

SAFEGUARDING AND CHILD PROTECTION POLICY 2016-17

Produced: November 2016

***Updated to include KCSiE (September 2016), Mandatory Duty to report FGM (Oct 15) & personnel changes
September 2017***

To be Reviewed: January 2018

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Key Phone Numbers

NSPCC	(staff/parents)	0808 800 5000
Childline	(pupils)	0800 1111

	Duty Line	Out of hours
Westminster	020 7641 6000	020 7641 6000
Westminster Early help Children Services	020 7641 3118	020 7641 6000
Kensington and Chelsea	02073613013	0207 361 3013
Hammersmith and Fulham	0208 753 6600	0208 748 8588

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 the Governors 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 and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

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 raise the awareness for school staff to identify children who would benefit from 'early help'
- 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.

Legislative framework

- Department for Education Statutory Guidance "Keeping Children Safe In Education" July 2016
- Children Act 2004
- Working Together to Safeguard Children 2015
- London Child Protection Procedures 2013
- United Nations Convention on the Rights of the Child

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The school will ensure that the principles identified below 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
- 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

4. RESPONSIBILITIES OF THE GOVERNING BODY

Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to Keeping Children Safe in Education (July 2016) to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

- The Governing Body will ensure that the school has identified a Designated Senior Teacher(s) for safeguarding and child protection and that the Designated Senior Teacher undertakes their responsibilities (outlined).
- The Governing Body has an allocated Safeguarding Governor, whose role it is to monitor the school's safeguarding practices
- The Governing Body will monitor safeguarding practices in the school through the safeguarding annual report, visits to the school and scrutiny of documentation.
- The Governing body will ensure children are taught about safeguarding, including online, through teaching and learning opportunities in all aspects of the curriculum.
- It is the responsibility of the Community and Values Committee to check that the Child Protection policy is compliant with statutory regulations and recommend the policy annually to the full Governing Body.
- The Chair of Governors is responsible for handling any accusations against the Headteacher
- It is the responsibility of the Governing Bodies to provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy.
- Governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.
- All school governors need an Enhanced DBS Check (without barred list, unless they are additional in regulated activity)

5. HEADTEACHER

- The headteacher will ensure that staff receive the correct training to be able to undertake their roles (including designated person training as appropriate, and safer recruitment training)
- To handle any accusations made against members of staff
- To ensure a safe working environment for all stakeholders
- To ensure that the Designated Safeguarding Leads (DSLs) have training every two years, and that this training is updated yearly.

6. DESIGNATED SAFEGUARDING LEAD

- To ensure all staff are familiar with school and Local Authority procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff
- Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility should not be delegated.
- To ensure all staff receive training in the above, including staff who are temporary or start mid year
- To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school
- To ensure the school is represented at child protection case conferences and that written reports are provided as required
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB)
- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection
- To support and advise staff on child protection issues generally
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors, learning mentors
- To maintain accurate and secure child protection records and send on to new schools (where relevant)
- To understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments

7. RESPONSIBILITIES OF SCHOOL STAFF

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

- c) All school staff are expected to
- Be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
 - Be able to identify signs and symptoms of abuse
 - Report concerns (including concerns about other staff/professionals) to the Designated Senior Teacher or other senior staff members as appropriate, as promptly as possible. *From September 2017 this will be on the CPOMS system.*
 - 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)

8. APPOINTMENT OF STAFF

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff taking account of the Department of Education Statutory Guidance “Keeping Children Safe in Education” 2015 and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed
- That all references will be taken up and verified
- 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
- That candidates will be made aware that all staff are subject to an enhanced DBS check
- That staff will be asked to complete a disqualification by association form, declaring their suitability to work with children
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary
(SEE APPENDIX v)

9. ALLEGATIONS AGAINST STAFF

- a. The Governing Body recognises that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. The Governing Body further recognises that, regrettably, in some cases such accusations may be true. The Governing Body therefore, expects all staff to follow the agreed procedures for dealing with allegations against staff:
- All adults working with children must have a current DBS check – this includes regular volunteers and club leaders.

