



SAFEGUARDING AND CHILD PROTECTION POLICY

Fulham Prep School

Ratified by the Board of Governors

Date: 9th September 2016

**Review Date: September 2017 or earlier as required
Reviewed and updated March 2017.**

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

Designated Governor for Child Protection: Dr Stephen Spurr –
stephen.spurr@inspirededu.co.uk or telephone 07733 012073

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

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

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

Deputy Designated Safeguarding Lead at the pre-prep (DDSL): Mrs Carrie Piper
cronaldson@fulhamprep.co.uk or telephone 020 74714215

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

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

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

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

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

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

For LADO enquiries for Hammersmith and Fulham please contact 0208 753 5125 or contact Family Services at Hammersmith and Fulham – FamilyseVICES@lbhf.gov.uk or 0208 753 6600. Please see the end of this document for more detailed contact information.

SAFEGUARDING AND CHILD PROTECTION

1. INTRODUCTION AND RATIONALE FOR POLICY

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

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

Safeguarding is defined as protecting children from maltreatment and radicalism, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

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

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

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

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

- the Physical Contact Policy,
- Early Years Policy
- Staff code of conduct Policy
- PSHEC, Sex Education and Relationships Policy,
- Pastoral Care Policies,
- Behaviour Policy,
- Anti-bullying and Equal Opportunities Policies and Procedures,
- Recruitment, Selection and Disclosure Policy and Procedures,
- Health and Safety Policies,

- E-safety and ICT Policies
- The EYFS Policy on the use of mobile phones and cameras in the setting

The implementation and effectiveness of the Safeguarding/Child Protection policy and procedures are reviewed and endorsed annually by the governing body. It applies to all staff and volunteers. Parents are informed of the policy and procedures through the website and the school prospectus. The policy is available in hard copy on request to the school office. The safeguarding/child protection policy and procedures are reviewed at regular intervals by the DSSL and Senior Management Team (SMT).

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

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

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

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

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

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

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

2. AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
 - To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
 - To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
 - To support pupils' development in ways which will foster security, confidence and independence;
 - To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
 - To make appropriate links and reference to policies in related areas such as discipline and bullying.
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- To provide a curriculum that assists pupils to make good choices about safe and healthy lifestyles and informs them how to approach if their health or safety is threatened
 - To promote a positive, supportive, secure environment. It gives pupils a sense of being valued and helps all to fulfil their potential, regardless of their background or circumstances
 - To offer a safe learning environment where pupils are listened to, feel safe and secure; do not experience bullying, racism, homophobia or other types of discrimination and where medical needs are met.
 - To ensure the early identification of pupils with additional needs, liaison and intervention with other agencies such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
 - To ensure the school behaviour policy that supports all pupils.
 - Ensuring that when a pupil who is the subject of a Child Protection Plan (formerly referred to as the child protection register) leaves, their details are transferred to the new school immediately and the child's social worker is informed.
 - To have an effective pastoral care system. This ensures pupils' self-awareness of safeguarding and welfare matters are developed at levels appropriate to their maturity, through curricular and extra-curricular events. These may include, for

example, PSHEC, circle times, form times and house meetings, where a trusting climate is established and pupils talk and share their thoughts and feelings.

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

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

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

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

NB All school staff should be aware of the information on Child Sexual Exploitation and Female Genital Mutilation contained on page 12 of the DfE guidance "Keeping Children Safe in Education (September 2016).

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

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

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;

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

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

The Governing Body ensures that:

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

contribution the school has made to multi-agency working. Governing body meeting minutes record the form and findings of the review fully.

14. Staff follow requirements of the Code of Conduct and staff behaviour policy (see Appendix 2 and behaviour policy)

15. Ensure Safeguarding training is carried out for all staff on an annual basis

The role and responsibilities of the Designated Safeguarding Governor;

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

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

When ensuring school provision meets requirements the Safeguarding Governor will;

- Ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the safeguarding and all attached policies, ensuring the safeguarding policy contains at least the following and is in line with locally agreed inter-agency procedures;
- Ensure the school meets requirements advised by Keeping Children Safe in Education and the Ofsted regulations regarding safeguarding
- Regularly check the school's arrangements for handling allegations of abuse against members of staff, volunteers and the head.
- Direct staff on what to do if they have a concern about a child or where one child is abusing another child
- Ensure the school has up-to-date information on how to recognise abuse
- Monitor the school's staff code of conduct/behaviour policy and recruitment procedures

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

Following a full annual audit of provision, the Safeguarding Governor should ensure that the Governing Body receives a report on the implementation of the school's safeguarding and child protection policy and procedures including any on-going child protection issues, and

information of any training undertaken by individual members of staff or the whole staff body relating to child protection and safeguarding.

4. RESPONSIBILITIES OF HEAD/DESIGNATED SENIOR SAFEGUARDING LEAD

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

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

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

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

- The local authority children's social care unit
- The local authority designated officer (LADO) for child protection concerns (particularly all cases which concern a staff member)

- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- In consultation with the head teacher, and informing the safeguarding governor, consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a referral has been made to the DBS, it is unnecessary to contact NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral. The police (cases where a crime may have been committed).

