 2018

7. APPOINTMENT OF STAFF

The school is committed to providing an education in a vibrant environment, which engages children of all faiths and backgrounds and offers the best possible care and education for pupils. Safeguarding and the welfare of pupils are prominent in all that the school undertakes. All staff, governors and volunteers share this commitment.

The school's commitment to providing a supportive and flexible working environment for staff is supported through the safe, effective recruitment and retention of competent, motivated staff members who form a diverse workforce comprising different backgrounds, skills and abilities.

The recruitment and selection process is efficient, effective and equal. We uphold our legal obligations and national agreements and do not discriminate against applicants on grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

When appointing staff, Governors will take account of the guidance issued by the Local Authority's Human Resources Section, Safer Recruitment procedures and observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that 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 a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- There are three types of DBs checks; standard, enhanced and enhanced with barred list check. All candidates will be made aware that all staff are subject to an enhanced DBS (Disclosure & Barring Service) check.
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary.

See Safer Recruitment policy, which can be found on the school website, for full details.

8. ALLEGATIONS AGAINST STAFF/VOLUNTEER

Governors 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.

Governors further recognise that, regrettably, in some cases such accusations may be true. The Governors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff.

Some rare allegations will be so serious that they require immediate intervention by children's social care services and/or the police. In these cases, the Local Authority Designated Officer (LADO) should be informed of all allegations so that they can consult further.

In the case of a complaint made against the Governors, the Head should consult with LADO as to what the appropriate steps to follow should be.

For LADO enquiries and referrals the duty officer at Hammersmith and Fulham should be contacted on 0208 753 5125.

If any allegation of abuse is made against a member of staff, a volunteer or the member[s] of staff responsible for safeguarding, the LSCB procedures will be followed and the Head will be informed without delay. All unnecessary delays will be eradicated. The school will not undertake its own investigations of an allegation without prior consultation with the local authority designated officer (LADO) or team of officers (LADO(s)) or, in the most serious case, the police, so as not to jeopardise statutory investigations.

In the case of serious harm, the police should be informed from the outset.

The school will have regard to the guidance given in Part 4 of KCSIE (September 2016).

In the Head's absence the Chair of Governors will be informed. If the allegation should involve the Head, the Chair should be informed directly.

In addition to the above information any member of staff may also contact the NSPCC whistleblowing helpline on 08000280285 or watch the video at www.safeguardingschools.co.uk/whistleblowing.

Allegations will be resolved speedily. All discussions held will be recorded in writing. The school must decide the action to take and, - whether this be suspension or otherwise, - decisions will be made together with the LADO. The advice of the LADO will also be considered when communicating with the individual and the parents involved. In borderline cases, discussion with the LADO(s) can be held informally and without naming the school or the individual.

The school will take all care to ensure confidentiality during the process and will avoid publicity. Confidentiality will be maintained until the person involved is charged or the DfE/ NCTL publish details about the investigations as part of disciplinary procedures.

The school adheres to the Early Years requirement that Ofsted is informed of any serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegation relates to harm or abuse committed on the premises or elsewhere), or any abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Ofsted will be informed of the above as soon as is reasonably practicable, but at the latest within 14 days.

Whenever it is alleged that a member of staff/volunteer who has contact with a child in the personal, professional or community life may have;

- Behaved in a way that has harmed a child or may harm a child
- Possibly committed a criminal offence against a child
- Behaved towards a child that indicates that he/she is unsuitable to work with children.

then;

- The person to whom the allegation is first reported must inform the head immediately
- If the Head are absent, the allegation should be passed to the Chair of Governors or DSSL.

- The Chair of Governors is Dr Stephen Spurr. He may be contacted via the School Office – stephen.spurr@inspirededu.co.uk or telephone 07733 012073.
- The Head/ DSSL/ Chair of governors will contact the LADO immediately and at the latest within one working day of allegations being reported.
- In the most serious of circumstances the Head/DSSL/Chair of governors will contact the police
- Discussions with the LADO will be recorded in writing.
- The DSSL and Head will not investigate the allegation itself, or take written or detailed statements, before consulting the LADO, to assess the situation and agree the next steps
- The DSSL and Head will, as soon as possible, and following briefing from the LADO, inform the subject of the allegation, providing as much information as possible at the time.
- The recipient of the allegation must take the matter seriously and keep an open mind.
- They must not investigate nor ask leading questions if seeking clarification
- They must not make assumptions.
- Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.
- The recipient should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present.
- The written record should be signed and dated and, in the case of an allegation against a member of staff, passed immediately to the DSSL and the Head.
- If the Head is absent, the written report should be passed to DSSL and the Chair of governors.
- The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

If the concerns are about the Head, then the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head first.

In all allegations the school will decide upon whether the allegation is:

1. **Substantiated:** there is sufficient evidence to prove the allegation;
2. **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
3. **False:** there is sufficient evidence to disprove the allegation;
4. **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

If it is decided that the allegation is unsubstantiated and does not meet the threshold for further referral, the DSSL, Head and the LADO will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation. The Head will as soon as possible, following briefing from the LADO, inform the subject of the allegation. The Chair of Governors will be kept informed at each stage.

