

Nov. 19

Safeguarding Policies – The Stewart Bilingual School



# Safeguarding Policies September 2020

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# Safeguarding children and promoting welfare

## Child protection

*(Including managing allegations of abuse against a member of staff)*

### **POLICY STATEMENT**

Our school will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the key commitments of the EYFS, LA advice and best practice.

The proprietors and staff fully recognise their responsibilities for child protection and are aware that the safeguarding and promotion of the welfare of children covers more than child protection and is of paramount importance. Our procedures comply with DfE guidance Keeping children safe in education 2020 (KCSIE) and are in line with our Local Safeguarding Children Partnership (LSCP).

This policy applies to all staff, parents, volunteers, visitors and to pupils on and off the School site whilst they are the responsibility of the School. A child is defined as an individual up to the age of 18. This policy is posted on the school website and available on request.

*EYFS key themes and commitments*

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping Safe	2.1. Respecting each other 2.2. Parents as partners	3.4. The wider context	4.4. Personal, social and emotional development

### **Acronyms**

DBS - Disclosure and Barring Service; a new organization, amalgamating the CRB (Criminal Records Bureau) and the ISA (Independent Safeguarding Authority)

LADO - Local Authority Designated Officer ( sometimes referred to as LA designated person)

LSCP – London (also Local)

Safeguarding for Children Partnership

CPO - Child Protection Officer (in school)

DSL – Designated Safeguarding Lead (in school)

RBK&C - Royal Borough of Kensington and Chelsea CAF - Common Assessment Framework

Framework

DfE - Department for Education

DCSF - Department for Children School and

Families (superseded by DfE) NSPCC - National Society for the Prevention of Cruelty to Children

WSS – Westminster Social Services

NSPCC – National Society for the Prevention of Cruelty to Children

### **1. Introduction**

1.1 All children attending La Petite Ecole Bilingue have the right to learn in a safe, secure and happy environment. The core elements of to this policy are prevention, protection and support.

1.2 La Petite Ecole Bilingue fully recognises its responsibilities for child protection. We comply with the DfE requirements for both the Safeguarding of Children and Safer Recruitment in Education effective from the 1<sup>st</sup> Offences Act 2003, HM Government’s Working Together to Safeguard

Children 2018 and the London Safeguarding Children Partnership (LSCP).

1.3 Please also refer to the Safer Recruitment of Staff Policy and the Anti-Bullying Policy. This policy applies to the whole school, including the EYFS and is made available to all parents of pupils via the school's website and, on request, from the School Office.

1.4 The first points of school contact are:

- Child Protection Officer (CPO) to include the EYFS – **Mrs Helene Knupffer**
- Deputy Child Protection Officer – **Mrs Alla Usenko**
- EYFS Link – **Mrs Elizabeth McLaughlin**
- SENco – **Shared with Kentish Town sister school**
- Proprietor designated for Child Protection – **Mrs Ann Henderson-Stewart**
- Tri-borough Local Authority Designated Officer (LADO) contact details:  
<https://www.rbkc.gov.uk/LSCP/information-professionals-and-volunteers/contacts-safeguarding-kensington-and-chelsea>
  - Rupinder Virdee Tri-Borough Safeguarding Practice Lead Tel: 07989 155 271 Email: [rupinder.virdee@rbkc.gov.uk](mailto:rupinder.virdee@rbkc.gov.uk)
  - Hilary Shaw Tri-Borough Safeguarding in Schools and Education Officer Tel: 07817 365 519 Email: [hilary.shaw@rbkc.gov.uk](mailto:hilary.shaw@rbkc.gov.uk)
  -

**RBK&C Duty and Emergency Team: 0207 373 2227-jed.mcandrew@rbkc.gov.uk**  
**RBK&C Family Support & Child Protection Advisor: Stacey Duncan: 07896 271561**  
**Health Designated Doctor in Child Protection: Dr Paul Hargreaves: 0208 8461286 NSPCC / Child line 0800 1111 www.childline.org.uk**

## 2. Our Aims

Safeguarding children is everyone's business. An effective whole school Child Protection Policy is one that provides clear direction to staff and other about the expected codes of behaviour in dealing with child protection issues. It makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the

needs of the child.

The staff of La petite Ecole Bilingue OG fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

This policy applies to all staff, volunteers and everyone working in the School as:

- Children have a right to be safe
- Adults have a responsibility to safeguard and protect children
- Abuse is damaging, and can blight the remainder of the child's life
- Abused children sometimes become abusing adults
- Child abuse exists in a world of secrecy and silence - the cycle of abuse has to be broken
- An abuser may well abuse many other children who also have a right to protection
- Children should be able to grow up to be well-adjusted adults
- To prevent death and serious injuries.

**Our aims are:**

- i) To practise safe recruitment in checking the suitability of staff and volunteers to work with children
- ii) To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- iii) To establish a safe environment in which children can learn and develop.
- iv) To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- v) To support children who have been abused in accordance with his/her agreed child protection plan.
- vi) To ensure that children on the school register, of compulsory school age do not miss out on parts of their education through continuous absenteeism.

We recognise that teachers are well placed to observe the outward signs of abuse. The school will create a positive ethos amongst the staff so that we can:

- i) Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- ii) Ensure children know that there are adults in the School whom they can approach if they are worried
- iii) Include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the LSCP and take into account the guidance 'Working Together to Safeguard Children' (2018) in order to:

- i) Ensure that we have a designated safeguarding lead (DSL) for child protection who has received appropriate training and support for the role.
- ii) Ensure that every member of staff and volunteer knows the name of the CPO and their role.
- iii) Ensure that every member of staff and volunteer understand their responsibilities in being alert to signs of abuse and responsibility for referring any concerns to the CPO
- iv) Develop links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- v) Keep written records of concerns about children, even where there is no need to refer the matter immediately
- vi) Ensure all written records are kept securely, separate from the main pupil file, and in a locked location.
- vii) Develop and follow procedures where an allegation is made against a member of staff or volunteer.
- viii) Ensure safe recruitment practices are always followed
- ix) Ensure that parents have an understanding of the responsibility placed on the School and staff for child protection.
- x) Ensure that pupils who have been abused are supported in line with the child protection plan.
- xi) Ensure that the child welfare office of the appropriate Local Authority is informed of any unexplained absence of two days for pupils with a CP plan and ten consecutive days for others as soon as

possible.

xii) Ensure that information is passed to relevant bodies, especially when a pupil moves School

xiii) Ensure that we shall report any school leavers to the Local Authority (see Children Missing Education guidance).

### 3. Guidelines for Child Protection

**Helene Knupffer (Lead Designated Child Protection Officer/LDCPO), Alla Usenko (Deputy Lead Designated Child Protection Officer/DLDCPO) are the designated child protection leaders for The Stewart Bilingual School - La Petite Ecole Bilingue OG**

Helene Knupffer, the HT, retains overall responsibility for child protection arrangements.

#### **Definition**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:  
protecting children from maltreatment;  
preventing impairment of children's [highlight]mental and physical health[/highlight] or development;  
ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and  
taking action to enable all children to have the best outcomes.

#### **Looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The proprietor will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the

carer by the authority looking after him/her. The [CPO](#) should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

### ***Children with special educational needs and disabilities***

Children with Special Educational Needs and disabilities (SEND) can provide additional safeguarding challenges. The proprietor will ensure their overarching safeguarding and child protection policies reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

### ***The child's wishes***

Where there is a safeguarding concern the proprietor and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback, such as talk with CPO or deputy CPO and explain to the child why the information might need to be shared with someone else.