The Designated Senior Safeguarding Lead will;

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

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

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

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

- The DDSL will be fully conversant with the role and expectations of the Designated Safeguarding Person, including all matters appertaining to the Early Years
- The DDSL will be available to support the designated safeguarding person in whatever capacity is required
- The DDSL will have the knowledge and skill to perform the duties of the DSL when requested
- The DDSL will assume the role of DSL whenever requested and when the DSL is not on the premises
- The DDSL will attend training in line with local authority requirements at least every two years, preferably the same training as the DSL.
- The DDSL will support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse
- The DDSL will assist the DSL in producing reports for senior managers and governors
- The DDSL will understand the organisation and functioning of external agencies, including child protection cases and case conferences.
- The DDSL will support the DSL in attending child protection and case conferences
- In the absence of the DSL the DDSL will be responsible for dealing with all matters appertaining to safeguarding and will follow the school procedures accurately

- The DDSL will share information on all matters brought to his/her notice with the head teacher and, should matters involve child protection, with the Local Authority Designated Officer (LADO) immediately, for advice.
- If relevant, the DDSL will share any concerns that are reported and involve the head teacher with the Chair of Governors as well as the LADO.
- The DDSL will support staff at all levels in their implementation of the school's child protection procedures.
- The DDSL should be observant and a good communicator.

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

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

5. RESPONSIBILITIES OF SCHOOL STAFF

- a) Follow school policy
- b) 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 Designated Teachers and other senior staff members.
- c) 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.
- d) All school staff are expected to:
 - Be able to identify signs and symptoms of abuse
 - Report concerns (including concerns about other staff/professionals) to the Designated Teacher or other senior staff members as appropriate
 - Be aware of the relevant local procedures and guidelines
 - Monitor and report as required on the welfare, attendance and progress of all pupils
 - Keep clear, dated, factual and confidential records of child protection concerns.

- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).
- Identify children who may benefit from early help.
- Read Part One of KSCIE Sept 2016.

STAFF TRAINING

Training for the Designated Senior Safeguarding Lead(DSSL)

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

The DSSL will receive appropriate training, in line with that of the Local Safeguarding Children's Board, which for this school is Tri Borough Hammersmith & Fulham, Kensington & Chelsea and Westminster – [www.rbkc.gov.uk/shared services/lscb](http://www.rbkc.gov.uk/shared/services/lscb) . The training will be repeated at least every two years. The training will ensure the DSL will:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Receive higher level training in the LSCB's 'Prevent' strategy to be able to assess the risk of children being radicalised and drawn into support for the extremist ideas that are part of terrorist ideology and to be able to identify pupils at risk of radicalisation.
- If local LCSB training is unavailable for a time, the DSL will undertake training in the Channel programme, which focuses upon providing support and protection for those identified as being vulnerable to terrorist propaganda (see Channel guidance, published by the Home Office October 2012 and updated April 2015)
- Be conversant with local inter-agency working protocols and training in the LSCB's approach to *Prevent* duties.
- Sharing an understanding with local partners of the potential risks of radicalism and terrorism in the local area
- Be aware of and support any pupils at risk of radicalisation
- Ensure all staff are informed of any updates the DfE makes to KCSIE.
- Be skilled in contributing to inter-agency procedures
- Be able to attend and contribute to the above effectively when required to
- Know how to contact a range of local agencies and how to work with them in resolving issues
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand how to maintain detailed, accurate, secure written records of concerns and referrals
- Know how to access a range of resources
- Attend any relevant or refresher training courses
- Encourage staff to increase their skill in listening to children and taking account of their wishes and feelings
- Ensure that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years.
- Ensure that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils.
- Ensure that all staff and volunteers are aware of the Local Authority Safeguarding Children Board Child Protection Procedures

- Ensure that, should the school have a pupil placed in it who is looked after by a local authority, staff have the skills, knowledge and understanding to keep such a child safe.
- Ensure that induction training for all staff, including temporary staff and volunteers includes;
 - ❖ The school's child protection policy;
 - ❖ The staff code of conduct/behaviour policy;
 - ❖ The identity of the designated person
 - ❖ A copy of Part 1 of KCSIE.
 - ❖ Support the work and training of the Deputy Designated Safeguarding Lead
- Ensure, in consultation with senior managers, that no areas of the curriculum contain any forms of political indoctrination.

Child protection training for DSL/DDSL

Storm Porter	Tri-borough Level 4	Renewal: Jan 2019
Angus McDonald	Tri-borough Level 3	Renewal: August 2020
Lesley Warrington	Tri-borough Level 4	Renewal: Jan 2019
Neil Brooks	Tri-borough level 3	Renewal: June 2018
Safeguarding governor	Training every two years	

Training for all staff;

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

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

- Their responsibilities regarding safeguarding children.
- The school child protection policy, including the whistle blowing, and behaviour policy
- The staff code of conduct

- School policies and procedures,
- The name of the DSSL
- Part 1 of KCSIE (Sept 16) which they are required to read

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

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

New members of staff, governors and volunteers are given electronic copies of the school's policy on safeguarding children and related policies -physical contact, EYFS, PSHEC, pastoral care,behaviour, anti-bullying and equal opportunities policies and procedures, recruitment selection and disclosure policy & procedures, health & safety policies and E-safety policy). Thorough discussion of the procedures set out in these documents forms a vital part of our induction procedures.