In the case of the allegation being against the Head, the Chair of governors, together with the LADO, will inform the Head of the allegation and of the actions to be taken, the time scales involved and the persons involved.

If it is decided that the allegation is substantiated and meets the threshold for further action the head must follow the guidance given by the LADO. In response to an allegation staff suspension will not be the default option. Staff against whom an allegation is made are not automatically

suspended, except in the case of an immediate referral to the child protection agencies or police. However, the Head may, after discussion with the Chair of Governors, find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual. The School will follow, as appropriate, the Disciplinary & Dismissal Policy and Procedures.

Allegations found to be unsubstantiated, malicious or false will be removed from personnel records. Unsubstantiated, malicious and false allegations will not be referred to in employer references. Pupils found to have made malicious or false allegations may have breached the Behaviour Policy. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or, indeed, referral to the police if there are grounds for believing a criminal offence has been committed.

If an allegation is found to be malicious or false, every effort will be made to restore the good name of the member of staff. Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, further exploration may be required. If an allegation is determined to be unsubstantiated, false or malicious the safeguarding lead may, in liaison with the LADO, refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In extreme cases the Head, again in consultation with the Chair of Governors, may be required to take action in line with the School's Pupil Exclusion Policy.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support which may take the form of counselling and/or professional advice. The child's parents will be informed in writing of the false allegation and the outcome. Appropriate counselling and support will be considered for the child who has made the false allegation.

If the allegation is substantiated and the member of staff is dismissed or the school no longer uses his/her services, then the Disclosure and Barring Service (DBS) and the National College for Teaching and Leadership [NCTL] must be informed. The school has a requirement to report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the address for referrals is PO Box 181, Darlington DL1 9FA (tel: 01325 953 795).

During the reporting and investigation of allegations the school will make every effort to maintain confidentiality and to guard against unwanted publicity. This will continue until the point where an accused person is charged with an offence or the DfE/NCTL publishes information about an investigation or decision in a disciplinary case.

For all allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Clear guidance is given in the DfE document on dealing with allegations.

(<http://www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse-against-teachers-and-other-staff>)

The school is under a duty to make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order

would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.

Ceasing to use a person’s services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the register of independent schools. The relevant legislation is contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise agreements cannot apply in this connection. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

Support for Staff:

The school has a duty of care to its employees. The school hopes to create a caring environment where staff members feel able to raise concerns and feel supported in doing so. If staff should experience a situation that is an emergency or extremely urgent they may make a direct referral to external agencies.

Being the subject of an allegation is traumatic for any member of staff, no matter how sensitively it is handled. Everyone who works with children is potentially at risk and must aim to minimise the risk. The school will act to minimise the stress inherent in allegations and disciplinary investigations and processes.

Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the LADO, children’s social care services or the police. The individual may be advised to contact their trade union representative, if they have one, or a colleague for support. They may also be given access to welfare counselling or medical advice if considered appropriate.

9. CHILD PROTECTION PROCEDURES - CONCERNS ABOUT A CHILD

The local Safeguarding Children board (LCSB), which sets out the local procedures for this area, is Tri-Borough Hammersmith & Fulham, Kensington & Chelsea and Westminster – www.rbkc.gov.uk/sharedservices/lcsb

A copy of the LCSB procedures is held in the school and can be found in the staff rooms

If staff prefer, they can access the full procedures at the LCSB web-site, the address of which is www.rbkc.gov.uk/sharedservices/lcsb

It is our aim that all pupils receive the right help at the right time. It is important to act upon early concerns swiftly so that they do not escalate. We consider it vital to keep clear and full records, to listen actively to pupils’ views, to reassess the situation regularly and take further actions when required.

All staff must be alert at all times to possible signs of abuse. If any member of staff is concerned about a child he or she must question behaviour, ask for help and;

1. Inform the school's DSSL or in their absence the DDSL without delay.
2. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.
3. The DSSL will contact the LADO without delay. The DSSL will then, under the guidance of the LADO or the Local Safeguarding Children Board, decide what action will be taken, including whether a formal referral should be made. Consultation in this way is done as a first action, as soon as practicable and certainly within 24 hours of the disclosure or suspicion of abuse.
4. If it is decided to make a formal referral this will be done under advice from the LSCB and normally with prior discussion with the parents, unless to do so would place the child at further risk of harm.
5. Children who have, or are likely to suffer significant harm are reported to Children's Social Care team immediately.
6. Children who are in need of additional support from one or more agencies will be reported to the LADO for inter-agency assessment using local processes, including use of The Common Assessment Framework and Team around the Child approaches (TAC). Whilst the decision to seek support for a pupil will normally involve consultation with parents, parental consent is not required if the school believes a pupil to be at risk of significant harm
7. Staff should be aware that anyone can, in certain circumstances or in emergencies, make a referral if necessary
8. The school acts to ensure children receive the right help at the right time to prevent issues escalating.
9. The school prefers to act speedily upon and report of the early signs of abuse or neglect. Clear records of the report are kept as are records of the views of the child.
10. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) and a written record will be kept.
11. All absences will be checked speedily and any concerns over repeated absence or other unusual absences will be followed up.