The proprietor should ensure that staff members do not agree confidentiality and always act in the best interests of the child

### ***Children missing education***

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence and for dealing with children that go missing

from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. See Appendix 3 for procedures for recording and reporting absences.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

**Staff of La Petite Ecole Bilingue are continuously reminded of the importance of reporting and keeping record of any concerns during the year, during induction, inset days, various trainings, including online trainings and quizzes.**

## Nov. 4. Procedures

In accordance to Inspecting safeguarding in early years, education and skills from Oct 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/754198/Inspecting\\_safeguarding\\_guidance\\_061118.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/754198/Inspecting_safeguarding_guidance_061118.pdf) and *Working together to safeguard children 2018*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf) as well as *Keeping Children safe in Education 2020*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

We carry out the following procedures to ensure we meet these three key commitments.

Our school procedures for safeguarding children will comply with the Local Safeguarding Children Board ([LSCP](#)) procedures in accordance with locally agreed interagency procedures and take account of guidance issued by the [DfE](#) to establish:

- Duty of Care
- Definitions and symptoms of abuse
- Monitoring and Record keeping
- Disclosure and actions following a disclosure (child)
- Whistle-blowing
- Disclosure and actions following a disclosure (adult)
- Safer Recruitment

We will ensure that:

- All staff are DBS checked and are to hold at least an Introduction Child protection certificate.
- We have designated members of staff who undertake regular training every 2 years.
- All members of staff develop their understanding of the signs and indicators of abuse and refresh their training every 3 years.
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- All staff will have read the:
  - Government Guidance [Keeping Children Safe in Education Part 1 Annex A](#) September 2020
  - School Safeguarding & Child Protection Policy.
- Our procedures will be regularly reviewed and up-dated.
- The induction of new members of staff will include safeguarding children procedures in the school. They will be asked to read the school child protection policy and [Keeping Children Safe in Education Part 1 Annex A](#) September 2020 as part of their induction into the school.

- All staff and governors will be fully updated and trained in **PREVENT** (see Annex 2).

## 5. Role and Responsibilities

The designated leaders are responsible for:

- Adhering to the ([LSCP](#)) and school procedures with regard to referring a child if there are any concerns about possible abuse and/or neglect and consult with the duty social worker for advice as required.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral (for instance, on a daily informal basis in the Classroom Record Book).
- Ensuring that all such records are kept confidentially and securely.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently the subject of a child protection plan who is absent without explanation for two days is referred to Social Care.
- All members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children.

### **5.1 The role of the proprietor**

- i) To ensure that effective safeguarding policies and procedures are in place and implemented, including for: child protection and code of conduct for staff
- ii) To ensure that the school has appropriate safeguarding responses to children who go missing from education.
- iii) To ensure that safe recruitment procedures are followed and that all appropriate checks are carried out on all staff.
- iv) To ensure that the CPO has undergone regular inter-agency training.
- v) To provide sufficient resources to enable appropriate training to be given to all staff at regular intervals
- vi) To ensure that the Safeguarding Policy and procedures are consistent with London Safeguarding Children Board (LSCP) and more specifically RBKC LSCP requirements and are reviewed annually; to utilize the expertise and experience of staff when shaping safeguarding policies
- vii) To ensure that the school has procedures for dealing with allegations of abuse against members of staff that comply with the LSCP.
- ix) To ensure that the school has procedures for dealing with allegations of abuse by pupils against pupils that comply with the LSCP.
- x) To ensure that pupils are taught how to keep themselves and others safe.
- xi) To ensure IT systems have search word search filters installed to guard against the risk of any inappropriate internet activity; and that staff and pupils are appropriately trained in e-safety; to provide parents with the information they need to keep their children safe at home when using electronic devices.
- xii) To ensure that the curriculum provides pupils with opportunities to build resilience to radicalisation, challenge extremist views and terrorist activities, and develop a commitment to British values; to be alert to any sign of radicalisation in staff and pupils and take appropriate action.
- xiii) To see that any deficiencies are remedied at once.
- xiv) To carry out an annual safeguarding audit to evaluate the effectiveness of policies and procedures and their impact on pupils' welfare and well-being.
- xv) To ensure that the **CPO** has sufficient and adequate time to fulfil his/her duties
- xvi)

### **5.2 The role of the Headteacher**

- i) To understand procedures set out by the LSCP and the role of the CPO .
- ii) To ensure that the Safeguarding Policy and procedures are implemented and followed by all staff and concerns are handled sensitively and in procedures.
- iii) To ensure that all temporary staff and volunteers are made aware of the School's arrangements for safeguarding children.
- iv) To monitor the effectiveness of the policy and procedures.
- v) To ensure that the CPO receives sufficient support, training, time and resources to carry out his role effectively.
- vi) To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions.
- vii) To be aware of any off-roll notification should there be safeguarding concerns and to follow this up if applicable, with the local borough safeguarding team.
- viii) To create a safe environment and a caring ethos within the School and so ensure that all pupils are kept safe in all circumstances.
- ix) To make parents aware of the school's Safeguarding and Child Protection Policy
- x) To ensure that pupils' safety and welfare is addressed through the curriculum and related

Nov. policies (Anti-bullying, Behaviour, Equal Opportunities, PSHE, Acceptable use).

- xi) To make 'adequate and appropriate cover arrangements' for the CPO during out of hours periods.

### **5.3 The role of the CPO**

The CPO is always a senior member of staff and generally the person to whom anyone working in the school is required to report instances of actual or suspected child abuse or neglect.

The three broad areas of responsibility of the Designated Safeguarding Lead are:

#### **Managing Referrals**

- i) To be responsible for referring cases of suspected abuse or allegations to the local authority children's social care. This includes dealing with allegations about members of staff. Referrals will be confirmed in writing.
- ii) To report concerns under Prevent duties to the local prevent team or the Channel programme.
- iii) To inform the Disclosure and Barring Services in cases where a person is dismissed or left due to risk/harm to a child.
- iv) To inform the police in cases where a crime may have been committed; this includes reporting cases where FGM (female genital mutilation) appears to have been carried out on girls under the age of 18.
- v) To act as a source of support, advice and expertise to staff within the educational establishment on matters of safety and safeguarding and when deciding whether and when to make a referral by liaising with relevant agencies. Where there is doubt, advice will be sought from the Lead Officer for Education Services or the Child Support Services Duty Manager. Alternatively anonymous advice can be obtained from the NSPCC helpline (0800 800 5000)
- vi) To keep detailed, accurate, secure written records of concerns and referrals.
- vii) To report to the local authority any pupil who fails to attend school regularly, has been absent, without any explanation 10 consecutive school days.
- viii) To be sufficiently independent, particularly in relation to allegations of abuse against the proprietor(s) and/or members of the proprietor(s)' family.
- ix) To contact the LADO on any matter that the CPO considers cannot properly be dealt with internally.
- x) To have access to legal advice or legal services.
- xi) To have 'sufficient time, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – an/or support other staff to do so – and to contribute to the assessment of children

#### **Training**

- i) To keep up to date with training at least annually in identifying and referring suspected cases of abuse and pass new information to staff; and attend two-yearly refresher training that meets the standards of the LSCP.
- ii) To understand the assessment process for providing early help and intervention
- iii) To have a working knowledge of how local authorities conduct a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- iv) To develop effective links with relevant statutory and voluntary agencies and to be the first point of contact for outside agencies who are pursuing Child Protection Investigations.

- v) To be alert to the specific needs of children in need, those with special educational needs and young carers
- vi) To obtain access to resources and attend any relevant or refresher training courses
- vii) To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- viii) To ensure each staff member has received appropriate training to be refreshed at least once a year
- ix) To keep a record of staff attendance at safeguarding training
- x) To make staff aware of the requirement to 'self-declare' if there are any changes to their own criminal record or if there is a change in their personal circumstances which may affect the 'disqualification' criteria under the Childcare Act 2006. They are also encouraged to sign up for the DBS update service to enable future status checks to be made.