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

Recent school training;

- **All staff will be** issued with the safeguarding & related policies, part 1 of KCSIE (2016) and new staff have undertaken appropriate safeguarding training as part of their induction.
- The DSSL has attended a level 3 tri-borough safeguarding training.
- The DDSLs undertook training in H & F Tri borough Level 3 training on 26.03.2015 (AMc) and 20.06.16 (SP)

Whole school staff attended Prevent training with the Tri-Borough on 3.2.16.

Whole school staff attended Keeping Children Safe in Education with Christ Waterman on 5.9.16 .

6. APPOINTMENT OF STAFF

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

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

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

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

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to an enhanced DBS (Disclosure & Barring Service) check.
 - There are three types of DBS checks; standard, enhanced and enhanced with barred list check.
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary.

See Safer Recruitment policy which can be found on the staff drive under Greyhound Policies

7. ALLEGATIONS AGAINST STAFF/Volunteers

- a. Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
 - b. Governors further recognise that, regrettably, in some cases such accusations may be true. The Governors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the designated teacher.
 - c. Some rare allegations will be so serious that they require immediate intervention by children's social care services and/or the police. In these cases, the Local Authority Designated Officer (LADO) should be informed of all allegations so that they can consult further.
 - d. In the case of a complaint made against the Governors, the Designated Teacher should consult with LADO as to what the appropriate steps to follow should be.
- e. For LADO enquiries and referrals the duty officer at Hammersmith and Fulham should be contacted on 0208 753 5125.**

If any allegation of abuse is made against a member of staff, a volunteer or the member[s] of staff responsible for safeguarding, the LSCB procedures will be followed and the Head will be informed without delay. All unnecessary delays will be eradicated. The school will not undertake its own investigations of an allegation without prior consultation with the local

authority designated officer (LADO) or team of officers (LADO(s)) or, in the most serious case, the police, so as not to jeopardise statutory investigations.

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

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

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

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

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

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

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

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

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

then;

- The person to whom the allegation is first reported must inform the head and DSSL immediately
- If the Head and DSSL are absent, the allegation should be passed to the Chair of Governors.
- The Chair of Governors is Dr Stephen Spurr. He/she may be contacted via the School Office.
- The Head/ DSSL/ Chair of governors will contact the LADO immediately and at the latest within one working day of allegations being reported.
- In the most serious of circumstances the DSSL/Chair of governors will contact the police

- Discussions with the LADO will be recorded in writing.
- The DSSL and Head will not investigate the allegation itself, or take written or detailed statements, before consulting the LADO, to assess the situation and agree the next steps
- The DSSL and Head will, as soon as possible, and following briefing from the LADO, inform the subject of the allegation, providing as much information as possible at the time.
- The recipient of the allegation must take the matter seriously and keep an open mind.
- They must not investigate nor ask leading questions if seeking clarification
- They must not make assumptions.
- Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.
- The recipient should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present.
- The written record should be signed and dated and, in the case of an allegation against a member of staff, passed immediately to the DSL and the Head.
- If the Head is absent, the written report should be passed to DSSL and the Chair of governors.
- The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

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

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

Substantiated: there is sufficient evidence to prove the allegation;

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

False: there is sufficient evidence to disprove the allegation;

Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation.

The term, therefore, does not imply guilt or innocence.

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

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

If it is decided that the allegation is substantiated and meets the threshold for further action the head must follow the guidance given by the LADO. In response to an allegation staff suspension will not be the default option. Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies or police. However, the Head may, after discussion with the Chair of Governors, find it necessary to suspend the member of staff at any stage during an investigation until

the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual. The School will follow, as appropriate, the Disciplinary & Dismissal Policy and Procedures

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

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

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

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

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

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

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

The school is under a duty to make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed

had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.

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

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

Support for Staff:

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

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

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

DISCLOSURE OF ABUSE FROM ONE OR MORE PUPILS AGAINST ANOTHER

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

At all stages school and LCSB guidance must be followed.

Many factors could lead to one pupil abusing another. On occasion they themselves are being abused. Each disclosure will be treated purely on the facts. Although no one prescribed solution can be regarded as a best fit, the procedures below must always be followed. The reporting arrangements for all forms of abuse include making contact with a welfare agency within 24 hours of a disclosure of abuse. A bullying incident should be treated as a child protection concern when there is ‘reasonable cause to suspect that a child

is suffering, or likely to suffer, significant harm.’ If this is so, then the school’s anti-bullying policy and procedures should be followed.