The Local authority to which referrals are made is: Tri-Borough Hammersmith & Fulham, Kensington & Chelsea and Westminster

The Local Safeguarding Children Board website is www.rbkc.gov.uk/sharedservices/lcsb

School procedure is to make referrals through the DSSL, however, it is important to note that anyone may make a referral directly to the Local Safeguarding Children's Board.

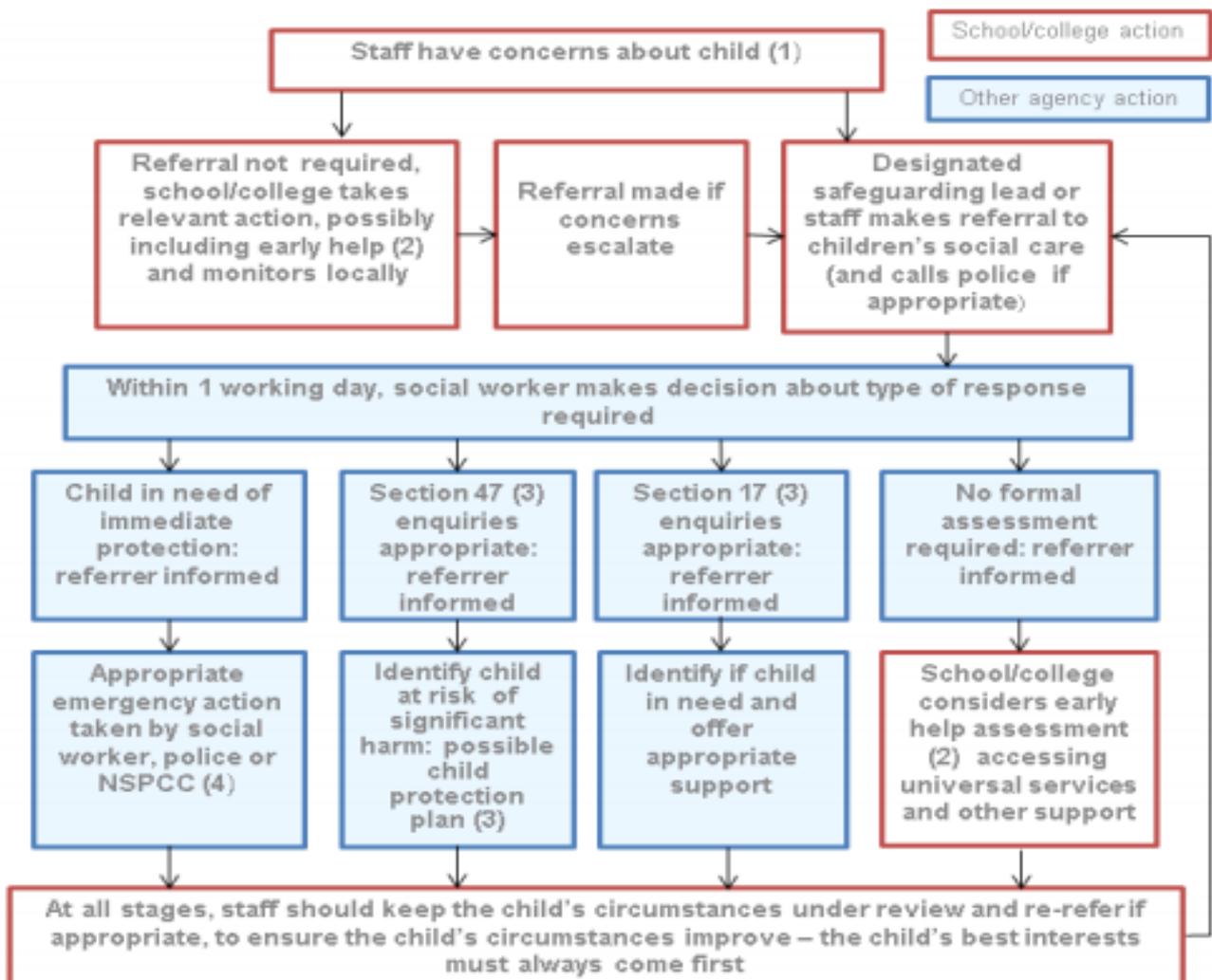
When to be concerned

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm.

Please refer to the flowchart below to distinguish the difference between a concern about a child and a child in immediate danger or at risk of harm and the actions that should follow each.



10. PEER – ON PEER ABUSE: DISCLOSURE OF ABUSE FROM ONE OR MORE PUPILS AGAINST ANOTHER

In the event that one pupil makes a disclosure about another pupil the general principles of listening and reporting to the DSSL remain the same.