#### **Raising Awareness**

- i) To be familiar with and understand the DfE guidance 'Keeping Children Safe in Education' (2020), 'Working Together to Safeguard Children' (2018), LSCP procedures and DfE advice 'What to do if you're worried a child is being abused' (2015)
- ii) To ensure that all staff and support teams (permanent, temporary or supply) sign to say they have read and understood the Safeguarding Policy and Part 1 of Keeping Children Safe in Education (2020)
- iii) To promote in all staff the attitude concerning safeguarding that 'it could happen here'
- iv) To ensure that all parent volunteers and working in school are aware of the School's Safeguarding Procedures
- v) To ensure each staff member are aware of and have access to the school's Safeguarding Policy
- vi) To ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
- vii) To carry out a risk assessment, in line with Prevent guidelines for pupils and staff who may be in danger of radicalisation
- viii) To ensure the Safeguarding Policy is available publicly
- ix) To ask previous schools for details of any safeguarding issues for children new to the School
- x) Where children leave the school to ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

**The CPO (DSL) is Helene Knupffer and her deputy DSL is Alla Usenko. At the nurseries, the managers Alla Usenko and Ala Howard are the deputy DSLs.**

#### **5.4 The role of the teacher**

- i) To be aware of the contents of the Safeguarding Children policy and procedures and the identity of the CPO
- ii) To be familiar with Part 1 and Annex A of KCSIE 2020 and sign that it has been read and understood
- iii) To set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between pupils
- iv) To help pupils understand how to keep themselves safe and manage risk through PSHE discussions and through all aspects of school life
- v) To foster a culture of trust between adults who work at the school and children who attend it
- vi) To undertake training to identify and be alert to possible causes or symptoms of abuse

- vii) To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups
- viii) To build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- ix) To be alert of persistent absenteeism of any pupils and report concerns to the CPO should it be felt there may be safeguarding concerns
- x) To be aware of and act upon the mandatory duty to report cases of FGM to the police
- xi) To be open, accepting and ready to listen to a pupil and to follow the procedures outlined in this policy in the event of a disclosure.

### 5.5 DUTY OF CARE

- Ensure that the School proprietors/ responsible person take responsibility for overseeing the Child Protection Policies and Procedures and that they are reviewed annually. **The named responsible person is Helene Knupffer.**
- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. **The named Lead Child Protection Officer (LDCPO) is the Headteacher, Helene Knupffer.**
- The **Deputy Lead Designated Child Protection Officer (DLDCPO) is the Deputy Head, Alla Usenko.**
- Ensure every member of staff (including temporary and supply staff and volunteers) knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Parents/carers should assist the School in maintaining records, by providing the School with multiple **(at least 2) emergency contacts** for the child, and keeping the School updated of any changes.
- In the case of an unexplained absence, the School will follow standard procedures as set out in the School Rules, by contacting parents/guardians as soon as possible on the same day. If no response is received, further action may be taken.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. (See appendix 1 Report a concern form)
- Ensure all records are kept securely; separate from the main pupil file.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure that all staff are aware of their mandatory duty to report Female Genital Mutilation (FGM) to the local police.
- In accordance with [Keeping Children Safe in Education](#) 2020, all staff including CPO's will be updated annually on any additional guidance issued on safeguarding to provide them with relevant skills and knowledge to safeguard children effectively.
- The School shall ensure that all staff read and sign to say that they have read at least [Keeping Children Safe in Education Part 1 Annex A](#) 2020 guidance.

Nov. 19 The School shall ensure that mechanisms are in place to assist staff to carry out their duties.

- All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction.
- The DSL and DDSL help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

This should include:

- The child protection policy;
- The staff code of conduct
- The role of the designated safeguarding lead.

Copies of policies and a copy of Part one of [Keeping Children Safe in Education Part 1 Annex A](#) 2020 shall be provided to staff at induction.

- All staff members should receive appropriate safeguarding and child protection training, which is regularly updated. In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Parents and carers will be made aware that they can make a referral about any suspected abuse or neglect to the local LADO. The school LDCPO should be informed.

## **DUTY OF THE SCHOOL**

### **School Commitment**

(1) All La Petite Ecole Bilingue staff recognise that because of the day to day contact with children, school staff members are well placed to observe the outward signs of abuse including through the behaviour of carers and parents. We will therefore:

- establish and maintain an environment and ethos where children and adults feel secure, are encouraged to talk, and are listened to, as detailed prominently in the Code of conduct;
- ensure children know that there are adults in the school whom they can approach if they are worried (as outlined in the 'five adults I trust' poster);
- include opportunities in the PSHCE curriculum for children to develop the skills they need to be aware of the need to protect their own welfare and that of their peers.
- exercise care and sensitivity about the varied and differing make up of families, avoiding assumptions about this in the production of materials and discussions

therein. Staff should make themselves familiar with the background of pupils in their care to avoid distress;

- endeavour to support the child through teaching styles that encourage self esteem and selfmotivation;
- maintain a behaviour policy which emphasises the importance of supporting vulnerable pupils;
- maintain a consistent approach which separates the cause of the behaviour from that which the child displays. This is vital to ensure all children are supported in a school setting;
- a commitment to developing productive and supportive relationships with parents whenever it is in the child's interests to do so;
- liaise with other agencies who support the children and their families;
- keep records and notify the Local Authority when there is a substantive concern or as soon as there is a recurrence of a concern.

(2) We follow the procedures set out by the Royal Borough of Kensington and Chelsea (RBK&C) Local Authority and the LSCP and take account of guidance issued by the Department for Children School and Families (DCSF) to:

- ensure we have a designated senior person for children protection and deputy who have received appropriate training and support for this role (see above);
- ensure we have a proprietor with specified responsibility for child protection (see above)
- ensure every member of staff, including temporary and supply staff and volunteers and the governing body knows the name of the designated senior person responsible for child protection and their role; and
- ensure all staff, including temporary and supply staff and volunteers understand their responsibilities and have appropriate training in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection; and
- ensure all staff, including temporary and supply staff and volunteers understand the arrangements for Child Protection.

-To appoint a LDCPO to take responsibility for:

- Implementing the child protection policy within the establishment
- Supporting other staff in their understanding of child protection issues and ability to recognise the signs and symptoms of abuse
- Managing the establishment's response to a disclosure of abuse

-To provide induction and training: Every new member of staff, including part-timers, temporary, visiting and contract staff working in school, receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the LDCPO or the Head as well as working with different agencies. Training in child protection and safeguarding is an important part of the induction process. All training is

updated at 3 yearly intervals. All staff/volunteers are given guidelines on what to do if a child approaches them to discuss allegations of abuse. All are also made aware of the Report a concern form (appendix 1) and [Keeping Children Safe in Education](#) 2020, and will be required to read Part 1. See paragraph Duty of Staff for further information.

### **SUPPORTING CHILDREN**

- To support children: We create a culture of value and respect for each individual, having positive regard for each child's heritage arising from their colour, ethnicity, and language, cultural and social background.
- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-esteem. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Our school will support all pupils by:
  - The content of the curriculum.
  - The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
  - The School Behaviour and Anti-bullying policies, which are aimed at supporting vulnerable pupils in the School. The School will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
  - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
  - Promoting a caring, safe and positive environment within the school.
  - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - Notifying Social Services as soon as there is a significant concern; this may be via a direct referral to social care of a Reporting a Concern Form (see Appendix 1) to the SPOE (single point of entry). [LSCP](#) : 07739 315388
  - Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- We recognise that a child going missing from education is a potential indicator of abuse or neglect. This will be reported to the LA through an EHF (LSBC Early Help Form).
- Ensure that the School has considered how to teach pupils about safeguarding, including e-safety, and how to build resilience to the risks of radicalisation. This includes adequate IT filtering systems to keep the pupils safe when accessing the internet at school.
- The School has procedures to ensure that visiting speakers are suitable (whether invited by staff or pupils).

