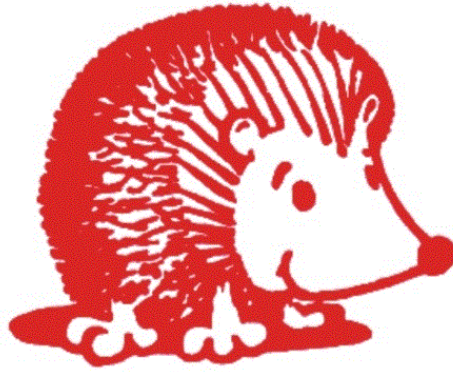


Le Hérisson School



**Safeguarding Policy
And
Child Protection procedures**
(Incorporating Recruitment)

Reviewed by the Proprietor, March 2017

Introduction

Le Hérisson School recognises it has legal duty under s175 Education Act 2002 and the 1989 Children Act to protect and safeguard the interests of all children. We take this responsibly very seriously and recognise that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations. The School is committed to the Equality Act (2010) and equal treatment for all, regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. Furthermore, our staff must not promote any partisan political views or distribute related literature whilst on school premises. Le Hérisson is also committed to promoting and upholding British values and ensuring that it takes very seriously its responsibilities under the Prevent strategy.

This important policy and guide is subject to annual review by the **Safeguarding Officer, Latoya Alleyne and Proprietor, Mrs Maria Frost.**

This policy has regard for and fulfils the requirements set out in DfE guidance Keeping Children Safe in Education when it came into effect in September 2016 and Working Together to Safeguard Children (2015).

This Policy must be read in conjunction with:

- **Keeping Children Safe in Education (September 2016) - part 1**
- **Staff Employee handbook**
- **Anti-bullying Policy**
- **Educational Visits Policy**
- **E-Safety Policy**
- **Behaviour Management Policy**
- **Staff Disciplinary, Dismissal, Grievance and Whistle Blowing Policy**

Child Protection must be considered within professionals' wider "safeguarding" responsibilities. This includes a duty to co-operate under the Children Act 2004 and "Keeping Children Safe in Education" which takes account of the need for children "**being healthy and staying safe**". We will also implement the guidelines set out under Ofsted's Safeguarding Children, Safer Recruitment in Education and recognise our responsibilities under the Vetting and Barring Scheme introduced in October 2009.

Our procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people.

This document seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with the Tri Borough (Hammersmith & Fulham, Royal Borough of Kensington and Chelsea, and Westminster) Safeguarding Children Board requirements and procedures.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

What School Staff Should Know and Do:

A child centred and coordinated approach to safeguarding

- Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard Children, March 2015.
- No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- 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.
- All staff should read Part 1 of Keeping Children Safe in Education 2016.
- 'Children' includes everyone under the age of 18
- School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- **All** School staff have a responsibility to provide a safe environment in which children can learn.
- The School has one **Designated Safeguarding Lead (DSL) Latoya Alleyne, tel: 0208 563 7664** you must contact DSL immediately if any concerns are raised and her deputy in her absence.

The DSL takes lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description (see Annex B- KCSIE, which describes the broad areas of responsibility and activities related to the role).

The DSL will work alongside the appropriately trained deputy. **However, the ultimate lead responsibility for safeguarding and child protection, remains with the DSL.** This responsibility should not be delegated. The DSL and any deputy should liaise with the local authority and work with other agencies in line with working together to safeguard children.

The DSL and deputy DSL undergo training to provide them with the knowledge and skills required to carry out the role. The training must be updated every two years. The DSL and DDSL will be trained to the same standards and level.

- **All School staff should 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.

- **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in **paragraphs 21-27 in KCSIE 2016**. Staff may be required to support social workers and other agencies following any referral.
- The Teachers' Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All staff must understand the role of the Designated Safeguarding Lead.
- **All** staff members should be aware of systems within the School which support safeguarding and these are explained as part of staff induction. This should include:
 - the referral pathways;
 - the staff behaviour policy (sometimes called a code of conduct); and
 - the role of the Designated safeguarding lead
 Copies of policies and a copy of Part one of (Keeping Children Safe In Education 2016) will be provided to all staff at induction.
- **All** staff members at the School will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. These are in place to assist staff to understand and discharge their roles and responsibilities as set out in Part one of KCSIE 2016.
- **All** staff should 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.
- **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.
- The proprietor recognizes that staff's expertise is built by undertaking safeguarding training and managing concerns daily. There are opportunities for staff to contribute and shape the safeguarding arrangements and policy.