At all stages school and LCSB guidance must be followed.

Many factors could lead to one pupil abusing another. On occasion they themselves are being abused. Each disclosure will be treated purely on the facts. Although no one prescribed solution can be regarded as a best fit, the procedures below must always be followed. The reporting arrangements for all forms of abuse include making contact with a welfare agency within 24

hours of a disclosure of abuse. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' If this is so, then the school's anti-bullying policy and procedures should be followed.

Actions to be taken:

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Use the school record of concern sheet to record disclosures.
- Make no contact with the parents.
- Listen to what is being said without displaying shock or disbelief
- Accept what is being said and allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to others who will be able to help.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct, or leading, questions
- Allow the child to continue at her/his own pace.
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer
- When recording what was said, use the child's own words – noting the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Also record any noticeable non-verbal behaviour.
- Record statements and observations rather than interpretations or assumptions
- Draw a diagram to indicate the position of any bruising or other injury
- Do not criticise the alleged perpetrator
- Explain to the child what has to be done next and who has to be told
- All records should be passed to the DSSL immediately - No copies should be retained by the member of staff or volunteer. This includes the original notes as these constitute prima fascia evidence and may be needed by a court. Records should be kept by the DSSL in a secure, designated file separate from the child's academic records.
- The advice of the LADO will be sought and considered when the DSSL communicates with the individual involved and the parents involved.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional team of Designated Safeguarding team and child protection agencies, following a referral from the DSSL.

Support for staff

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Safeguarding Lead

11. STAFF CONTACT WITH PUPILS

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff should familiarise themselves with page 6 of the guidance issued to all schools by the EWAS, Guidelines on the Use of Control and Physical Restraint by Staff and Guidance and Procedures for School Visits.

12. CURRICULUM

The Governors believe that the school curriculum is important in the protection of children.

We will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship 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.

13. TEACHING CHILDREN HOW TO KEEP SAFE

Many school policies deal with ensuring pupils of all ages learn how to keep themselves safe in the school, the local community and the world around them. Specific attention is paid to developing pupil's knowledge and ability to adjust their behaviours in order to reduce risks and build resilience, especially to radicalisation. Pupils are helped to identify and understand the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially young people and vulnerable adults. Internet safety is integral to the school's ICT curriculum and is also embedded in PSHE. The main school policies promoting discussion on safety are;

- The eSafety and ICT Acceptable Use policy
- The Health and Safety policy
- Behaviour and rewards Policies
- The PSHE programme

14. OTHER SAFEGUARDING ARRANGEMENTS - COMMUNICATION WITH PARENTS

The school's DSSL will ensure that parents or carers of pupils have an understanding of the responsibilities placed on the school and staff for safeguarding children. This will generally be carried out through information given prior to pupils commencing at the school.

The parents or carers of a pupil involved in a case of abuse will be told about the allegation as soon as possible if they do not already know of it.

Where a strategy discussion is required, or police or children's social care services need to be involved, the DSSL or head will not contact parents until all agencies have been consulted and

have agreed what information can be disclosed. Parental consent is not required for a referral where the DSSL believes a pupil is at risk of significant harm.

Parents or carers will be informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

The only members of staff to make contact with parents in any instance of abuse are;

- the DSSL and Head if dealing with the abuse of a child by another child, and if the case involves the pupils' safety then the LADO may be involved.
- the DSSL, Head, Chair of governors and LADO and in certain instances, the police, if allegations are made against a member of staff or the Head.

15. CHILDCARE

Staff responsible for before and after school care are subject to the rigours of the school safer recruitment procedures and complete the relevant **Disqualification by Association forms** (Childcare Act 2006, Childcare [Disqualification] Regulations 2009).

The school early years childcare can apply to supervised activity for a child from birth until the 1st September following their fifth birthday and applies to all early years provision during and outside of school hours. Later years childcare refers to pupils under the age of eight. Later years childcare does not apply to after school clubs and health care.

16. USE OF MOBILE PHONES INCLUDING E.Y.F.S.

In line with the school E-safety policy staff may take photographs and make videos of pupils in the course of their daily work, providing they have previously informed senior management of their intention and their proposals are accepted. Having made and used these records, in accordance with the professional discharge of their duties and responsibilities, they must delete them from any personal records, retaining them for the minimum time necessary. Should it be appropriate to make a permanent record, for example, of a dramatic performance, these should be retained centrally on the school's own server. Information and guidance on the use of mobile phones and cameras is contained in separate policies.

Under no circumstance can you use your personal device in the reception classrooms.

17. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Governors recognise that children with special educational needs 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 Senior Safeguarding Lead 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.

18. CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (LSCB and the Police) in line with Working together to Safeguard Children (2015).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

19. RECORD KEEPING AND REPORTS

Governors 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.

Governors further expect school staff to assist the Children's Services Department by providing information for child protection case conferences as required.

20. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

Governors expect the Head to 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 Children's Services staff.