- The policy also applied to the children in the Early Years Foundation Stage.
- It is essential that children be safeguarded from potentially harmful and inappropriate online material. As such governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

#### **DUTY OF PARENTS**

Parents are expected to help their children to behave in non-violent and non-abusive ways towards both staff and other pupils. Parents will be informed if it was necessary to use minimal force to protect a pupil from injury or to prevent a pupil from harming others. Parents should always inform the school of any accidental bruising or other injuries that might otherwise be misinterpreted. They should also inform the school of any changes in home circumstances, such as the death of a member of the family, separation or divorce, that might lead to otherwise unexplained changes in behaviour or characteristics.

#### **DUTY OF THE SCHOOL TO PARENTS**

Parents can feel confident that procedures are in place to ensure that all staff appointed have undergone procedures to ensure that they are suitable to work with children. Every staff member has enhanced DBS check ([DBS ONLINE SERVICES](#)) and also an overseas equivalent if applicable. Guidelines on the procedures if an allegation is made about a member of staff will be made available to a parent if they make an allegation against a member of staff. Parents will be informed of the procedure if they make a formal complaint about a staff member or volunteer.

## 6. Child Protection Procedures

### Recognising indicators of abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Staff in schools are uniquely placed to observe outward signs of abuse, unexplained changes in behaviour or failure to develop. Children who are victims of abuse often display emotional and behavioural difficulties. Staff must be familiar with the types and signs of abuse, described in *What to do if you are worried a child is being abused-Advice for practitioners* and in KCSIE. Staff should also be aware that children with special educational needs may be especially vulnerable to abuse and, therefore, extra care should be taken to correctly interpret apparent signs of abuse or neglect.

Appendix 1 of this Policy lists some of the types of abuse with which staff should be familiar.

All members of staff should be aware of the four key steps to follow to help identify and respond appropriately to possible abuse and/or neglect:

- i) Be alert – to be aware of signs of abuse and neglect and to understand the procedures set out in local multi-agency safeguarding arrangements
- ii) Question behaviours – to be aware if something seems unusual and try to speak to the child alone, if appropriate to seek further information
- iii) Ask for help – discuss concerns with the Designated Lead
- iv) Refer – make a referral to the LSCP. This would usually be made by the Designated Lead but can be made by any practitioner.

It may not always be appropriate to go through all four stages sequentially. If a child is in imminent danger or is at risk from harm the matter should be referred to children's social care and/or the police.

### Dealing with a Disclosure

If a child reports, following a conversation you have initiated or otherwise, that they are being abused or neglected the following procedure should be followed:

- i) Listen to the pupil, take their allegation seriously and reassure them that you will take action to keep them safe.
- ii) Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.
- iii) Do not guarantee confidentiality; referrals may have to be made in order to safeguard the pupil
- iv) Ensure that any questions that need to be asked to clarify understanding

Nov are as open as possible and do not lead the pupil.

- v) Report orally to the designated teacher as soon as possible but certainly on the same day. If the CPO is not available, report to the Deputy Head, Headteacher or Principal.
- vi) Keep any suspicions confidential and not discuss them with anyone other than those mentioned above
- vii) Make a written note of the discussion as soon as possible and at least within 24 hours to give to the Designated Lead. Note time, date, place, people present and what was said. Records should be verbatim; the notes may be needed in subsequent court proceedings. All notes should be signed.
- viii) Teachers are not required to investigate further, but may be required to support or monitor the pupil in the future.
- ix) Members of staff have the right to contact the child protection agencies independently if it is felt that the school has not responded appropriately to concerns.

The contact details for the LSCP are:

Multi Agency Safeguarding Hub (MASH), on **020 7361 3013**

The MASH operates Monday–Thursday 9am to 5.15pm and 9am to 5pm on Fridays. Outside of these hours care and welfare concerns about children and young people that require an immediate response should be reported to the Emergency Duty Team on **020 7361 3013**. Where an emergency response is required, at any time, the police should be called.

In RBKC you can get advice and guidance from the LADO (Local Authority Designated Officer) by contacting the MASH on **020 7361 3013**.

### Referrals

Normally, when there are Safeguarding concerns, the CPO will contact parents before making a referral to Children’s Social Care Services. However, there are some exceptions; see below.

### Physical injury, emotional abuse or neglect

- i) The CPO will contact Children’s Social Care Services. If there has been a deliberate injury or where there are concerns about the child’s safety, the child’s parents should not be contacted before first consulting with social services.
- ii) Where emergency medical attention is necessary it will be sought immediately. The CPO should inform the doctor of any suspicion of abuse.
- iii) If a referral is being made without the parent’s knowledge and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
- iv) If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention should be requested.
- v) If a pupil is known to be or become a victim of FGM (Female Genital Mutilation) or there are signs that a pupil may be victim of forced marriage, the CPO should be consulted, whom will contact the Social Services and the police if necessary.

**No VI)** If a pupil shows signs of radicalisation and seems to be attracted to extremism the CPO should be consulted, who will contact the Local Prevent team or refer to the Channel programme if necessary.

### **Sexual abuse**

- i) The CPO will contact Children's Social Care Services or Police Child Protection Team.
- ii) The CPO will not speak to the parents.
- iii) Under no circumstances should the CPO or any other member of the school, attempt to carry out any investigation into the allegations or suspicions of sexual abuse.

The role of the CPO is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies.

Refer to Appendix 1 for specific safeguarding issues that include: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sexting, teenage relationship abuse, trafficking.

Note: staff must be alert to signs of FGM, CSE, sexting, domestic violence, forced marriage, faith abuse and radicalisation and discuss their concerns with the CPO as soon as possible.

### **Children with Special Educational Needs**

The School acknowledges 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 and neglect. Indications of abuse will be reported as for other pupils. The Head will 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.

### **Prevention**

The school will adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff should work to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

- i) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- ii) Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- iii) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom they can turn for help.

- Nov. 1iv) Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- v) Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Disclosure and Barring Service (DBS; DBS website: [www.homeoffice.gov.uk/agencies-public-bodies/dbs](http://www.homeoffice.gov.uk/agencies-public-bodies/dbs)).
- vi) Ensure those responsible for recruitment e.g. Proprietor/Headteacher have successfully completed the recommended Safer Recruitment training and that other members of staff, if involved in leading on recruitment, have successfully completed the training.
- vii) Ensure that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents and follow the codes of conduct in the Guidance Safe Working Practice for the Protection of Children and Staff in Education Settings, September 2009.
- viii) Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. 'In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome'

#### **Dealing with allegations of abuse against staff**

If any allegation of abuse is made against a member of staff, the LSCP procedures will be followed and we shall have regard to the guidelines on practice and procedure given in Part 4 of the DfE statutory guidance 'Keeping Children Safe in Education (2020).

See: <https://www.rbkc.gov.uk/LSCP/training-and-resources/resources-and-training-schools-and-colleges#safeguarding-resources>

Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:

- i) Behaved in a way that has harmed a pupil, or may have harmed a pupil.
- ii) Possibly committed a criminal offence against or related to a child.
- iii) Behaved towards a pupil or children in a way that indicates that he or she would pose a risk of harm if they work regularly or closely with children.
- iv) Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The procedures for dealing with allegations need to be applied with common sense and judgement. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the pupil and at the same time supports the person who is the subject of the allegation.

Refer to Appendix 4 for further details.

Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and that the individual has been removed

Nov. from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on GOV.UK.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

### **Training**

- i) All newly recruited staff (teaching and non-teaching and including visiting peripatetic members of staff) are given in-house training on safeguarding issues as part of their induction, covering how to identify and respond early to the needs of all vulnerable children
- ii) Refresher courses are organised in school at least once a year to ensure that everyone develops the knowledge and skills required to fulfil their responsibilities
- iii) Training is provided about the duty to 'prevent terrorism', using the 4 main themes from The Prevent Duty – Risk Assessment, Working in Partnership, Staff Training, IT Policies
- iv) The Designated Safeguarding Leads undertake formal training including inter-agency work every two years and update their knowledge and skills at least once a year to keep up to date with developments. They are encouraged to attend network meetings and external courses, as well as read relevant materials and case reviews.
- v) At least one person in each recruitment process has had "Safer Recruitment" training
- vi) A record is kept of staff training, including type of training and dates.

### **Dealing with allegations of abuse against other children**

If an allegation of abuse is made about another child it should be reported directly to the CPO who will consult with the Duty Social Work service for the borough, and follow guidelines as laid out in our Anti-Bullying Policy and general safeguarding guidelines as applicable.

This includes peer-on-peer abuse: any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships.

The expectation regarding acceptable behaviour towards other pupils is made clear through the School's internal rules, reinforced by the anti-bullying policy, PSHCE lessons, the behaviour and discipline policy, as well as incidental form periods and assemblies.

Where a pupil (or member of staff or volunteer) makes an allegation about the behaviour of a pupil or pupils against another pupil, and this is deemed to be – or

Nov. could be deemed to be abuse, the allegation must be reported to the Child Protection Officer. The relevant guidelines outlined within this policy will be adhered to. Most situations would be covered by the anti-bullying policy and so the member of staff should write down the incident exactly as reported and liaise with member of the Senior Management Team who will work with the Child Protection Officer, following the anti-bullying policy procedures. The bully and victim will be dealt with separately in the first instance.

### **Safety and security in school**

Entry to school premises is controlled by secure doors, constant staff supervision or video surveillance. Authorized visitors are logged in and out of the premises. Unidentified visitors will be challenged by staff or reported to the Head or School Office.

The presence of intruders and suspicious strangers loitering near the school will be reported to the Police and the LA so that other schools can be alerted.

No internal doors to classrooms will be locked while pupils are present. All teaching rooms will have clear, unobstructed glass panels in the doors when possible\* (\*Please note that at Oxford Gardens the premises don't have glass panel doors available but have large windows to the rear or back garden which allow visibility on the activities during the day). Doors of classrooms are open during 1-1 sessions.

Members of staff who work with children on a one to one basis are made particularly aware of policies and procedures with regard to safeguarding as the nature of their work means they are more vulnerable to allegations made against them or a pupil may see their individual lesson time as a private opportunity to make a disclosure. See Appendix 1

### **Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own Safeguarding Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential trips and work related activities, we will check that effective safeguarding arrangements are in place.

It is the responsibility of the proprietor to vet the organisations wishing to use the school premises outside school hours to ensure that he is not unwittingly letting the premises to groups promoting extremist views or involved in criminal activities.

### **First Aid and Medical Plans**

Except in cases of emergency, first aid will only be administered by qualified first

Nov. aiders. All first aid treatment will be recorded and where significant will be shared with parents at the earliest opportunity.

Children requiring regular medication or therapies for long term medical conditions will be made the subject of a medical plan that has been agreed with parents.

**First aiders: Helene Knupffer, Lucile Griemard**

### **Contractors**

Building contractors who work on the school site will be made aware of this policy. Long-term contractors who work in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the SLT deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors and their employees to have direct access to pupils in non-teaching times.

### **Confidentiality and information sharing**

Refer to DfE guidance Information sharing, Advice to practitioners, July 2018.

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

i) All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

ii) 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.

iii) 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.

iv) Staff/volunteers should note that neither the GDPR nor the Data Protection Act 2018 prevent and limit the sharing of information. It does, however, provide a framework to ensure that personal information about a living individual is shared appropriately.

### **Monitoring and evaluation**

Our Safeguarding, Child Protection Policy and procedures will be monitored and evaluated by:

- Proprietor termly visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance and behaviour data
- Scrutiny of range of risk assessments
- Scrutiny of minutes of staff meetings, records of concerns and safeguarding records

- No. 1 Logs of bullying/racist/behaviour incidents for SLT and proprietor to monitor
- Termly reviews of procedures aimed at safeguarding children in various circumstances
  - Review of parental concerns and parent questionnaires
  - Annual full safeguarding audits by the proprietor

#### **Legal framework and references**

This policy has been informed by and complies with

- i) DfE statutory guidance 'Keeping Children Safe in Education (2020),
- ii) DfE advice 'The Prevent Duty' (2016) from The Counter-Terrorism and Security Act (2015)
- iii) DfE 'What to do if you're worried a child is being abused' (March 2015)
- iv) DfE guidance 'Working Together to Safeguard Children' (2018)
- v) DfE guidance 'Multi-agency statutory guidance on female genital mutilation' (2018)
- vi) Children missing education September 2016
- vii) UKCCIS Sexting in schools and colleges: responding to incidents and safeguarding young people, August 2016
- viii) Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2015
- ix) Ofsted Inspecting safeguarding in early years, education and skills settings.

See also: Anti-bullying Policy, Behaviour Policy, Complaints Policy, E-Safety/Acceptable use Policy, Whistleblowing Policy, Safe Recruitment Policy, Code of Conduct for Staff, First Aid, Health and Safety and EYFS-specific policies and procedures, PSHCE policy, Prevent Risk Assessment Action Plan and Prevent Risk Assessment

#### **Appendices**

- Appendix 1: Definitions, forms and signs of abuse
- Appendix 2: Working with children one-to-one
- Appendix 3: Children missing education
- Appendix 4: Managing allegations of abuse made against staff
- Appendix 5: Indicators of vulnerability to radicalisation
- Appendix 6: Useful references and organisations
- Appendix 7: Internet and Child Protection

**Review date: November 2019**

**Signature of CPO /HT and Deputy deputy DSL :**

#### **SAFEGUARDING POLICY APPENDIX 1 Definitions and signs of abuse**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to

Nov. prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them; or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

### Definitions

There are four types of child abuse. They are defined in the DfE Statutory Guidance 'Keeping

Children Safe in Education' as follows:

1. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
2. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
3. 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.
4. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases

Nov. multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children. The [Children Act 1989](#) introduced the concept of "Significant Harm" as the threshold that justifies compulsory intervention in family life in the interests of children. There are no absolute criteria to rely on when judging what constitutes significant harm. Overall, it can be described as the detrimental outcome of various forms of child maltreatment to the child's wellbeing.

- Harm means ill treatment or the impairment of health or development.
- Development means physical, intellectual, emotional, social or behavioural development.
- Ill treatment includes sexual abuse and forms of ill treatment that are not physical.
- Health includes physical or mental health.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, the child's health or development shall be compared with that which could reasonably be expected of a similar child.

There are four main categories of abuse – **physical, neglect, sexual and emotional**.

**The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms.** It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse. These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

## 7. Types of Abuse

### 7.1 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to, a child whom they are looking after. A person might do this because they enjoy or need the attention they get through having a sick child. Physical abuse, as well as being a result of an act of commission can also be caused through omission or the failure to act to protect.

## Nov. 19 **7.2 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 making conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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.

Some level of emotional abuse is involved in all types of maltreatment of a child whether it involves, feeling frequently frightened, suffering danger or exploitation, or seeing or hearing the ill-treatment of another as much as experiencing it. A serious bullying incident may cause a child to suffer significant harm and therefore be dealt with through these safeguarding procedures and require the school to report concerns to local authority designated officer (LADO).