Actions to be taken:

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

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

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

Support for staff

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

8. STAFF CONTACT WITH PUPILS

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

9 STAFF TRAINING AND SUPPORT see Training for all staff section which appears on page 14 and 15

- a. Governors recognise the importance of child protection training for Designated Safeguarding Leads, Deputy Designated Safeguarding Leads, Designated Teachers and for all other school staff who have contact with children. The designated teachers for Child Protection will have specific training in their role, available from the Local Authority.
- b. Governors expect the Head/Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.
- c. The Head is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Teachers.

10 CURRICULUM

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

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

7. OTHER SAFEGUARDING ARRANGEMENTS- COMMUNICATION WITH PARENTS

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

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

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

consent is not required for a referral where the DSSL believes a pupil is at risk of significant harm.

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

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

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

TEACHING CHILDREN HOW TO KEEP SAFE

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

- The E-safety policy
- The pastoral care policy
- The health and safety policy
- The PSHCE programme

CHILDCARE

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

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

CONCERNS ABOUT A CHILD

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

A copy of the LCSB procedures is held in the school and can be found at/in the staff room

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

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

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

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

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

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

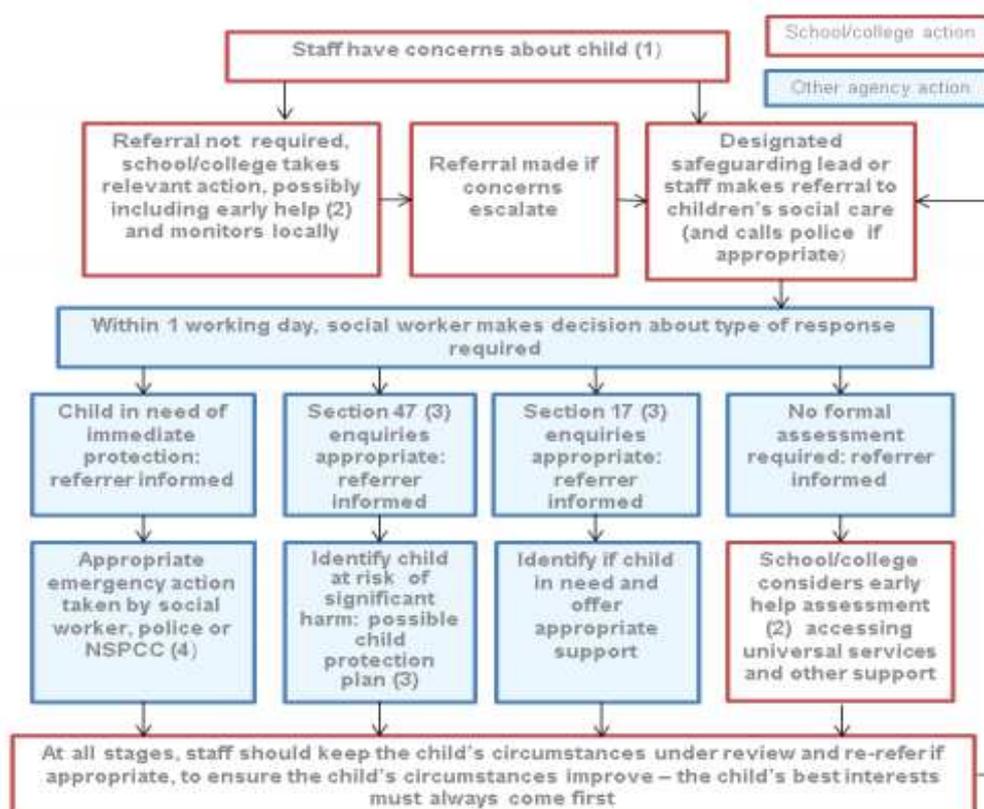
When to be concerned

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

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

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

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



11 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Senior Safeguarding Lead will work with the

special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

11 CONFIDENTIALITY

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

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

12 RECORD KEEPING AND REPORTS

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

13 MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

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

14 COMMUNICATING POLICY TO PARENTS AND PUPILS

- a. The Governors expect parents and pupils to be informed that the school has a child protection policy and is required to follow the Borough Guidelines for reporting suspected abuse to the Children's Services Department.
- 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. A leaflet, facilitating this communication and produced Tri Borough, is available.

15 MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.

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

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

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

Recognising abuse

To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody (adult or child) may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a young or immature child home alone.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in part one of KCSIE (Sept 2016)

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

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

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

What is child abuse and neglect?

Neglect, physical abuse, sexual abuse or emotional abuse can be inflicted or knowingly not prevented, usually by adults towards children. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the

family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity.

Neglect is where the child's basic needs of food, clothing, hygiene, shelter, emotional, health care or education are not met by the adults who look after the child. It includes children unable to look after themselves; perhaps due to their age and level of development they are left unsupervised to fend for themselves. As a result, the child may be at danger whether in their own home or elsewhere.

Physical abuse can include physical harm caused by hitting, shaking, burning, biting, suffocating or drowning, poisoning or giving a child alcohol or drugs without care and consideration for the child's health. It can also include not acting to prevent injuries, by intentionally putting the child at risk or by not paying reasonable attention to the child's care and safety.

Sexual abuse occurs when a child is exploited through the power, authority or position of another person who uses the child to gain gratification for their own sexual needs. It can involve engaging a child in all forms of sexual activities or making a child watch sexual activities.