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- All school governors need an Enhanced DBS Check (without barred list, unless they are additional in regulated activity)
- Schools must check that an agency worker presenting at the school is the same person on whom the agency has provided checks for
- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All staff should be aware of the school's behaviour/discipline policy.
- We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher
- We also understand that a member of staff may make an allegation against a fellow member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors (Sarah Bedford). The school will follow the Westminster guidance: 'ARRANGEMENTS FOR MANAGING ALLEGATIONS OF ABUSE AGAINST PEOPLE WHO WORK WITH CHILDREN OR THOSE WHO ARE IN POSITIONS OF TRUST'.

10. PUPILS MAKING ALLEGATIONS AGAINST OTHER PUPILS

Governing bodies should also ensure that there are procedures in place to handle allegations against other children. These should be handled according to the procedures for responding to concerns (see section 20 below).

11. STAFF CODE OF CONDUCT TOWARDS PUPILS

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct (SEE STAFF HANDBOOK).

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent or carer.

- No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- We will always record any occasion when physical intervention has been necessary
- We will always notify parents or carers of any such incident

All staff should familiarise themselves with the school's Physical Restraint Policy and DfE Guidance regarding reasonable force.

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

12. BULLYING

We understand that bullying is harmful to children. Our Anti-bullying policy sets our aim of ensuring that no child becomes a victim of bullying and the work we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and responds appropriately.

We understand that bullying may take different forms and may include racist or homophobic behaviour and cyber-bullying. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

13. ONLINE SAFETY

We recognise that children's use of the internet is an important part of their education but that there are risks associated with its use. We have an online safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school. The use of the internet is supervised by staff, and children are reminded of school internet rules before using the internet and to tell an adult if they come across material they are uncomfortable with.

We also recognise that all members of staff and volunteer staff must be mindful of the need to follow our policy of acceptable use of IT equipment.

14. HEALTH AND SAFETY

We have a Health and Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

15. STAFF TRAINING AND SUPPORT

- a. The Governing Body recognise the importance of child protection training for Senior Designated Teachers and for all other school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority. This training is Level 4 Safeguarding training, which enables those trained to lead training in school for staff. It must be renewed every 2 years.
- b. Where possible staff responsible for Child Protection will undertake additional training to ensure their practice is up to date and best meets the needs of pupils. This includes Online Safety training, anti-bullying training and Prevent training.
- c. The Governing Body expect the Head Teacher and Senior Designated Teachers to ensure that all school staff, including support staff, receive annual 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 in line with best practice.
- d. The Head Teacher 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 Senior Designated Teacher(s).
- e. The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to receive information as part of the Head Teacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

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- f. At the beginning of each year all staff receive updated training and part one of DFE Guidance 'KEEPING CHILDREN SAFE IN EDUCATION'. Staff are briefed and trained to be vigilant regarding specific forms of abuse (SEE APPENDIX 1).
- g. Volunteers working in the school receive in-school training in safe working practices before working with pupils

16. CURRICULUM

The Governing Body believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through PSHE and citizenship sessions, collective worship and special workshops by external providers):

- 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
- Developing understanding of e-safety
- Developing knowledge and understanding through Anti bullying weeks/Safer Internet Day and visiting workshops etc

17. ATTENDANCE

- We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm
- We will report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day
- We will seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as practicable on the first day
- We will report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service
- We will report to the Local Authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day
- We will report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected date

Guidance for schools from Children Missing in Education (September 2016):

All schools must inform the local authority of any pupil who fails to attend school regularly, or who have been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register if any of the five grounds above are met. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

18. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The Governing Body 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 Senior Designated Teacher(s) 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.