What School staff should look out for:

- **All** 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. Types of abuse and neglect, and examples of safeguarding issues are described below.

- Advice for practitioners is available in the leaflet 'What to do if you are worried a child is being abused'. The leaflet provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and School staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.
- 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 best interests of the child.

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 at the School.

What School staff should do if they have concerns about a child

- If staff members have any **concerns** about a child (as opposed to a child being in immediate danger- paragraph 28 of KCSIE 2016) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action. Any staff member can make a referral. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.
- If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible. The local authority should decide within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral, should that information not be forthcoming. The online tool Reporting child abuse to your local council directs you to your local children's social care contact number.
- Should staff members have a concern about a child, please see **Appendix 3** for a flow chart setting out the process for staff when they have concerns about a child.
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- If early help and or other support is appropriate, the case should be kept under constant review and consideration should be given to a referral to the Local Safeguarding Children's Board if the child's situation does not appear to be improving.
- If a teacher, in the course of their work in the profession, discovers that an act of **Female Genital Mutilation** appears to have been carried out on a girl under the age of 18 the teacher must report this to the **police**.

What School staff should do if a child is in danger or at risk of harm

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible. Reporting child abuse to your local council directs you to the following contacts from our **Local Safeguarding Children Board:**

Westminster Access Team -020 7641 6000

Email: accesstochildrensservices@westminster.gov.uk

Tri-Borough Local Authority Designated Officer (LADO) on Duty KEMBRA HEALY

☎ Direct line: 020 8753 5124

What School staff should do if they have concerns about another staff member

If staff members have concerns about another staff member, then this should be referred to the DSL. Where there are concerns about the DSL this should be referred to the proprietor, Maria Frost. She can be contacted on 07789 705744. If staff members have concerns about the proprietor of the school, the concerns should be taken to the Local Authority Designated Officer, Kembra Healy. Staff may consider discussing any concerns with the School's designated safeguarding lead and make any referral via them.

What School staff should do if they have concerns about safeguarding practices within the School

- All staff should feel able to raise concerns about poor or unsafe practice.
- Appropriate whistleblowing procedures should be in place for such concerns to be raised with the school's Proprietor, Maria Frost.
- Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at-

<https://www.gov.uk/whistleblowing/what-is-a-whistleblower>

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Types of abuse and neglect

All School 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 another child or children. If a member of staff has a significant concern about any child this should be made known to the School's Designated Safeguarding Lead. These concerns may include:

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 as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, is 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

- All staff should have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse and truanting put children in danger.
- All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying and gender based violence/sexual assaults. Peer on peer abuse can also take the form of wrestling, isolating one peer from another, violating other's boundaries, harassment and showing

inappropriate materials and actions. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

- Peer on peer abuse can be prevented through:
 - Clear policies
 - Effective supervision-identifying blind spots
 - Staff being vigilant and monitoring interactions.
 - Staff being knowledgeable of the warning signs.
 - Teaching boundaries
 - Educating the children on their rights, acceptable and unacceptable contact.
- 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 Schools can be found on the TES, MindEd and the NSPCC websites. The school and school staff can access government guidance as required on the issues listed below via GOV. UK and other government websites:
 - Bullying including cyberbullying
 - Children missing from education
 - Children missing from home or care
 - Child sexual exploitation (CSE)
 - Domestic violence
 - Drugs
 - Fabricated or induced illness
 - Faith abuse
 - Female genital mutilation (FGM)
 - Gender-based violence/ violence against women and girls (VAWG)
 - Hate
 - Mental health
 - Missing children and adults strategy
 - Private fostering
 - Preventing radicalisation
 - Relationship abuse
 - Sexting
 - Trafficking

Child Sexual Exploitation and so-called 'honour-based' violence

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.

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.

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It is rare for teachers to see visual evidence of FGM as they should not be examining pupils, however, the statement *"to discover that an act of FGM appears to have been carried out"* is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at- Mandatory reporting of female genital mutilation procedural information (<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>)

Teachers **must** personally report to the police cases where they discover that an act of FGM may have been carried out. This should be discussed with the school's Designated Safeguarding Lead. This duty does not apply to at risk, suspected cases or where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered 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 a marriage. Threats can be physical, emotional, or 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 to coerce a person into marriage. Schools play an important role in safeguarding children from forced marriage.