Female Genital Mutilation-whenever a teacher or member of staff suspects this to have been carried out it is mandatory for them to report such to the police and DSL immediately who will involve children's social care. This also includes honour-based violence.

Emotional abuse may involve being told frequently that you are a bad person, worthless, can't do anything right, or not loved. In households where domestic violence takes place studies have shown that there can be a detrimental effect on children who can be as upset by observing the violence taking place as being hit themselves. *Bullying* is another type of behaviour that could in certain circumstances may be considered as a form of abuse. Bullying is deliberate, hurtful behaviour, usually repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can be verbal, electronic, written and/or physical. See the school's anti-bullying policy.

Preventing pupils from being targeted to participate in radicalism or terrorism

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

At the beginning of every term the DSSL, DDSLs, the Governor responsible for safeguarding (Dr Spurr) and senior managers, in partnership with LADO, assess the influences and risks to which pupils may be exposed within the school, the locality, the social media, the internet and their homes. The DDSL/deputy head are updated daily by Smoothwall filter and any concerns are shared with relevant staff when filter has been breached. The safeguarding governor is responsible for checking the strength of the over blocking of this. The results of the risk assessment will be recorded by the DSSL.

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

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

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

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

The Head of IT is responsible for checking that no terrorist or 'grooming' organisations contact or are able to access pupils.

The Head ensures parents are continually warned of the dangers of their children being targeted through the internet on home computers.

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

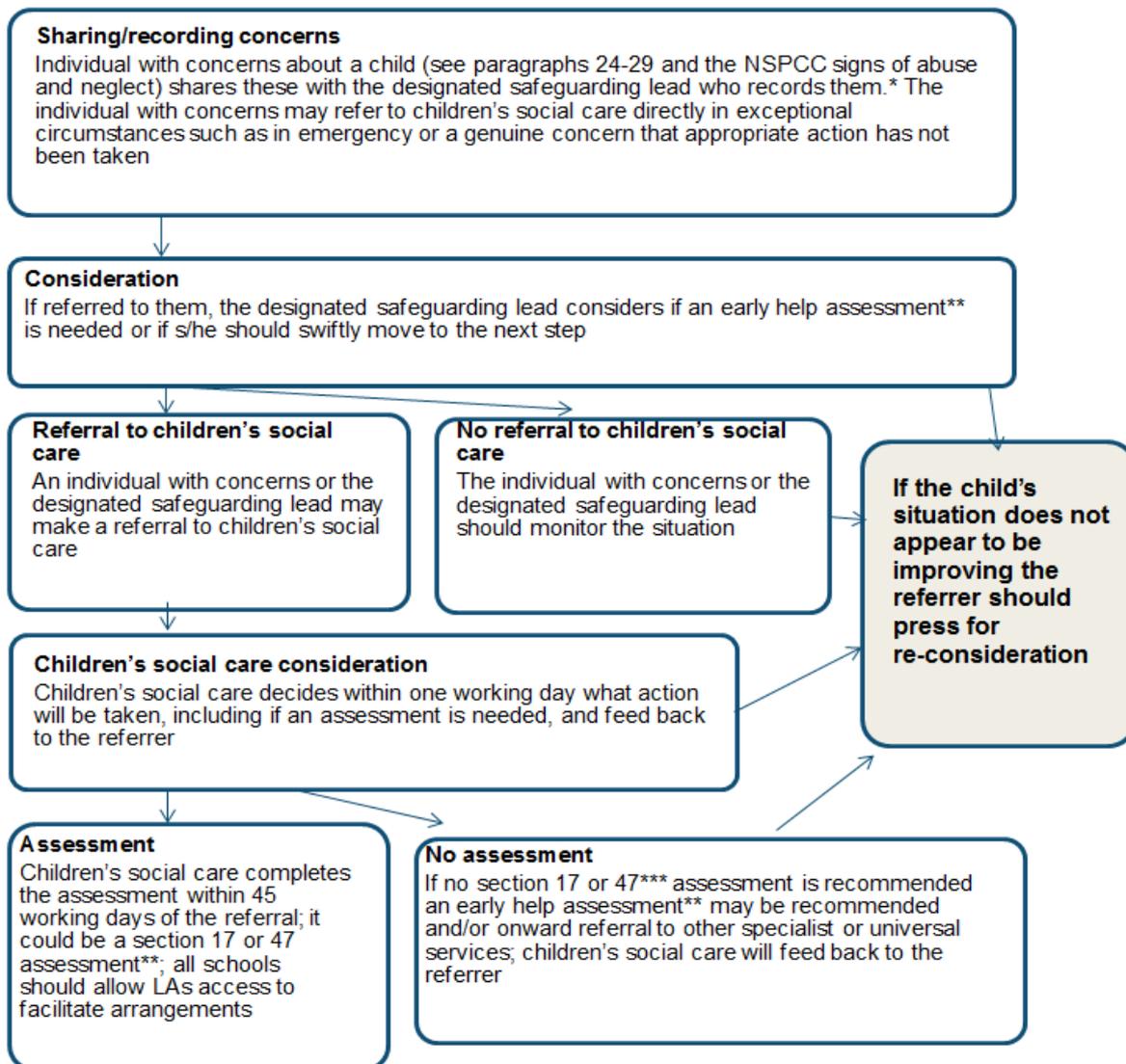
Specific safeguarding issues

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

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

Updated September 2016	By Mrs Lesley Warrington, Mr Angus McDonald and Mrs Storm Porter
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For action to be taken when a child has suffered or is likely to suffer harm see the chart below