19. INTIMATE AND PERSONAL CARE

We recognise that young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Specific issues relating to a physical or learning disability will be dealt with in accordance with a formally agreed plan which is regularly reviewed. The emotional responses of any child to intimate care will be carefully and sensitively observed and where necessary, any concerns passed to the Headteacher, Designated Child Protection Lead, SENCO or parents.

20. RESPONDING TO CONCERNS

All children at St Mary's Bryanston Square C.E. School must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

All staff must :

- Listen to what the child is saying without interruption and without asking leading questions
- Respect the child's right to privacy but not compromise confidentiality
- Reassure the child that he/she has done the right thing in telling
- Explain to the child that in order to keep him/her safe from harm the information that has been shared with you must be passed on i.e. **NEVER tell a child that you will keep secret what they have told you**
- Make arrangements with the child to speak to him/her at a later date
- Record as soon as is practicable, what was said using the child's actual words
- Sign and date the record

The Designated Safeguarding Lead will:

- Assess any urgent medical needs of the child
- Consider whether the child has suffered, or is likely to suffer any significant harm
- Check whether the child is currently subject to a child protection plan or has previously been subject to a plan
- Confirm whether any previous concerns have been raised by staff
- The Designated Teacher should only inform the parents/carers of the child of any CP concerns once the Duty Team Leader has been consulted and their advice sought
- Consider whether the matter should be discussed with the child's parents carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made: Hilary Shaw, Tri-borough Safeguarding and Child Protection Schools and Education, 020 7598 4876 / 07817 365519
Hilary.shaw@rbkc.gov.uk
- If the child discloses sexual abuse or sexual abuse is suspected the child must not be questioned and the parents must not be informed until Social Care and the Police Child Abuse Investigation Team has been informed and advice given
- Information will be shared on a need to know basis and must be treated in absolute confidence. Staff must not discuss the allegation with the child, family members or colleagues

21. CHILD SEXUAL EXPLOITATION AND FEMALE GENITAL MUTILATION

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. From October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

From October 2015, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

22. PREVENT DUTY

The school recognises that it is vital to be alert to any potential radicalisation that pupils may be exposed to, and has a statutory duty to act if it suspects this may be happening.

Protecting children from the risk of radicalisation is seen as part of school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people (see the school's online safety policy).

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Training:

The school is committed to providing staff with up to date information and training to enable them to identify any potential radicalisation.

In 2016-17, all staff received Prevent training directly from the Prevent team.

23. CONFIDENTIALITY

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

24. WHISTLEBLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff may fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

25. RECORD KEEPING AND REPORTS

- a. The Governing Body expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- b. The Governing Body further expect school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.
- c. From September 2017, notes of concerns and CP issues will be recorded alongside behaviour and attendance issues on the CPOMS electronic system.

26. SUPPORTING STAFF

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Teacher and to seek further support as appropriate.

27. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

The Governing Body expects the Head Teacher and Designated Teacher 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 Family and Children's Services staff.

28. COMMUNICATING POLICY TO PARENTS AND PUPILS

- a. The Governing Body expect parents and pupils to be informed that the school has a child protection policy and is required to follow the LSCB Guidelines for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.
- c. Workshops on E-SAFETY will be held regularly. The school has an open door policy if there are any concerns.
- d. The Child Protection and other related policies are available on the school's website

29. EYFS

Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

Safeguarding

All safeguarding policies listed in this policy will apply equally to children in Early Years settings so far as they are relevant to that age group.

Child Protection and the Use of Mobile Phones.

Early years settings within the school will follow the child protection procedures set out in this policy. In addition, the school has the following child protection policies:

- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile
- parents are prohibited from taking any photographs of children in the early years setting The only exception would be in the event of a class assembly
- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose
- staff must use mobile phones during breaks in the staff room and not whilst children are present unless in an emergency situation
- School cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home.
- The use of personal mobile phones and cameras by staff to take photos of children both in and out of school is not permitted.

Notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

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

The governors require the Head Teacher 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.

31. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This child protection policy should be read in conjunction with other relevant school policies and procedures; such as behaviour, anti-bullying, online safety, PSHE, Whistleblowing, Health and Safety, Attendance and Equality policies.

E Norman August 2017

APPENDICES

(i) TYPES OF ABUSE AND NEGLECT

(ii) POSSIBLE INDICATORS OF ABUSE AND NEGLECT

(iii) RESPONDING TO CONCERNS flow chart

(iv) SAFER RECRUITMENT

(v) KEEPING CHILDREN SAFE IN EDUCATION 2016

PART ONE : Safeguarding Information for all Staff

**(vi) FURTHER INFORMATION ABOUT CHILD SEXUAL EXPLOITATION, SEXTING, HONOUR BASED VIOLENCE
FGM, CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AND PREVENT**

APPENDIX (i) REF: Keeping children safe in Education 2016

Types of abuse and neglect

1. **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. They may be abused by an adult or adults or another child or children.

2. **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.

3. **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.

4. **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.

5. **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.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website. Links can also be found below in our policy.

- bullying including cyberbullying
- child missing from education – and see page 8
- child missing from home or care
- child sexual exploitation (CSE) – and see page 11
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and see page 11
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation – and see page 11
- relationship abuse
- sexting -
- trafficking

Further information on Sexting, Honour based violence, preventing radicalisation, CSE, and FGM can be found in Appendix VI on page 26

APPENDIX (ii) POSSIBLE INDICATORS OF NEGLECT AND ABUSE

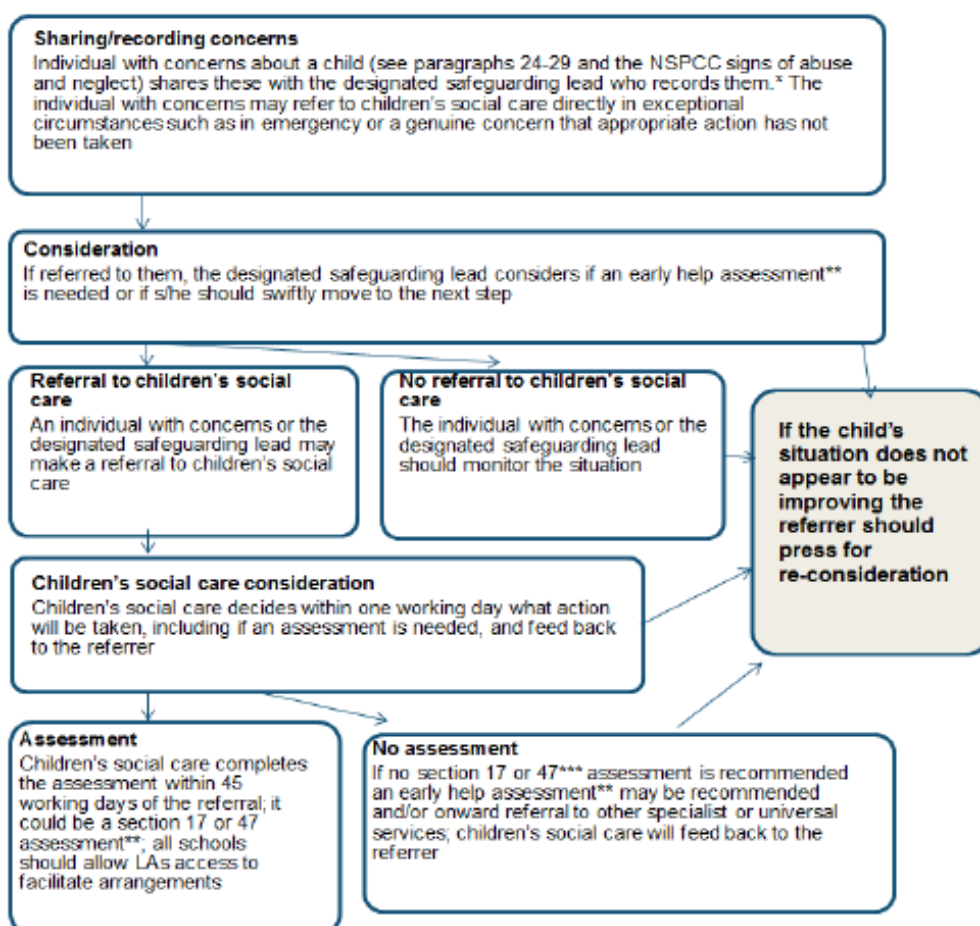
The following is a list of warning signs which MAY be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Education professionals should be alert to these signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused at all. Nor should assumptions be made that they point to any particular form of abuse, simply because a pupil presents with any of these problems.