Preventing radicalisation

Protecting children from the risk of radicalisation should be part of a schools' wider safeguarding duties. 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 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 has become a major factor in the radicalisation of young people.

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

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 to the need to prevent people from being drawn into terrorism". This is known as the Prevent duty.

It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). There is separate guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to Schools.

The primary contact for Prevent-related issues is Latoya Alleyne, DSL, 0208 563 7664

The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

- 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 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 to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, proprietors of all schools should ensure that their safeguarding arrangements consider the policies and procedures of the Local Safeguarding Children Board. Effective engagement

with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and can point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- 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 can provide advice and support to 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.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel guidance](#). E-learning channel awareness programme for staff is available at: [Channel General Awareness](#). 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. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

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 someone from the local authority and include the police for the relevant local authority area. Following a 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 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.⁷⁹

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate, or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

- The proprietor will ensure that, staff undergo regularly updated safeguarding training (paragraph 68- KCSIE 2016) and the requirement to ensure children are taught about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum. That online safety training for staff is integrated, aligned, and considered as part of overarching safeguarding approach.
- Children must be safeguarded from potentially harmful and inappropriate online material. As such, the proprietor will ensure appropriate filters and appropriate monitoring systems are in place.

Protection is Prevention

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable (if this results in child protection concerns the School's designated safeguarding leads should be informed immediately)

The police will be involved if there is any criminal element to misuse of the internet, phones, or any other form of electronic media.

E-safety is also very relevant to the Prevent Strategy and preventing children becoming drawn into terrorism and prevent radicalisation and extremism (see E-safety policy).

Children with special educational needs and/or disabilities

- All staff must recognise that children with special educational needs and/or disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in children with special educational needs and Disabilities. Staff must take extra care to interpret correctly any apparent signs of abuse and neglect. Barriers may include:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
 - Communication barriers and difficulties in overcoming these barriers.
 - Any indication of abuse must be reported to the DSL. The DSL must work with the Special Educational Needs Co-ordinator, Maram Abbas, to identify children with special needs and to ensure clear guidance is available for staff to carry out their roles and responsibilities effectively.

Children Missing from Education (CME)

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. The school and staff should follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

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 his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- 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 for any of the five grounds above. 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.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has 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.

Allegations of abuse made against teachers, head teachers, principals, and other staff

- The proprietors will ensure there are procedures in place to handle allegations against teachers, head teachers, principals, volunteers and other staff. Such allegations will be referred to the designated officer(s) at the local authority by the appropriate person as set out in Part four KCSIE 2016.
- Any allegations made against management should be disclosed to the School proprietor, Mrs Maria Frost. Any allegations against Mrs Maria Frost should be reported to the LADO.
- If parents or carers wish to make an allegation against teachers, head teachers, principals, and other staff. They can report directly to the local LADO and such concerns must also be referred to the School DSL.

Allegations of abuse made against other children

Staff should recognise that children are capable of abusing their peers. The Proprietor should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. It should be clear as to how victims of peer on peer abuse will be supported.

All staff must understand that abuse is abuse and is not tolerated in whatever form it may take. Incidents will not only be responded to as they arise. The school strives to create an environment that actively promotes positive relationships and behaviour. Any form of suspected peer on peer abuse will be:

- Reported the DSL.
- Referred to children's services.
- Assessed as to whether the alleged perpetrator poses a continuing risk to any child.

A strategy meeting will be arranged to consider how to protect the child who appears to be at risk of significant harm and what action should be taken in regards to the alleged perpetrator.

Recruitment, supervision and training for staff

As a regulated activity, it is vital that the School follow the correct procedures and guidelines when recruiting new members of staff as given in the Safeguarding Children: Safer Recruitment in Education guidelines. The School ensures that DBS checks are undertaken, references taken up and obtained and qualifications verified. Identity checks must also be completed and recorded in the single central register of recruitment checks (SCR).

Newly appointed staff will have initial training in Child Protection as part of their induction programme. They should be aware of the local Safeguarding Children Board procedures as part of that induction programme, and be given a copy of the School's Safeguarding Policy and related policies.