RECORD OF CONCERN

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Male			
Date and Time of Concern :			
Your Account of the Concern : (what was said, observed, reported and by whom)			
Additional Information : (your opinion, context of concern/disclosure)			
Your Response : (what did you do/say following the concern)			
Your Name :			
Your Signature :			
Your Position in School :			
Date and Time of this Recording :			
Date and Time this went to DSL :			
Action and Response of DSL / HT			

Name:Date:.....

Working to Eliminate Risk

SAFEGUARDING- how we aim to provide a secure environment and work to eliminate risk

- All members of staff and all Governors have been checked and cleared with an enhanced check by other DBS in line with the school Staff Recruitment Policy.
- The DSSL receives regular training from the Local Authority (at least once every two years) and also attends relevant courses run by other recognised bodies to ensure the school procedures meet legal requirements and keep children safe
- The DSSL receives Prevent Duty training at a higher level from the local authority
- All staff are required to read the Safeguarding Policy and KCSIE and complete a related questionnaire each year to ensure they know, understand and implement all school procedures correctly.
- Staff receive specific Prevent Duty training.
- A pupil 'concerns list' is updated regularly. Staff are vigilant in reporting concerns to the DSSL and Head. This list does not provide personal details but acts as a staff alert for observation.
- New members of staff receive comprehensive Induction Training re Child Protection (see Induction Training Checklist) and Prevent Duty
- Child Line posters are on display throughout the school
- The School operates an effective anti-bullying policy which includes the risks involved in cyber-bullying. See Anti-Bullying policy.
- PSHCE lessons offer opportunities to discuss matters such as personal relationships and safety, bullying, personal and cyber safety
- The school's internet access is filtered and pupils and parents are made aware of the dangers of the Internet. Dr Spurr (safeguarding governor) is responsible for overseeing how strong the over blocking is. See e--safety Policy
- The School has clear policies and procedures regarding health, first-aid and the giving of medication. There is a medical room and fully trained first aiders on site at all times.
- The School has clear policies and procedures regarding checking safety concerns when taking pupils on school visits. See Educational Visits Procedure
- The School has comprehensive Risk Assessments for different areas and activities.
- The School has clear Health and Safety policies and procedures. The school buildings

are secure. See Health and Safety Policy

- The School has a Missing Child Policy.
- The School has clear procedures in the case of fire, and regular fire drills are undertaken. See Fire Prevention Procedure
- All visitors report to reception upon arrival, sign in and are issued with an appropriate identity badge.
- All visitors have the school's fire procedure and basic safeguarding procedures explained to them.
- All visitors are shown the appropriate access to toilets allocated for their use.
- Visitors do not spend time alone with any child (unless authorised) and must report immediately any incidents in which they and the children are involved.
- Any visitor involved in work that involves dangerous machinery or substances must observe any necessary safety precautions and/or stop work when children come into close proximity.
- Visitors deemed to have contravened these guidelines and/or whose presence is considered detrimental to the safety and well-being of any of the school community will be told to leave.
- Visitors are informed that smoking is not allowed – this is a no-smoking school.

Indicators of abuse

Indicators in the child

Bruising

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

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

-Bruising in or around the mouth

-Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though

a single bruised eye can be accidental or abusive)

-Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas

-Variation in colour possibly indicating injuries caused at different times

-The outline of an object used e.g. belt marks, hand prints or a hair brush

-Linear bruising at any site, particularly on the buttocks, back or face

-Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

-Bruising around the face

-Grasp marks to the upper arms, forearms or leg

Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

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

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

There are grounds for concern if:

-The history provided is vague, non-existent or inconsistent

-There are associated old fractures

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

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

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

Mouth Injuries

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

Poisoning

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

Fabricated or Induced Illness

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

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

Bite Marks

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

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

Burns and Scalds

- can be from hot liquids, hot objects, flames, chemicals or electricity

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

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

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

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

The following points are also worth remembering:

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

Scars

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

Behavioural presentation

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

Indicators in the parent

May have injuries themselves that suggest domestic violence. Not seeking medical help/unexplained delay in seeking treatment. Reluctant to give information or mention previous injuries. Absent without good reason when their child is presented for treatment. Disinterested or undisturbed by accident or injury. Aggressive towards child or others. Unauthorised attempts to administer medication. Tries to draw the child into their own illness.

Past history of childhood abuse, self harm, or false allegations of physical or sexual assault

Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids

Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.

May appear unusually concerned about the results of investigations which may indicate physical illness in the child

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

Parent/carer has convictions for violent crimes.