- Unexplained or inconsistently explained physical injuries
- Repeat bruising/bruising of different colours; burn injuries
- Reluctance to talk about an injury
- Dramatic changes in behaviour e.g. more introverted, lacks confidence, more aggressive or more bullying, anti social behaviour, truancy.
- Peer relationship problems
- Regression to wetting or soiling
- Frequent urinary tract infection or trips to the toilet
- Decline in performance or punctuality
- Low motivation
- Emotional dependence on adults other than parents
- Unwillingness to talk about home life or parents
- Frequent request to see the school nurse
- Avoidance of PE or swimming lessons (possibly hiding injuries or fear of vulnerability when changing)
- Self harming
- Weight loss or gain/ Eating disorders
- Poor hygiene/ dirty clothing
- Substance misuse
- Attention seeking beyond norm for age
- Unexplained access to large amounts of money or high spending patterns
- Withdrawn from school by those with parental responsibility
- Unreasonable restriction by those with parental responsibility e.g. not being allowed to attend extra-curricular activities, 'house arrest'
- Appears frightened of, or is abnormally attached to parent/s or carer/s

APPENDIX (iii)

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

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



*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of [Working Together to Safeguard Children 2015](#) for more information.

APPENDIX (iv) SAFER RECRUITMENT

All staff and volunteers working with children in our school will be recruited safely:

Preparation

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children and ensure that we include the responsibility to safeguard children within the requirements of the role.

We always consider carefully the knowledge, skills and experience required to safeguard children and include these within a person specification

Advertising

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants. The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment

The advertisement will state that the post is subject to an enhanced Criminal Records Bureau check

Applications

We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions

We will scrutinise all completed application forms.

We will not accept CVs

References

We will not accept open references or testimonials.

We will ask for the names of at least two referees/ two written references

We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.

We will follow up any vague or ambiguous statements.

We will verify previous employment

Appropriate checks are applied to staff and volunteers who come to work at St Mary's including using NCTL Teacher services for any restrictions imposed by countries in the European Economic Area (EEA) [Go to <https://teacherservices.education.gov.uk/>

For statutory disclosure checks we will ensure sensitive and confidential use of the applicant's disclosure.

Appropriate Risk assessments are carried out as per the CIPD guidance

Interviews

We always conduct a face to face interview even when there is only one candidate.

Our interview panel will always contain at least one member trained in safer recruitment practice.

Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.

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All candidates will be asked to bring original documents which confirm their identity, qualifications and right to work. (Only photo identity will be accepted)

Appointments

Our offer will be conditional on all requested checks having been returned satisfactorily.

We will refer to the Independent Safeguarding Authority any person whose checks reveal that they have sought work when barred from working with children.

Job descriptions

Job descriptions and person specifications will state the safeguarding responsibilities of the role.

Induction

We will always provide newly appointed staff with appropriate guidance about safer working practice, boundaries and propriety and explain the consequences of not following the guidance.

Continuing Professional Development

We will ensure that all staff receive regular training in Child Protection which includes School Policy and Guideline procedures.

Supervision

We will always supervise staff and act on any concerns that relate to the safeguarding of children.