21. COMMUNICATING POLICY TO PARENTS AND PUPILS

The Governors expect parents and pupils to be informed that the school has a child protection policy and is required to follow the Borough Guidelines for reporting suspected abuse to the Children's Services Department. A copy of the most up to date version will always be located on the school website.

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. A leaflet, facilitating this communication and produced Tri-Borough, is available.

22. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.

The Governors require the Head to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

The DSSL is responsible for updating and reviewing safeguarding procedures and their implementation. The DSSL works in collaboration with the Safeguarding governor, reporting to them on issues with individual children, referrals, themes which have emerged in the school and details of how the school has handled such, together with all supporting written information.

The Safeguarding Governor checks annually to ensure the school contributes to local inter-agency working and cooperates with various local agencies. The Safeguarding Governor undertakes an annual review of staff understanding and implementation of school safeguarding procedures. All procedures, including written reports and training records that are part of the annual review are recorded in detail and relayed to the full Board of Governors meeting.

23. TYPES OF ABUSE

All 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.

There are four categories of abuse: Physical abuse, emotional abuse, sexual abuse and neglect, as defined in KCSiE (September 2016).

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.

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.

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.

24. RECOGNISING TYPES OF ABUSE

Child abuse can and does occur both within a child's family and in institutional or community settings. School staff are in contact with children all day and are in a strong position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have '*reasonable suspicion*' and under the Children's Act (1989), this definition has been extended to include '*or may suffer in future*'.

All staff need to note that generally, in an abusive relationship the child may begin to:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

Further guidance for recognising signs of abuse can be found in Appendix 3.

25. SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

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. Staff should be clear as to the school policy and procedures with regards to these issues.

Expert and professional organisations provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the TES website and also at <http://www.nspcc.org.uk>. Staff can also access broad government guidance on the issues listed below via the GOV.UK website:

• child sexual exploitation (CSE)	• gangs and youth violence
• bullying including cyberbullying	• gender-based violence/violence against women and girls (VAWG)
• domestic violence	• mental health
• drugs	• private fostering
• fabricated or induced illness	• radicalisation
• faith abuse	• sexting
• female genital mutilation (FGM)	• teenage relationship abuse
• forced marriage	• trafficking

Child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that some bullying incidents may lead to consideration under the child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PSHE education and assemblies.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

Female Genital Mutilation

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police and DSSL immediately, who will involve children's social care.

The duty applies to all persons in Fulham Prep Schools who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Senior Safeguarding Lead; however, the DSSL should be informed.

This also includes honour based violence. Further information about indicators can be found in Appendix 5.

Preventing pupils from being targeted to participate in radicalism or terrorism

The school will, in response to section 26 of the Counter-Terrorism and Security Act (2015), have due regard to the need to prevent pupils and staff from being drawn into terrorism. This is known, in brief, as the Prevent Duty. The school takes the following actions;

At the beginning of every term the DSSL, DDSLs, the Governor responsible for safeguarding and senior managers, in partnership with LADO, assess the influences and risks to which pupils may be exposed within the school, the locality, the social media, the internet and their homes. The results of the risk assessment will be recorded by the DSSL.

If any risks or influences are discovered the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately.

Staff receive training in how to identify signs of radicalism in pupils through observing changes in behaviour etc. Staff are advised on actions to take should they identify such (reporting to DSSL immediately)

The DSSL and senior managers ensure the school SMSC policy and programme incorporates specific sections that assist the pupils to understand the dangers of extremist arguments.

The DSSL and senior managers ensure the school ICT Acceptable Use and eSafety policies have safety procedures in place to block any possible route for pupils to be targeted online or through the internet where they may be susceptible to terrorist or extremist material.

The Head of ICT is responsible for checking that no terrorist or 'grooming' organisations contact or are able to access pupils. The Head ensures parents are continually warned of the dangers of their children being targeted through the internet on home computers.

If the DSSL suspects a pupil is being radicalised they may discuss the matter with parents. If the DSSL considers the child to be at risk of significant harm they may contact the LADO immediately without informing the parents, and then act accordingly.

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is a threat of physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

Honour-based Violence

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who;

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and maybe a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

One Chance Rule

All staff are aware of the 'One Chance' rule in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.

Fulham Prep School is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost; therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

Online Safety

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media platforms such as Facebook, Twitter, Instagram and SnapChat

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Fulham Prep Schools has E-Safety and IT Acceptable Use policies which explain how we try to keep pupils safe in school and how we respond to online safety incidents.

Pupils are taught about online safety through the curriculum and all staff receive annual E-Safety and Social Media training which is regularly updated.

Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace; however, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to a member of the DSSL/DDSL within 24 hours. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

A member of the DSSL/DDSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies, then the DSSL will use their professional judgement to assess the risk to pupils involved and may decide to respond to the incident without escalation to Children's Social Care or the police.