Indicators in the family/environmentk

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

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

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well

as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

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

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

Indicators in the child

Developmental delay

Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

Aggressive behaviour towards others

Child scapegoated within the family

Frozen watchfulness, particularly in pre-school children

Low self esteem and lack of confidence

Withdrawn or seen as a 'loner' - difficulty relating to others

Over-reaction to mistakes

Fear of new situations

Inappropriate emotional responses to painful situations

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking). Self harm

Fear of parents being contacted

Extremes of passivity or aggression

Drug/solvent abuse

Chronic running away

Compulsive stealing

Low self-esteem. Air of detachment – 'don't care' attitude

Social isolation – does not join in and has few friends

Depression, withdrawal

Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention

Low self esteem, lack of confidence, fearful, distressed, anxious

Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

Abnormal attachment to child e.g. overly anxious or disinterest in the child

Scapegoats one child in the family

Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.

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

Parents may;

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

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

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

Indicators in the family/environment

Lack of support from family or social network.

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

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

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

NEGLECT

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Indicators in the child

Neglected children may

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

Physical presentation

Failure to thrive or, in older children, short stature

Underweight. frequent hunger, dirty, unkempt condition. Inadequately clothed, clothing in a poor state of repair

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

Swollen limbs with sores that are slow to heal, usually associated with cold injury

Abnormal voracious appetite

Dry, sparse hair

Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or

persistent head lice / scabies/ diarrhoea

Unmanaged / untreated health / medical conditions including poor dental health. Frequent accidents or injuries

Development

General delay, especially speech and language delay

Inadequate social skills and poor socialization

Emotional/behavioural presentation

Attachment disorders

Absence of normal social responsiveness

Indiscriminate behaviour in relationships with adults

Emotionally needy. Compulsive stealing. Constant tiredness

Frequently absent or late at school. Poor self esteem. Destructive tendencies

Thrives away from home environment

Aggressive and impulsive behaviour. Disturbed peer relationships. Self harming behaviour

Indicators in the parent

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

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

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

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

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

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

Indicators in the family/environment

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

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

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

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

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

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

Lack of opportunities for child to play and learn

SEXUAL ABUSE, including female genital mutilation (FGM)

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

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

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

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

Indicators in the child

Physical presentation

Urinary infections, bleeding or soreness in the genital or anal areas

Recurrent pain on passing urine or faeces

Blood on underclothes

Sexually transmitted infections

Vaginal soreness or bleeding

Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father

Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

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

severe pain

shock

bleeding

wound infections, including tetanus and gangrene, as well as blood-borne viruses such as HIV, hepatitis B and hepatitis C

inability to urinate

damage to other organs, such as the urethra (where urine passes) and the bowel

Emotional/behavioural presentation

Makes a disclosure.

Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit

Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

Self-harm - eating disorders, self mutilation and suicide attempts

Poor self-image, self-harm, self-hatred. Depression

Reluctant to undress for PE

Running away from home

Poor attention / concentration (world of their own). Sudden changes in school work habits, become truant

Withdrawal, isolation or excessive worrying

Inappropriate sexualised conduct, sexually exploited or indiscriminate choice of sexual partners. Draws sexually explicit pictures

Wetting or other regressive behaviours e.g. thumb sucking

With FGM, the pupil may become secretive, quiet and in pain.

Indicators in the parents

Comments made by the parent/carer about the child.

Lack of sexual boundaries

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

Grooming behaviour

Parent is a sex offender

Indicators in the family/environment

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

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

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

Family member is a sex offender

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

SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR SCHOOLS – ISSUED SEPTEMBER 2016

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

- **Hilary Shaw** – Tri Borough Safeguarding and Child Protection Schools and Education Officer
☎ Direct line: 07817 365 519
✉ Hilary.Shaw@rbkc.gov.uk
- **Marissa Asli** – Tri Borough Safeguarding and Education – Liaison and Training Co-ordinator
☎ Direct line: 07739 315 432
✉ Marissa.Aslibangura@rbkc.gov.uk

Tri Borough Safeguarding Review and Quality Assurance:

- **Angela Flahive** – Tri Borough Joint Head of Safeguarding Review and Quality Assurance (Mon-Thurs only)
☎ Direct line: 020 7361 3467/07971 320 888
✉ Angela.Flahive@rbkc.gov.uk
- **Debbie Raymond** – Tri Borough Joint Head of Safeguarding Review and Quality Assurance (Weds-Fri only)
☎ Direct line: 07739 315 970
✉ Debbie.Raymond@rbkc.gov.uk

Tri Borough Safeguarding:

- **Anna Carpenter** – Tri Borough Service Manager Safeguarding
☎ Direct line: 020 8753 5124/07775 554 398

✉ Anna.Carpenter@lbhf.gov.uk

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

- **Alexandra Handford** – Tri Borough CSE Lead
 - ☎ Direct line: 020 7598 4638/07973 564580
 - ✉ Alexandra.Handford@rbkc.gov.uk
- **Detective Inspector Iain Keating** – Tri Borough Multi-agency Safeguarding Hub and Multi Agency Sexual Exploitation
 - ☎ Direct line: 020 7598 4638/07973 564580