Allegations

We will always follow our locally agreed procedures for the management of allegations against staff. All concerns will be reported to the Local Authority Designated Officer (LADO). The tri borough contact is Kembra Healy, 0208 753 5125 or email k.healy@lbhf.gov.uk

Dismissal

We will always refer to the Independent Safeguarding Authority any member of staff who is dismissed because of misconduct relating to a child.

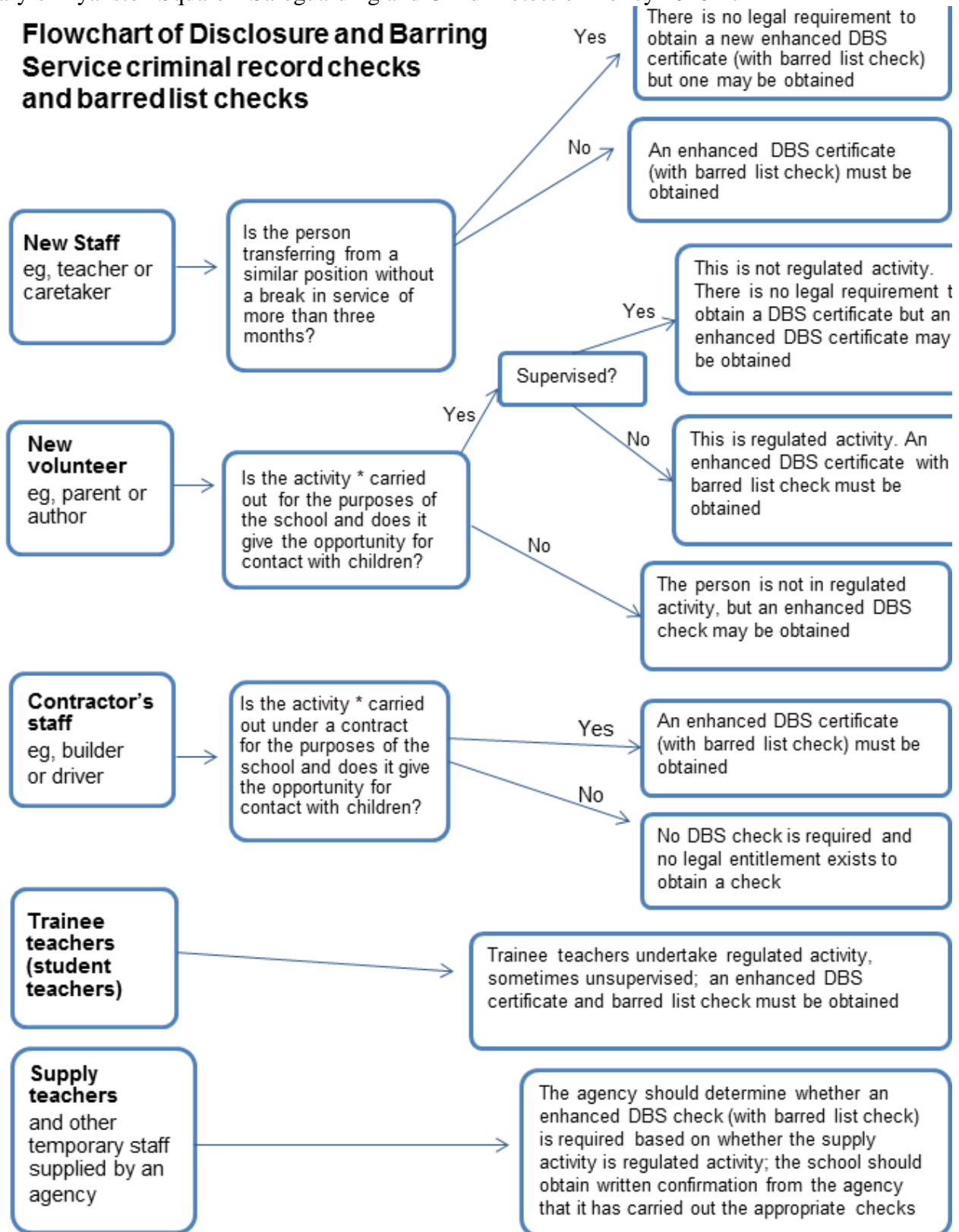
Single Central Record

There is an up to date Single Central Record (SCR) of recruitment and vetting checks in place in line with statutory requirements (including disqualification by association checks).