In applying judgement the DSSL will consider if:

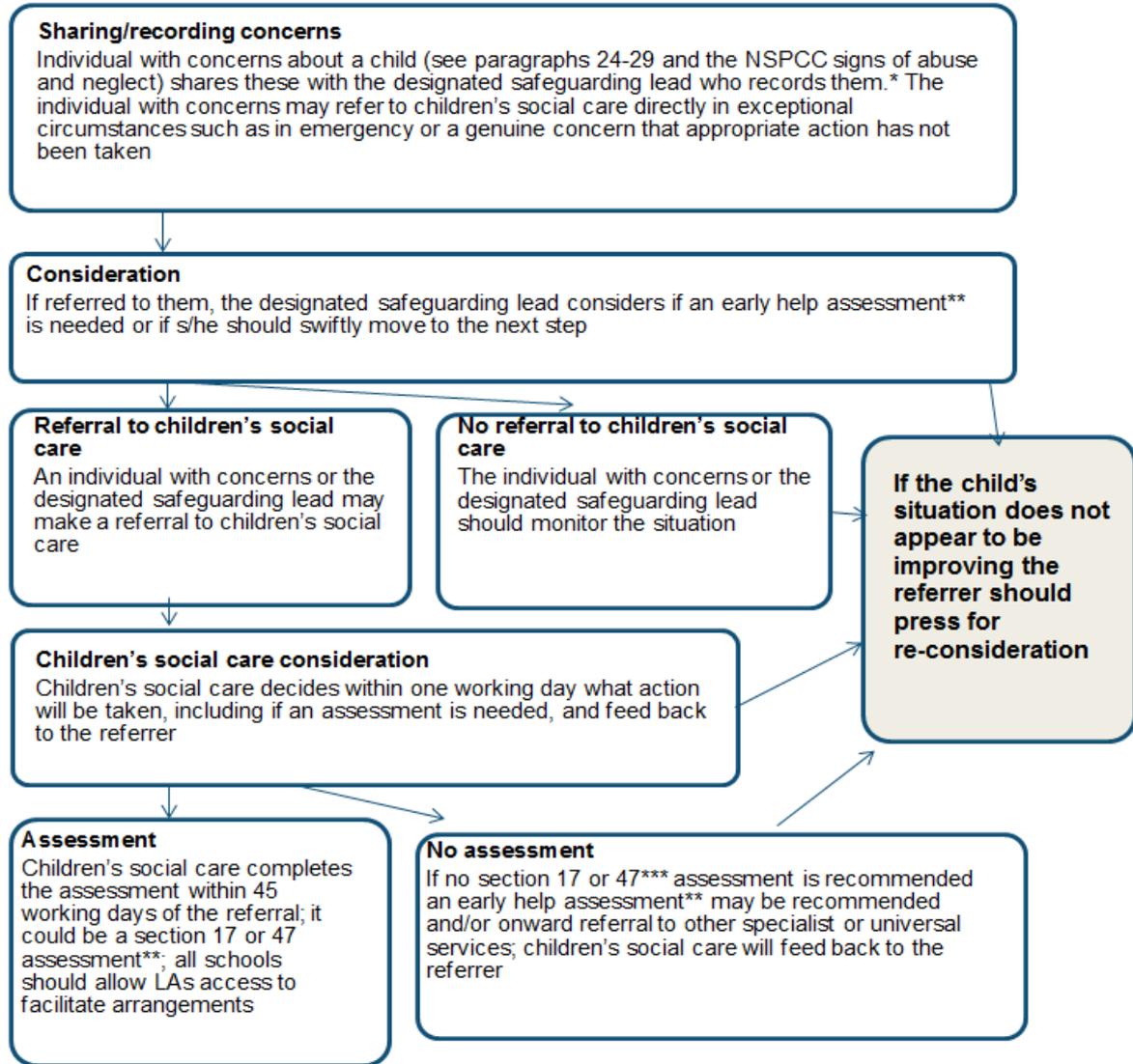
- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school.

The DSSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

Updated	By whom:
September 2016	By Mrs Dianne Bonnet, Mr Angus McDonald and Mrs Storm Porter
September 2017	By Miss Arabella Northey, Mrs Lesley Warrington and Mrs Vikki Low
9 th September 2017	Accepted and Endorsed by Governors
20 th April 2018	V Low
23 rd April 2018	Amendments accepted and Endorsed by Governors

For action to be taken when a child has suffered or is likely to suffer harm see the chart below



Appendix 1: RECORD OF CONCERN FORM

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Male			
Date and Time of Concern :			