Tri Borough Private Fostering – Referrals and advice/guidance:

- **Rochell-Ann Naidoo (previously Du Plessis)** – Tri Borough Senior Practitioner, Private Fostering Advisor
 - ☎ Direct line: 020 7641 7564
 - ✉ rnaidoo@westminster.gov.uk

Tri Borough FGM – Advice/guidance:

- **Gourita Gibbs** – Child Protection Advisor
 - ☎ Direct line: 020 7641 1610
 - ✉ ggibbs@westminster.gov.uk

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

- **Jake Butterworth** – Bi Borough Prevent Schools & Colleges Officer – Counter Extremism
 - ☎ Direct line: 020 8753 5843
 - ✉ jake.butterworth@lbhf.gov.uk, Secure email: jake.butterworth@lbhf.gcsx.gov.uk
- **Oliver Levinson** – Bi Borough Prevent Manager (Operations)
 - ☎ Direct line: 020 8753 5116
 - ✉ oliver.levinson@lbhf.gov.uk
- **Mark Chalmers** – Prevent Programme Manager, Westminster enquiries only
 - ☎ Direct Line: 020 7641 6032
 - ✉ mark.chalmers@westminster.gov.uk

Tri Borough Multi-Agency Safeguarding Hub (MASH):

- **Miranda Gittos** – Head of Assessment and MASH
 - ☎ Direct Line: 020 7641 7793/07903 147 545
 - ✉ mgittos@westminster.gov.uk
- **Chantal Marrow** – MASH Service Manager

☎ Direct Line: 020 7641 5428
✉ cmarrow@westminster.gov.uk

- **Esohe Erhahon** – Schools Lead, Tri Borough MASH

☎ Direct Line: 020 7641 5026
✉ eerhahon@westminster.gov.uk

Child Protection Referrals, Consultation & Advice about a child/young person resident in Hammersmith & Fulham:

- **Hammersmith and Fulham Duty Line**

☎ Duty Line – 020 8753 6600
Out of hours – 020 8748 8588

- **Christine Mee** – Child Protection Advisor

☎ Direct line: 020 8753 5235/07554 222 644
✉ Email: christine.mee@lbhf.gov.uk

Child Protection Referrals, Consultation & Advice about a child/young person resident in The Royal Borough of Kensington and Chelsea (RBKC):

- Kensington and Chelsea Duty Line

☎ Duty Line – 020 7361 3013
Out of hours – 020 7361 3013

- **Rupinder Virdee** – Safeguarding Manager

✉ Email: Rupinder.Virdee@lbhf.gov.uk
☎ Direct Line: 07989 155 271

- **Yasinta Martin** – Family Support and Child Protection Adviser

☎ Direct Line: 07980 742 708
✉ Yasinta.Martin@rbkc.gov.uk

- **Sarah Stalker** – Family Support and Child Protection Adviser (Mon-Weds only)

☎ Direct Line: 020 7598 4640/07971 322 482
✉ Sarah.Stalker@rbkc.gov.uk

Consultation & Advice about a child/young person resident in the City of Westminster

- **Westminster Duty Line**

☎ Duty Line: 020 7641 4000
Out of hours: 020 7641 6000

- **Chris Luke** – Interim Head of Social Work

☎ Direct Line: 07739 316 906
✉ chris.luke@rbkc.gov.uk

- **John Griffin** – Child Protection Adviser
 - ☎ Direct Line: 020 7641 1615
 - ✉ jgriffin@westminster.gov.uk

- **Gabby Bernard** – Child Protection Adviser (**MATERNITY LEAVE**)
 - ☎ Direct Line: 020 7641 3195/07903 154 517
 - ✉ gbernard@westminster.gov.uk

- **Charlotte Holt** – Deputy Service Manager
 - ☎ Direct Line: 020 7641 5364
 - ✉ cholt@westminster.gov.uk

- **Leonie Bingham** – Child Protection Adviser
 - ☎ Direct Line: 020 7641 4199
 - ✉ lbingam@westminster.gov.uk

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

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

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

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

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

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

Local Safeguarding Children’s Board (LSCB) for Hammersmith & Fulham, Kensington & Chelsea and City of Westminster

- **Emma Biskupski** - Tri Borough LSCB Business Development Manager (Interim)
 - ☎ Direct Line: 020 8753 3759
 - ✉ emma.biskupski@lbhf.gov.uk

Contact details for Tri Borough Youth Offending Service

- **Betty McDonald** – Tri Borough Head of Youth Offending Service
 - ☎ Direct Line: 020 7361 2725/07794 927 743
 - ✉ betty.mcdonald@rbkc.gov.uk

- **Emma Crawford** – Tri Borough Youth Offending Service manager
 - ✉ ecrawfo@westminster.gov.uk

- **Elaine Weldon** – Team Manager

☎ Direct Line: 020 7598 4712/07976 060 126

✉ Elaine.Weldon@rbkc.gov.uk

- **Alison Sabaroche** – Service Manager

☎ Direct Line: 020 8753 4602

✉ Alison.Sabaroche@lbhf.gov.uk