Recruitment and Selection Policy and Procedures

When filling vacancies the Proprietor aims to appoint the best person for the job.

The School supports equal opportunities criteria and rejects discrimination in the recruitment process which could prevent the best person from being selected.

When a Vacancy Occurs

When a vacancy occurs the following will be considered:

- Is this a new post?
- In the case of non-teaching staff, has the post been evaluated?
- Is there a requirement for the post?
- Is this an opportunity for re-organisation/re-evaluation?
- Is suitable funding available?

The Job Description

Each job must have a job description, which describes the duties. When vacancies or restructuring occur, job descriptions should be reviewed to ensure they are relevant and that all duties comply with the spirit of this document.

The Person Specification

All advertised posts should include a person specification and ultimately it is the responsibility of the Leadership Team to ensure that a person specification has been written. A person specification sets out the selection criteria and provides a reference document throughout all the steps of the recruitment and selection process.

The Recruitment Exercise

To fill the post the following issues need to be considered:

- When the vacancy is occurring
- What kind of timetable is required to fill it
- Where the job is to be advertised
- Who is to be involved in the short-listing and selection process
- How many selection stages are required
- What information the candidates should supply (CV, application form, referees)
- Arrangements for the candidates to visit the School.

The Advertisement

Issues to consider:

- Who prepares the advertisement?
- Does it conform to the Equal Opportunities Policy – Equalities Act 2010
- Does it communicate the essential details required?
- Cost of advertising
- Importance of including a Safeguarding statement
- Timescale for the entire process.

The Job Pack

Will contain:

- Job Description;
- Person specification;

If a disabled person applies he/she may wish to receive these details in an alternative format, i.e. on tape or Braille. It would be unreasonable not to comply with this request, and the School should take any necessary action to avoid disabled applications being disadvantaged.

Short Listing

Points to consider:

- The criteria in the person specification (skills, qualifications and experience);

- References
- The number of candidates to be interviewed;
- The need for applicants from groups likely to suffer discrimination to be fairly represented.

Selection Technique/Process

Decide:

- What selection technique is to be used;
- If for a teaching post, whether the candidates will be required to teach;
- How many other staff will be included in the selection process;
- How candidates will be assessed.

Preparation for the Selection Interview

When inviting applicants for interview, the panel should:

- Give at least one week's notice
- Consider the distances candidates have to travel when allocating interview times
- Take account of any specific requirements of disabled people and make any necessary adjustments to the interview location, time and date
- Ask applicants to confirm that they will be attending
- Consider alternative dates/times if there is a problem
- Allow sufficient time for each interview and assessment and avoid too many in one day
- Arrange for people to be properly greeted and to wait in comfort

Arrange for a suitable interview room and waiting area to be available.

The Selection Interview

The aim for the interview is to assess the applicant's ability/suitability for the job using the job description, person specification and the information on the application form as the basis.

Questions contravening the School's Equal Opportunities Policy or other irrelevant questions which do not relate to the individual's ability to do the job should not be asked.

A **check on any gaps in employment** history should be made and a record kept that the reasons for any gaps are satisfactory. Gaps that cannot be well or easily explained should be further considered or questioned as part of the Safeguarding process

Making the Appointment

On completion of the interview and selection process, the panel should determine:

- Who will notify the outcome to the candidates
- If the outcome should be notified by telephone, email and/or letter
- Who will offer feedback on performance;
- Who will collect all papers and return them to the Proprietor.

Salary level must be discussed with the successful candidate.

The preferred candidate should be advised that any offer is subject to:

- A satisfactory medical assessment
- Two Satisfactory References (if not already obtained)
- The production of evidence of relevant academic/professional qualifications
- Verification of qualifications
- Proof of identity (eg passport, driving licence)
- Proof of address (eg utility bill, bank statement)
- A satisfactory DBS Enhanced check*;
- A valid National Insurance number.

*** If an existing DBS Check is available and has been issued within the last 6 months and the details match with what the candidate has already provided, then a decision can be made to allow that person to be employed, but a new DBS will also be requested. The issue of DBS portability from June 17th 2013 – Update Service will be assimilated into this policy.**

In addition to obtaining the DBS checks, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. (see KCSIE pg 91) . Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, schools must make any further checks they think appropriate, so that any relevant events that occurred outside the UK can be considered. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the [NCTL Teacher Services'](http://teacherservices.education.gov.uk/) system (See KCSIE paragraph 114) or <http://teacherservices.education.gov.uk/>

For those who will be engaged in management roles additional checks are required to ensure that they are not prohibited under Section 128 of the Education and Skills Act 2008.