Safer Recruitment Training

At present this has been attended by the Headteacher, Miss Emily Norman, Acting Deputy, Libby Granite, and Senior Admin Officer, Breeda Cahill.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Disclosure and Barring Service checks

These are the types of checks available to those working with children: **Type of check**

What the check involves

Positions eligible for this level of check

Standard check

Check of the Police National Computer records of convictions, cautions, reprimands and warnings.

The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

Enhanced check

Check of the Police National Computer records **plus** other information held by police such as interviews and allegations. This information must be relevant to the sector and be approved by the police for inclusion on the certificate.

The position being applied for must be covered by an exempted question in both the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and in Part 5 of the Police Act 1997 (Criminal Records) Regulations.*

Enhanced criminal record check with children's and/or adult's barred list information

Check of the Police National Computer records **plus** other information held by police **plus** check of the DBS Children's Barred List **plus** check of the DBS Adults' Barred List.
Checks of the NCTL Teacher Services system for any restrictions imposed by countries in the European Economic Area (EEA) [Go to <https://teacherservices.education.gov.uk/>]

The position must be eligible for an enhanced level criminal record check as above and be for a purpose listed in Regulation 5 of the Police Act 1997 (Criminal Records) Regulations⁵⁴ as able to check the barred list(s).

APPENDIX (v) REF: SAFEGUARDING CHILDREN IN EDUCATION 2016

Part one: Safeguarding information for all staff

What school and college staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
2. Children includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.² Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.³

The role of the school or college

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. This system is described in statutory guidance Working Together to Safeguard Children 2016. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The role of school and college staff

6. The *Teachers' Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school and college staff need to know

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead.
11. All staff members should also receive appropriate child protection training which is regularly updated.

What school and college staff should look out for

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

13. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 35-43 of KCSiE. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 35-43 of this guidance.

15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

16. If staff members have concerns about a child they should raise these with the school's or college's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

17. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

18. Staff should be aware of new reporting requirements with regards to known cases of female genital mutilation (FGM). Further details can be found on in Annex A of KCSiE.

19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁶

20. The Department for Education has produced advice 'What to do if you are worried a child is being abused 2015' - Advice for practitioners to help practitioners identify child abuse and neglect and take appropriate action in response.

What school and college staff should do if they have concerns about another staff member

21. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. Full details can be found in Part 4 of KCSiE.

22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.

23. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

APPENDIX VI – FURTHER INFORMATION ABOUT CHILD SEXUAL EXPLOITATION, SEXTING, HONOUR BASED VIOLENCE FGM, CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AND PREVENT

Child sexual exploitation(CSE):

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Honour-based violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Peer-on-Peer abuse including Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video of themselves or others, or sends sexually explicit messages on any device that allows you to share media and messages. Sexting may also be called 'trading nudes', 'nude pics', 'rude pics' or 'nude selfies'. Sexting is when someone shares sexual, naked or semi-naked images or videos. This is a form peer on peer abuse and is against the law. A young person is breaking the law if they take an explicit photo or video of themselves or a friend, share an explicit image or video of a child, even if it's shared between children of the same age, and possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

Female Genital Mutilation (FGM):

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

From October 2015, there is a statutory duty to report any suspected FGM. Teachers must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL)

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn. 13 to the need to prevent people from being drawn into terrorism"14. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training
 - to equip staff to identify children at risk of being drawn into terrorism and to
 - challenge extremist ideas.

Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a

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referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.