### **7.3 Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Boys and girls can be sexually abused by males and/or females, by adults and by other young people. This includes people from all different walks of life.

### **7.4 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 it may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failure to ensure adequate supervision (including the use of inadequate care givers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **7.5 Organised Abuse**

Organised sexual abuse where there is more than one single abuser and the adults concerned appear to act in agreement to abuse children and/or where an adult uses an institutional framework or position of authority to recruit children for sexual abuse.

**The range of possibilities**, not necessarily amounting to abuse, can include being a party to inappropriate behaviour and may be referred to the named CPO.

### **7.6 Peer on peer abuse**

Nov. Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

## 8. Signs of Abuse

The manifestation of certain types of behaviour does not mean that the child is necessarily being abused. However, an accumulation of such signs should give cause for concern. Equally, individual indicators of abuse may not be particularly worrying in isolation, but in combination they can suggest that there is serious cause for concern.

### 8.1 Signs of physical abuse

#### Bruises

- Bruises to the eyes, mouth, or ears; or finger tip bruising showing a grasp mark
- Bruises of different ages in the same place
- Outline bruises (prints of hands, belts, shoes, etc)
- Bruises without obvious and verifiable explanations

#### Burns, Bites and Scars

- Clear impressions of teeth (more than 3cm across unlikely to have been made by a child)
- Burns or scalds with clear outlines
- Small round burns which may be from cigarettes
- Large number of different aged scars
- Unusual shaped scars
- Scars that indicate the child did not receive medical treatment

#### Other Injuries

- Poisoning, injections, ingestion or other applications of damaging substances including drugs and alcohol
- Female genital mutilation, including female circumcision

#### Behavioural signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

### 8.2 Signs of emotional abuse:

These may be present in children whose parents are over-critical or emotionally

Nov. distant, or who are unable to meet their children's emotional needs:

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of newsituations
- Inappropriate emotional responses to painful situations

### **8.3 Signs of sexual abuse**

The manifestation of certain types of behaviour does not mean that the child is necessarily being sexually abused. However, an accumulation of such signs should give cause for concern, such as:

- Something a child has told you or told someone else
- A child showing worrying sexualised behaviour in play towards another child or adult
- A child who seems to be conversant with inappropriate sexual knowledge for one of his/her age

**Physical indicators of sexual abuse include:**

- Sexually transmitted diseases
- Recurrent urinary infections
- Genital and rectal itching and soreness

### **8.4 Signs which may suggest neglect:**

- Inadequate diet - or children appearing persistently undersized/underweight
- Squalid, dangerous or unhygienic home environment
- Abandoned or left without appropriate adult supervision in circumstances
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb sucking)
- Self-mutilation
- Fear of parent being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Unexplained bleeding and discharges
- Bruising in genital region
- Emotional asthma
- Prevented from receiving appropriate medical advice or treatment
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance at school

**Please note** that these lists are possible indicators of abuse and are not exhaustive and all of these factors must be considered in context. Other factors which could be a concern might include:

- Sleep disturbance
- School failure

Nov. 9 Over-mature dress

- Poor peer relationships
- Secretiveness
- Obvious lies/stealing/fire-setting
- Sudden mood changes/emotional outbursts
- Eagerness to please

***8.5 Behaviour to be alert to when adults are with children***

We all have personal likes and things that make us uncomfortable. "Personal space" is the private area of control inside an imaginary line or boundary that defines each person as separate. Ideally, that boundary helps us stay in charge of our own personal space. It helps keep out the things that make us uncomfortable - unsafe and

Nov. unwanted feelings, words, images, and physical contact. Solid social rules strengthen the boundary. Behaviours that routinely disrespect or ignore boundaries make children vulnerable to abuse.

***Do you know an adult or older child who doesn't seem to understand what's acceptable when it comes to:***

**Personal Space**

- (a) Makes others uncomfortable by ignoring social, emotional or physical boundaries Refuses to let a child set any of his or her own limits?
- (b) Refuses to let a child set any of his or her own limits? Uses teasing or belittling language to keep a child from setting a limit?
- (c) Insists on hugging, touching, kissing, tickling, wrestling with or holding a child even when the child does not want this physical contact or attention?
- (d) Frequently walks in on children/teens in the bathroom?

**Relationships with children**

- (e) Turns to a child for emotional or physical comfort by sharing personal or private information or activities inappropriately
- (f) Has secret interactions with teens or children (e.g. games, sharing drugs, alcohol, or sexual material) or spends excessive time to emailing, text messaging or calling children
- (g) Aims to spend uninterrupted time alone with a child
- (h) Seems "too good to be true," i.e. frequently baby sits different children for free; takes children on special outings alone; buys children gifts or gives them money for no apparent reason?
- (i) Allows children or teens to consistently get away with inappropriate behaviour

**Sexual conversation or behaviour**

- (j) Frequently points out sexual images or tells dirty or suggestive jokes with children present?
- (k) Exposes a child to adult sexual interactions or images without apparent concern?
- (l) Is overly interested in the sexuality of a particular child or teen (e.g., talks repeatedly about the child's developing body or interferes with normal teen dating)?

**Others signs might include:**

- (m) Controlling behaviour
- (n) Unrealistic expectations
- (o) Blames children for problems
- (p) Blames children or others for own feelings: "you make me mad,"/"I can't help being angry"
- (q) Hypersensitivity

## 8.6 Specific safeguarding issues : FM, FGM, HB, CSE

of which staff should be aware are: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sexting, teenage relationship abuse, trafficking.

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition

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- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

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

For information on warning signs that FGM may be about to take place, or may have already taken place, please refer to the [Multi- Agency statutory guidance on Female Genital Mutilation](#). Staff should activate [LSCP FGM guidance page](#), using existing national and local protocols for multi-agency liaison with police and children's social care.

#### Mandatory Reporting Duty

#### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay and call the Contact centre.

#### **Children Sexual Exploitation (CSE)**

In assessing whether a child or young person is a victim of sexual exploitation, or at

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risk of becoming a victim, careful consideration should be given to the issue of consent.

It is important to bear in mind that:

- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;
- non consensual sex is rape whatever the age of the victim; and if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed;
- Child sexual exploitation doesn't always involve physical contact and can happen online or through the use of mobile phones.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

Where CSE is suspected, the CPO should discuss concerns with the LADO who will decide whether to proceed to a referral and assessment.

### Domestic Abuse

Domestic abuse represents one quarter of all violent crime. How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns call the [Barnet](#) Domestic Violence and Violence against Women and Girl's Co-ordinator, North London Business Park (NLBP), Oakleigh Road South, London N11 1NP, Tel: 020 8359 5625, Email: [DV&VAWGCoordinator@Barnet.gov](mailto:DV&VAWGCoordinator@Barnet.gov).

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### **Additional Concerns**

The School must also be aware of the following in addition to CSE and FGM.

- Bullying, including cyber-bullying;
- County lines;
- Domestic violence;
- Drugs;
- Fabricated or induced illness;
- Faith abuse;
- Forced marriage;
- Gangs and youth violence;
- Gender-based violence/violence against women and girls (VAWG);
- Mental health;
- Private fostering;
- Radicalisation;
- Sexual violence and sexual harassment;
- Sexting;
- Teenage relationship abuse;
- Trafficking;
- Honour based violence including breast ironing;
  
- Missing children and adults;
- Hate.

### **Signs**

Details of understanding and identifying abuse and neglect can be found on pages 5 – 10 of the HM Gov non-statutory advice for practitioners 'What to do if you're worried a child is being abused' (March 2015).

[www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2](http://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2)

Further information can be found in DfE Statutory Guidance 'Keeping Children Safe in Education.