Pre-Appointment Procedure

During the appointment procedure, the following will be required:

- Evidence of identity, including name, address and date of birth
- Completed application form
- Prohibition from teaching
- Barred list check (NCTL) 128 directions
- Enhanced DBS check
- Two references following a letter requesting referees to give any reason why the applicant should not be employed for working with children. References must be verified with telephone calls
- The Proprietor should verify references
- Evidence of qualifications
- Gaps in CV history should be questioned and highlighted and appropriate explanation sought - these could be resolved at interview
- Verification of qualifications
- Medical declaration; verify the candidate's mental and physical fitness to carry out their work responsibilities
- Evidence of permission to work in the UK
- Evidence from the agency supplying the member of staff (if applicable)
- Contact with the institution at which the applicant last worked, if he or she is not currently working in a school or School, to confirm employment details and reasons for leaving
- For teachers appointed after 02/09/13, that they are not subject to a prohibition order or interim prohibition order

When the DBS has been completed any relevant information will be included on a certificate (DBS Certificate). The applicant MUST show the original certificate to employer before they start work. If the applicant has an existing DBS from another institution in the last 6 months, they will still be required to complete a new one. The School, in exceptional cases, will allow an applicant to start work before a DBS certificate is available but only if the applicant is appropriately supervised and that all other checks, including the barred list check, have been completed.

After Appointment

The following will occur as soon as possible after appointment:

- Agreement of any training which might be necessary to fully meet the requirements of the post
- Agreement of an induction programme, who is to be responsible for induction/training and where necessary adjust induction arrangements to meet the needs of a disabled employee
- Set up a probation process where necessary.

Single Central Record (SCR) of Recruitment Checks

All employees' details and the checks done, with dates, should be entered into a single central record, which should also record when the references, qualifications and DBS check were completed.

Single Central Record should contain:

- Identity check
- A barred list check
- Enhanced DBS check
- A Prohibition from teaching check
- Check on professional qualifications
- Check on the person's right to work in the UK
- Disqualification by association checks
- Overseas Checks

In addition, updated checks will also be required for any agency or third party individuals and organizations that will be working at the school. This also includes written notifications that confirm the certificate has been obtained by either the employment business or another such business. The school must also check that the person(s) presenting themselves for work is the same person on whom the checks have been made.

Appendix 1

Useful Contact Details

The Designated Safeguarding Lead (DSL)

Latoya Alleyne, French Early Years Class Lead, 0208 563 7664

Tri-Borough Safer Organisations Manager and Local Authority Designated Officer - LADO

Kembra Healy 0208 753 5124

SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR SCHOOLS

Please see attached 'Professional Safeguarding Contact List, Autumn 2016'

[http://www.lbhf.gov.uk/Directory/Health and Social Care/Children and family care/Local_Safeguarding_Children_Board/](http://www.lbhf.gov.uk/Directory/Health_and_Social_Care/Children_and_family_care/Local_Safeguarding_Children_Board/)

For advice and guidance and to report an issue about an adult who is working with children and young people please contact:

LSCB arrangements for Hammersmith & Fulham, Kensington and Chelsea and Westminster

The Local Safeguarding Children Board for Hammersmith & Fulham, Kensington and Chelsea and Westminster replaces the previous three LSCBs (since April 2012). The Board ensures the coordination of safeguarding work by all agencies and monitors the effectiveness of child protection work across the three local authority areas.

The Board has an Independent Chair: Jean Daintith, and has representatives from the key local agencies on its main Board, Subgroups and short life working groups. An integrated LSCB team supports and services the Board.

Each local area retains a multi-agency group to ensure the maintenance and development of effective local partnerships.

Jean Daintith - Independent Chair of the Hammersmith & Fulham, Kensington and Chelsea and Westminster LSCB. The LSCB Team can be contacted on: **020 8753 3914**.

Key Contacts and Resources

Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 03001234234
Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795

Telephone for customer services: 0870 909 08 Email: customerservices@dbs.gsi.gov.uk

NSPCC Child Protection Helpline: 0808 800 5000

Childline: Tel: 0800 1111 www.childline.org.uk

Deficiencies and Weaknesses: It is the duty of all members of Staff and the proprietor to draw to the attentions of the DSL any weakness or deficiencies in this policy. The DSL will ensure

that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting to any regular review date.