- All staff are required to read the Safeguarding Policy and KCSIE and complete a related questionnaire each year to ensure they know, understand and implement all school procedures correctly.
- Staff receive specific Prevent Duty training.
- A pupil ‘concerns list’ is updated regularly. Staff are vigilant in reporting concerns to the DSSL and Head. This list does not provide personal details but acts as a staff alert for observation.
- New members of staff receive comprehensive Induction Training re Child Protection (see Induction Training Checklist) and Prevent Duty
- Child Line posters are on display throughout the school
- The School operates an effective anti-bullying policy which includes the risks involved in cyber-bullying. See Anti-Bullying policy.
- PSHCE lessons offer opportunities to discuss matters such as personal relationships and safety, bullying, personal and cyber safety
- The school’s internet access is filtered and pupils and parents are made aware of the dangers of the Internet. See eSafety Policy and ICT Acceptable Use Policy
- The School has clear policies and procedures regarding health, first-aid and the giving of medication. There is a medical room and fully trained first aiders on site at all times.
- The School has clear policies and procedures regarding checking safety concerns when taking pupils on school visits. See Educational Visits Procedure
- The School has comprehensive Risk Assessments for different areas and activities.
- The School has clear Health and Safety policies and procedures. The school buildings are secure. See Health and Safety Policy
- The School has a Missing Child Policy.
- The School has clear procedures in the case of fire, and regular fire drills are undertaken. See Fire Prevention Procedure
- All visitors report to reception upon arrival, sign in and are issued with an appropriate identity badge.
- All visitors have the school’s fire procedure and basic safeguarding procedures explained to them.
- All visitors are shown the appropriate access to toilets allocated for their use.
- Visitors do not spend time alone with any child (unless authorised) and must report immediately any incidents in which they and the children are involved.
- Any visitor involved in work that involves dangerous machinery or substances must observe any necessary safety precautions and/or stop work when children come into close proximity.
- Visitors deemed to have contravened these guidelines and/or whose presence is considered detrimental to the safety and well-being of any of the school community will be told to leave.
- Visitors are informed that smoking is not allowed – this is a no-smoking school.

Appendix 3 - Indicators of abuse

Indicators in the child

Bruising

- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object

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

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

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures

Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

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

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

Mouth Injuries

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

Poisoning

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

Fabricated or Induced Illness

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

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

Bite Marks

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

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

Burns and Scalds

- can be from hot liquids, hot objects, flames, chemicals or electricity
- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape of an implement for example, a circular cigarette burn
- multiple burns or scalds.

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

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

that have a line indicating immersion or poured liquid.

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

The following points are also worth remembering:

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

Scars

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

Behavioural presentation

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

Indicators in the parent

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

Indicators in the family/environment

Marginalised or isolated by the community. History of mental health, alcohol or drug misuse or domestic History of unexplained death, illness or multiple surgery in parents and/or siblings of the family.

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

Indicators in the child

1. Developmental delay
2. Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
3. Aggressive behaviour towards others
4. Child scapegoated within the family
5. Frozen watchfulness, particularly in pre-school children
6. Low self-esteem and lack of confidence
7. Withdrawn or seen as a 'loner' - difficulty relating to others
8. Over-reaction to mistakes
9. Fear of new situations
10. Inappropriate emotional responses to painful situations
11. Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking). Self-harm
12. Fear of parents being contacted
13. Extremes of passivity or aggression
14. Drug/solvent abuse
15. Chronic running away
16. Compulsive stealing
17. Low self-esteem. Air of detachment – 'don't care' attitude
18. Social isolation – does not join in and has few friends
19. Depression, withdrawal

20. Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
21. Low self-esteem, lack of confidence, fearful, distressed, anxious
22. Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

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

Parents may;

- be emotionally unavailable, because they're not around or too tired
- forget to offer praise and encouragement
- expect a child to take on too much responsibility for their age, for example caring for other family members
- be over-protective, limiting opportunities to explore, learn and make friends
- expect a child to meet their own emotional needs
- take out their anger and frustration on their child.

If a parent had a bad experience when they were a child or has bad role models around them now then this can affect the way they look after their own children.

Some parents may find it difficult to understand why their child is behaving in a certain way, and they can react badly. For example, they might think that their baby is crying to annoy them

Indicators in the family/environment

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

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical 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

Indicators in the child

Neglected children may

- be smelly or dirty
- have unwashed clothes
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money
- have frequent and untreated nappy rash in infants.

Physical presentation

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

Development

General delay, especially speech and language delay
Inadequate social skills and poor socialization

Emotional/behavioural presentation

- Attachment disorders
- Absence of normal social responsiveness

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

Indicators in the parent

Dirty, unkempt presentation. Inadequately clothed. Inadequate social skills and poor socialisation

Abnormal attachment to the child .e.g. anxious. Low self-esteem and lack of confidence

Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene.

Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy

Child left with adults who are intoxicated or violent. Child abandoned or left alone for excessive periods

Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

History of neglect in the family. Family marginalised or isolated by the community.

Family has history of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family

Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
Lack of opportunities for child to play and learn

SEXUAL ABUSE, including female genital mutilation (FGM)

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

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

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical presentation

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

Specific indications of FGM: FGM can occur in girls up to the age of puberty

- severe pain
- shock
- bleeding
- wound infections, including tetanus and gangrene, as well as blood-borne viruses such as HIV, hepatitis B and hepatitis C
- inability to urinate
- damage to other organs, such as the urethra (where urine passes) and the bowel

Emotional/behavioural presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred. Depression
- Reluctant to undress for PE
- Running away from home

- Poor attention / concentration (world of their own). Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct, sexually exploited or indiscriminate choice of sexual partners. Draws sexually explicit pictures
- Wetting or other regressive behaviours e.g. thumb sucking
- With FGM, the pupil may become secretive, quiet and in pain.