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

## **SAFEGUARDING POLICY APPENDIX 2**

### ***Working with children one – to – one***

Working with children in one to one situations requires additional safeguards to be in place. Adults working in one to one settings are more vulnerable to unfounded or malicious allegations being made against them. One to one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them.

Teachers also need to recognise that they may also pick up on concerns about a child or a child may disclose that they are being abused.

Nov. 1 **Principles** (from Safer Working Practice guidance 2015)

- i) The welfare of the child is paramount
- ii) It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children.
- iii) Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions.
- iv) Adults should work and be seen to work, in an open and transparent way.
- v) The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.

**Working arrangements**

- i) It is the policy of this school that one-to-one teaching is often in the best interest of the child.
- ii) A teacher must carefully consider the needs and circumstances of the child when in one to one situations  
It is advisable to leave the door of the classroom open when working in a one to one situation. In cases where privacy is required, it is essential that the teacher and child are visible through a window at all times.  
Parents/guardian of children who are to be involved in one-to-one teaching will be informed and their consent sought in writing. A copy of timetable will be given to the HT/DH.
- iii) In the rare case of tutoring a child at home, a parent or carer must be in the house and the door to the room must be kept open.
- iv) If lone working is an integral part of the role, appropriate risk assessments should be undertaken and conditions agreed with the line manager.

**Confidentiality**

- i) Teachers have a duty to report any concerns regarding a child's welfare
- ii) Teachers must be aware of the contents of the Safeguarding Children Policy and the name of The CPO
- iii) If a child discloses any information about abuse, the teacher must not ask leading questions or promise confidentiality
- iv) All concerns must be recorded, dated and signed

**SAFEGUARDING POLICY APPENDIX 3**  
**Children missing education**

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or

Nov. notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;

- Nov. ● the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their schools should contact their local authority who will be able to search the database.

Nov. **SAFEGUARDING POLICY APPENDIX 4**  
***Managing allegations of abuse made against staff***

This guidance relates to members of staff who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

In response to an allegation all other options should be considered before suspending a member of staff: suspension should not be the default option. An individual should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons.

A member of staff receiving an allegation of abuse against another member of staff should report this immediately to the Head, unless the Head is the one against whom the allegation is made. An allegation against the Proprietor, the HT/LDCPO should be reported to the DLDCPO. An allegation against the HT should also be reported to the the MASH team.

Many cases may not warrant the consideration of either a police investigation or enquiries by the LSCP. In these cases local arrangements should be followed to resolve cases without delay. However some rare allegations will be so serious they require immediate intervention by the LSCP, in which case the following guidelines are followed:

- i) The HT should consult the CPO in the first instance to discuss the nature, context and extent of the allegation and agree on a course of action
- ii) The CPO should then contact the local authority Safeguarding Children Referral and provide written details of the allegation, signed and dated, from the person who received the allegation (not the pupil).
- ii) The CPO should record any information about dates, times, locations and names of potential witnesses.
- iii) An initial assessment of an allegation should be made by the duty officer and the CPO to judge whether there is need for immediate action to protect the pupil, the allegation is demonstrably false, there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures.
- iv) The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer(s) what action should follow both in respect of the individual and those who made the initial allegation.
- v) Where a referral is made because the pupil has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCP procedures will be followed. The local authority will be informed of all allegations and be invited to discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware).
- vi) The case manager will inform the accused person about the allegation

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vii) If the allegation is not false or unfounded and there is cause to suspect a pupil is suffering, or likely to suffer significant harm, a strategy meeting will be convened

vii) Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. This should be taken into account if the allegation is about physical contact.

viii) The LADO may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.

ix) In cases where other interagency involvement is not required, the LADO will discuss with the CPO and Head what steps to take. The HT may decide to take no further action, to dismiss the person or not to use that person's services in the future.

x) Where further investigations are required before deciding how to proceed, the Head will decide, with the LADO, who will investigate; this may be an independent investigator provided by the Local Authority.

xi) The HT and CPO will make the decision whether or not to suspend, given the risk to the pupil and where the allegations warrant investigation by police, as advised by the LADO.

xii) Outcomes of allegations against members of staff may be defined as Substantiated, False, Malicious, Unfounded or Unsubstantiated.

xiii) If the allegation is substantiated, the person is dismissed or the school no longer uses his/her services, then the LADO will discuss with the school whether a referral should be made to the DBS

xiv) If the person is considered unsuitable to work with children, a report will be made to the Disclosure and Barring Service (DBS) within one month of their leaving the school.

xv) If an allegation is not substantiated and the person returns to work, the school will support that person through offering for example, a phased return or a mentor.

xvi) Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded, or malicious should not be referred to in employer references

Part 4 of KCSIE should be read carefully and followed should cases arise, including as to managing the exit arrangements.

## 9. Procedures for referral

La Petite Ecole Bilingue will follow the guidelines set out in the document produced by the London Safeguarding Children's Board, alongside other relevant documentation available in school:

- 'What to do if you are worried a child is being abused'
- 'Safeguarding children and safer recruitment in education'
- 'Preventing and Tackling Bullying'

When deciding whether to make a referral the Head or CPO will not make their own decision over what appear to be borderline cases. All doubts and concerns will be discussed with the LADO and the school will not do anything which may jeopardise a police investigation through asking leading questions or attempting to investigate.

Other adults in the school will always work under supervision or alongside other

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Nov. members of staff. Where there is a need to work unsupervised (e.g. peripatetic teachers) the CPO will ensure they are aware of school policy and the named person to whom they should voice concerns.

A statement in the Staff and Parent Handbooks will make clear the school's duties and responsibilities under child protection procedures.

### **9.1 Procedures for dealing with allegations made by or against a parent**

- a) An allegation of abuse made by or against a parent should be reported immediately to the Head and Child Protection Officer – or his deputy.
- b) The Head or Child Protection Officer should consult the local authority Safeguarding Children Referral & Assessment Team and obtain written details of the allegation, signed and dated, from the person who received the allegation.
- c) In case which may appear to be borderline, the Head should not make a judgement about referral but consult with the local authority designated officer (LADO) the initial assessment of an allegation. This may be done tentatively without giving names in the first instance.
- d) With advice, the Head will judge the need for immediate action to protect the child.
- e) The Head should record any information about dates, times, locations and names of potential witnesses, but not attempt to investigate, being sure not to jeopardise a potential police investigation by, for example, asking leading questions.
- f) In case of serious harm, the police should be informed from the outset.
- g) Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCP procedures will be followed.
- h) The local authority will be informed of all allegations and be invited to discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware).
- i) The Head will inform the accused about the allegation, after consulting the LADO.

### **9.5 Partnership with parents**

The school works closely with parents but their privacy and that of their children should be respected at all times. However, the priority remains the needs of the child and effective liaison is crucial for this. It should be recognised that families from different backgrounds and cultures have differing approaches to child-rearing and these differences should be acknowledged and respected, provided they do not place a child at risk, as defined in this policy.

Wherever possible staff should work with parents and share information with them. Local authority intervention is primarily to identify needs and ways of providing support to families. Permission for sharing information with outside agencies should be sought unless a child is thought to be at risk of harm. In these cases the Child Protection Officer should seek advice from the LADO or make a child protection referral. Should

Nov. concerns or disclosures related to a parent occur outside school, parents are advised to contact the LADO (see above) or the NSPCC; these agencies will contact the school in due course.

### **9.6 Physical contact with children**

Parents can feel confident that careful procedures are in place to ensure all staff and volunteers are suitable to work with children. Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour, as per the school's behaviour and discipline policy and physical restraint policy. This should be taken into account if the allegation is about physical contact. Physical intervention is allowable when averting immediate danger of personal injury.