Complaints: All complaints arising from the operation of this policy should be referred to the DSL (who will keep the Head and Proprietor informed). The Proprietor will arrange for the complaint to be investigated.

References - This policy has also been drawn up with reference to the following:

Education (Independent School Standards) (England) Regulations (2014) and (January 2015)
<http://www.legislation.gov.uk/id/uksi/2014/3283>

Preventing and tackling bullying (DfE: 2014)
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE and ACPO drug advice for schools <https://www.gov.uk/government/publications/drugs-advice-for-schools>

Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism (HM Government: 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Domestic | violence and Abuse <https://www.gov.uk/domestic-violence-and-abuse>

Female genital mutilation: multi agency practice guidelines (HM Government 2014)
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Preventing youth violence and gang involvement (Home Office: March 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (HM Government: June 2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

National action plan to tackle child abuse linked to faith or belief
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

No Health Without Mental Health strategy
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/213762/dh_125123.pdf

Keeping Children Safe in Education. Statutory guidance for schools and Schools. (DfE: 2016)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

This is Abuse Discussion Guide (Home Office: 2013)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443659/Discussion_Guide_-_This_is_Abuse_update_July15_v2_Final.pdf

Working Together to Safeguard Children (2015) [Working Together to Safeguard Children March 2015](#)

Children and Families Act (2014)

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Safeguarding children in whom illness is fabricated or induced

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Schedule 10 of the Equality Act (2010)

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Special Educational Needs and Disability Code of Practice, 0-25 years (DfE and Department for Health: January 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN_Code_of_Practice_January_2015.pdf)

Safeguarding Our Children - 4LSCB Procedures (2007)

<http://www.4lscb.org.uk/documents/4lscbproceduresupdated220708.pdf>

Supporting children and young people who are bullied: advice for schools (DfE: 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf

Guidance for Safer Working practices for Adults who Work with Children and Young People (2007)

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00311/>

What to do if you suspect a child is being sexually exploited (DfE: 2012)

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

What to do if you're Worried a Child is Being Abused (HM Govt. 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Counselling in Schools: a blueprint for the future (DfE: March 2015)

<https://www.gov.uk/government/publications/counselling-in-schools>

Mental Health and Behaviour in School (DfE: March 2015)

<https://www.gov.uk/government/publications/mental-health-in-schools>

Safeguarding children who may have been trafficked: practice guidance DfE and Home Office: 2011)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Appendix 2

What to do if a child approaches you to discuss allegations of abuse

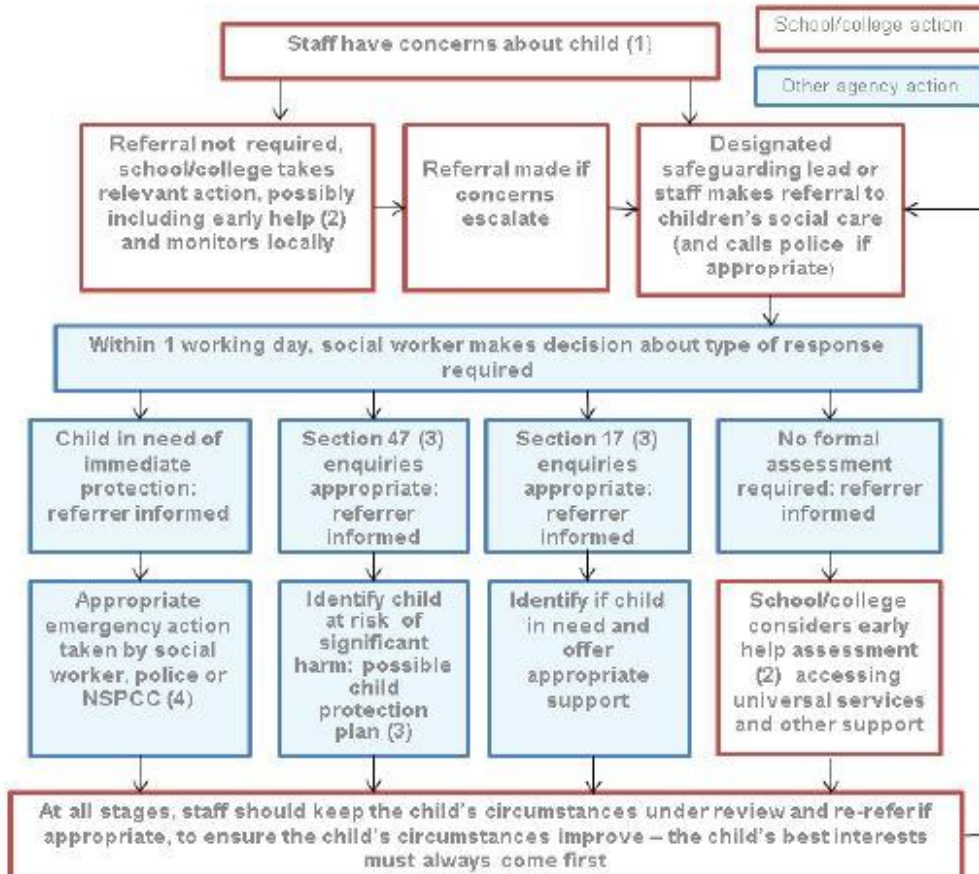
Any member of staff who has contact with children at the school may be approached by a child who needs to talk about something in confidence. Here are some basic principles to follow if this happens to you.