Indicators in the parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities, may (or may not) be associated with this form of abuse
- Grooming behaviour
- Parent is a sex offender

Indicators in the family/environment

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

In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm. The NSPCC website offers full information about signs of various forms of abuse.

Appendix 4: Child Sexual Exploitation

Staff should refer to Part A of 'Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' (2017)¹ for comprehensive guidance on Child Sexual Exploitation.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- going missing from home or school
- regular school absence/truancy
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- 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

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

- injuries from physical assault, physical restraint, sexual assault.

Appendix 5: Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. **FGM** involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl’s virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal? FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child’s family being from one of the ‘at risk’ communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child’s sibling has undergone FGM
- Child talks about going abroad to be ‘cut’ or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The ‘One Chance’ rule

As with Forced Marriage there is the ‘One Chance’ rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to children’s services or to police if the circumstances come under the mandatory reporting duty for those employed or engaged to carry out ‘teaching work’ in the school.

Appendix 6 - SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR SCHOOLS – ISSUED SEPTEMBER 2017

Hammersmith and Fulham Duty Line – Telephone 020 8753 6600 (Out of hours 020 8748 8588)

For case consultations or Local Authority Designated Officers referrals, please contact:

Anna Carpenter – Tri Borough Service Manager Safeguarding

Direct line: 020 8753 5124/07775 554 398

Email: Anna.Carpenter@lbhf.gov.uk

Emily Harcombe – Family support and Child Protection Advisor (Mon – Wed only)

Phone Number: 020 8753 5124/074 6773 4648

Email: Emily.harcombe@lbhf.gov.uk

Tri Borough Safeguarding and Child Protection Training, Consultation and Advice:

Hilary Shaw – Tri Borough Safeguarding and Child Protection Schools and Education Officer

Direct line: 07817 365 519

Email: Hilary.Shaw@rbkc.gov.uk

Marissa Asli – Tri Borough Safeguarding and Education – Liaison and Training Co-ordinator

Direct line: 07739 315 432

Email: Marissa.Aslibangura@rbkc.gov.uk

Tri Borough FGM – Advice/guidance:

Gourita Gibbs – Child Protection Advisor

Direct line: 020 7641 1610

Email: ggibbs@westminster.gov.uk

Tri Borough Child Sexual Exploitation (CSE) – Advice/guidance:

Alexandra Handford – Tri Borough CSE Lead

Direct line: 020 7598 4638/07973 564580

Email: Alexandra.Handford@rbkc.gov.uk

Detective Inspector Iain Keating – Tri Borough Multi-agency Safeguarding Hub and Multi Agency Sexual Exploitation

Direct line 020 7598 4638/07973 564580

Tri Borough Multi Agency Safeguarding Hub (MASH)

Karen Duncan – Tri Borough MASH Business Support Officer

Direct line: 020 7641 3991

Email: kduncan1@westminster.gov.uk

Bi Borough (Hammersmith & Fulham and Royal Borough Kensington & Chelsea PREVENT – Advice, guidance, training queries and referrals to Channel Panel

Mark Chalmers – Prevent Programme Manager, Westminster enquiries only

Direct Line: 020 7641 6032

Email: mark.chalmers@westminster.gov.uk

Local Team:

Direct Line 0208753 5727

Email: prevent@lbhf.gov.uk

Tri Borough Multi-Agency Safeguarding Hub (MASH):

Miranda Gittos – Head of Assessment and MASH

Direct Line: 020 7641 7793/07903 147 545

Email: mgittos@westminster.gov.uk

Chantal Marrow – MASH Service Manager

Direct Line: 020 7641 5428

Email: cmarrow@westminster.gov.uk

Esohe Erhahon – Schools Lead, Tri Borough MASH

Direct Line: 020 7641 5026

Email: eerhahon@westminster.gov.uk

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

Please call the relevant number below (for the borough in which the professional/volunteer works):

Hammersmith and Fulham: 020 8753 5125 and ask to speak to the duty child protection advisor Kembra Healy- Tri borough Safeguarding and Organisations Manager and Local Authority Designated Officer (LADO) 0208 753 5125 kembra.healy@lbhf.gov.uk

Kensington and Chelsea: call Rupinder Virdee (Tri Borough Safeguarding Practice Lead) on 07981 155 271 **OR** Yasinta Martin (Child Protection Advisor) on 07980 742 708 **OR** Sarah Stalker (Child Protection Advisor) on 07971 322 482 (Mon/Tues/Wed only)

Westminster: 020 7641 7668 and ask to speak to the duty child protection advisor.

If your LADO concern relates to a school or college, you can also speak to Hilary Shaw (Tri Borough Safeguarding in Schools and Education Officer) on 07817 365 519.