What to do	What not to do
<p>Stay calm</p> <p>Listen, hear and believe</p> <p>Give time to the person to say what they want</p> <p>Reassure and explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed</p> <p>Act immediately in accordance with the procedure in the Safeguarding Children Policy</p> <p>Record accurately in writing as soon as possible what was said and without personal comment</p> <p>Report to the Child Protection Officer only</p>	<p>Do not panic. Don't over react. It is extremely unlikely that the child is in immediate danger</p> <p>Do not probe for more information. Questioning the child may affect how the disclosure is received later on</p> <p>Do not make assumptions. Do not paraphrase or offer alternative explanations or suggestions</p> <p>Do not promise confidentiality to keep secrets or that everything will be OK (it might not)</p> <p>Do not try to deal with it yourself</p> <p>Do not make negative comments about the alleged abuser. Do not make personal observations.</p> <p>Do not make a child repeat a story unnecessarily</p> <p>Do not 'gossip' with colleagues about what has been said to you</p>

Appendix 3

Actions to be taken where there are concerns about a child
(flowchart from Keeping Children Safe in Education (May 2016))

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

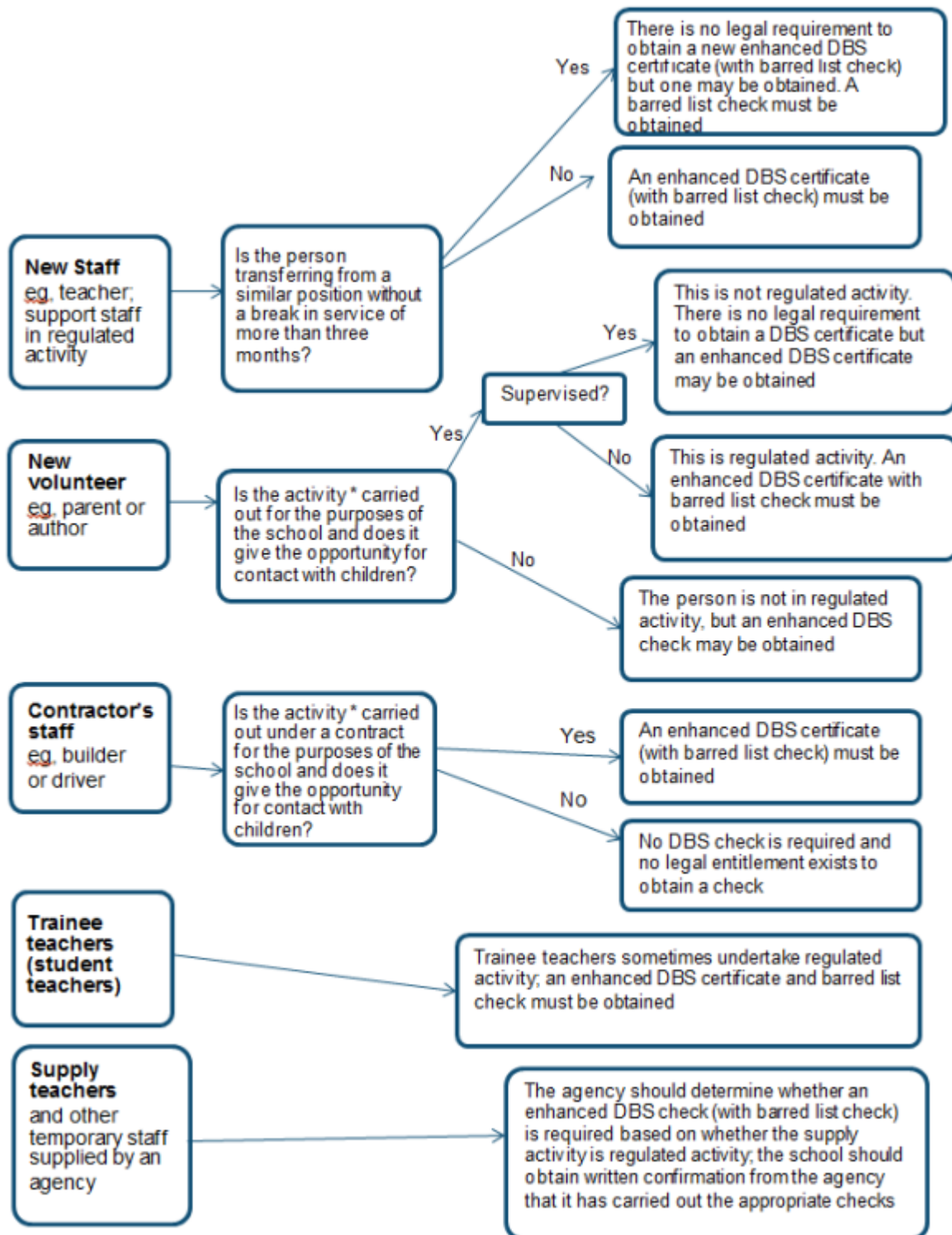
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.

4. This could include applying for an Emergency Protection Order (EPO).

Appendix 4

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks from Keeping Children Safe in Education (September 2016)



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

Appendix 5

FORM 1 - REFERRAL

Referral of concerns about an adult who works with children (LADO Referral)

Referral Date:	Borough
The PROFESSIONAL or VOLUNTEER who is the subject of the allegation	
Surname	First name
Date of Birth	gender
Home address	
Borough of residence	
Details of any children at home address	
Other known contacts with children or vulnerable adults	
Date of last DBS (CRB) check and disclosure number	
What information (if any) has been shared with this person at this point?	

Employment Details
Job title
Professional or volunteer
Name and address of organisation or school
If AGENCY worker please provide <ul style="list-style-type: none"> • Name of Organisation • Contact (name, number and email)
Local Authority, private or voluntary sector
Category
Have there been any previous allegations or concerns about this person? Dates and details:
Details of referrer
Name of person dealing with this allegation <ul style="list-style-type: none"> • Title • Name • contact number • Email address
HR contact <ul style="list-style-type: none"> • Organisation • Name and Contact number • Email address

Details of the child / children who have made the disclosure / who are the subject of concern

For each child:

Name

Address

Date of birth

gender

Ethnicity

Name and address of parents/ carers

Borough of residence

Is the child aware of this referral?

If not why not?

Are the parents/ carers aware of the referral?

If not why not?

Other relevant information re the child /family

Known to children's services?

- Fwi / KCICIS number
- Brief outline

Has the child /family made any previous allegations?

DETAILS OF THE ALLEGATION OR CONCERN

Category of Abuse

Physical

Emotional

Neglect

Sexual

Other (give details)

Please give specific details of the allegation and what has been done so far to include

- **When** the incident took place
- **Where** the incident took place
- **Who** made the allegation
- Were there any **witnesses**
- Has there been any injury / have parents been informed / has the child been seen by a medical professional

Did an allegation of physical abuse follow an authorised restraint?

What safeguards have been put in place so far?

- For the child / children
- For the adult
- For the family of the adult

Details of referrer

- Name
- Title and team
- Telephone and email contact

Whilst it will not be necessary to convene a Strategy Meeting with Social Care and the Police on every case, every incident should be recorded on this form and reported to the Local Authority Designated Officer

Date of policy written: August 2016

Date of review: March 2017

Date for policy review: August 2018