Physical contact for the purpose of punishment is never allowed.

A 'no touch' approach is impractical for staff working with young children. It is not possible to be specific about the appropriateness of each physical contact; members of staff need to use professional judgement of all types, according to age, gender and stage.

### **9.4 What to do if you suspect a child of being abused or neglected**

Sometimes, things that seem to be insignificant or trivial at the time, turn out to be vital pieces of information later. However, you may have concerns:

- Pass the note to the designated officer.
- Monitor the child. Record observations as factually as possible.
- If several notes have been made about the child, the designated person will seek advice through an 'early warning' meeting:

1. Immediately tell the Designated CPO or deputy as named in item 1.4.
2. Record the facts as you know them and give a copy to the Head in a non-emotional, non-judgemental as per the 'child protection behavioural / incident form'
3. Do not ask leading questions. If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried.
4. Date, time and sign the note. Print your name alongside your signature.
5. Ensure that the child has access to an independent adult and is not in need of medical attention.
6. Ensure that no further situations arise which could cause further concern.

*If a child discloses to you abuse by someone else:*

1. Allow the child to speak without interruption, accepting what is said.
2. Alleviate feelings of guilt and isolation, while passing no judgment.
3. Advise that you will try to offer support, but that you must pass information on.
4. Same steps as 1- 4 as in suspecting a child is being abused.

*If you receive any allegation about any adult or about yourself:*

1. Immediately tell the Head
2. Record the facts as you know them and give a copy to the designated officer for child protection
3. Try to ensure no one else is placed in a position that could further compromise either



Not a victim or accused.

**You must refer. You must not investigate.**

Initial contact with the LADO may be tentative and without personal details. What appears trivial at first can later be shown to be more serious and an allegation may lead to a criminal investigation. If the Head or CPO thinks the matter should be taken further they will alert the LA Duty and assessment Team within 24 hours and in writing within 48 hours, following the procedures outlined in items 6, 7 or 8 above.

- Information about the child will be asked, i.e. name, address, date of birth, other siblings and parent contact details.
- A brief description of the nature of concern or injury will be recorded. The Duty Officer will check records and contact the relevant bodies.
- The School will await direct contact from the LA and a plan of action agreed with the School to deal with the referral.
- In a situation of difficulty or delay the School should call back to the LA Office and request further assistance.
- If a medical examination is required, the parents will be contacted.

- The School keeps written records of such events. The LA will provide the School with a copy of any referral details.

For the EYFS setting, the Child Protection officer will inform Ofsted (Helpline: 0300 123 1231) of any allegation of serious harm or abuse (on or off the school site) by any person living or working on the school premises as soon as practicably possible, but within certainly 14 days.

If the CPO or Head is unwilling to take the matter further the member of staff has the right to take the matter directly to the LSCP.

If it is decided not to take the matter further, then a report must be produced indicating the nature of the original concern indicating why it was not taken further.

### **9.7 How to react if you are told of abuse or neglect**

**Listen seriously:** abused children are often threatened by the perpetrator that they will not be believed. Listen without value judgements and show the child that you take their problem seriously. Tell the child that you believe him/her. Choose a place to talk where you will not be interrupted.

- How did that happen?
- What was happening at the time?
- Anything else you want to tell me?
- Do not ask questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse.
- Do not force the child to repeat what he/she said in front of another person.

**Reassure the child:** the threats that children live under to keep the secret are very powerful and they will be frightened of the consequences of telling. Reassure the child they have done the right thing. Tell them they are not to blame. Offer ongoing support.

**Empathise:** don't tell the child how they should feel. Validate their feelings and just listen. Avoid asking questions but feedback what they say if you need to respond verbally.

Following a disclosure, you need to immediately talk to the DESIGNATED OFFICER FOR CHILD PROTECTION and complete a written record using the 'child protection behavioural / incident form' – Appendix A of this policy. Make notes of the details of the disclosure using the child's words where possible.

### **9.8 Supporting the Child at Risk**

La Petite Ecole Bilingue recognises that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be

Nov. Challenging and defiant or they may be withdrawn. It is also recognised some children who have experienced abuse may in turn abuse others. This requires a sensitive approach in order that the child receives the appropriate help and support. The school will endeavour to support pupils as outlined in section 1, entitled 'School Commitment' above. We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse and a home environment where there is domestic abuse, drug or alcohol abuse, children may also be vulnerable or in need of support or protection.

### **9.9 Supporting Staff**

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

We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate. Allegations found to be malicious or unsubstantiated will be removed from personnel records and should not be referred to in employer references.

Whistle-blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff have a responsibility to bring concerns to the attention of senior staff, especially where the welfare of children may be at risk. Staff should be aware of the School's child-protection procedures, including those for dealing with allegations against staff. Staff who are the subject of allegations are advised to seek appropriate advice. In the event of an incident which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding.

### **9.10 Sharing information**

The school will follow the requirement to report, with as much evidence about the circumstances of the case as possible, to the Independent Safeguarding Authority (ISA), 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 Independent Safeguarding Authority (ISA) commenced operation on 20 January 2009 (now DBS) and its address for referrals is PO Box 181, Darlington DL1 9FA (tel 01325 953 795). Failure to make a report constitutes an offence and the school may be removed from the DfE 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. Sharing information with other Schools/Agencies.

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable.

**Any** relevant child protection information coming to light should be carefully logged. Child protection information is confidential and should not be kept on the child's school file. Each school should have a separate, secure filing system for child protection concerns. This filing system should be easily available to the designated person. Parents do not have automatic access to the child protection file.

Child protection records should be kept securely locked and are exempt from the disclosure provisions of the Data Protection Act 1984. Schools should be notified by the LA when a child on the Child Protection Register starts the school, or if a pupil's name has been placed on the register, or if removed from the register. It is the school's responsibility to pass this information on immediately if a child transfers to a new school.

Access to the information on file should be on a need-to-know basis among the staff. The confidentiality of the child and family should be respected but the welfare of the child is paramount. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case.

If a child protection file has been started for a child who then moves school, this information should be sent to the receiving school. The information should be sent under separate cover to the school file, in a sealed envelope to the Head, marked 'Strictly Confidential'. If a child moves without a forwarding address for home and school and no contact is received from a new school the Designated LA Officer for Child Protection should be informed.

The school report to a child protection conference should be shared with the parent(s) before the conference takes place. All information must be shared with the LADO and/or police, as appropriate, where there is concern that a child is at risk of significant harm.

Child protection information should not be shared with agencies other than these. If a request is made by a solicitor, it is best to seek advice from the LA legal department.

Child protection information should be kept by the school until the child has reached the age of 24.

### **9.11 Making a Referral**

When a case of suspected abuse, disclosure or a child concern (whether they are in need of support or protection) has been reported to the designated child protection officer or deputy then contact will be made in the first place with the LADO, without referring to personal details. The LADO will advise whether it is appropriate or safe for the designated child protection officer to discuss the concerns about the child with his/her parent(s) or person(s) with parental responsibility and ideally seek their agreement to make a referral to Local

**Authority.**

The exception to this would be where seeking parental consent would put a child at further risk of abuse/significant harm. It is for the LADO to ascertain whether the threshold for child protection enquiries has been met and whether any further action should be taken by the referring agency or themselves.

When making referrals to the Local Authority regarding a child concern the designated child protection officer should ensure that, where it is appropriate or safe to do so, they have discussed their concerns with parent(s) or person(s) with parental responsibility and sought their agreement to make a referral. Not all child protection information results in a referral. A record should be made of any information, including hearsay and 'nagging doubts', which give you cause for concern about a child.

The designated person should state to the LA team member that the purpose is to make a child protection referral. The following information should be included following the format of the Common Assessment Framework (CAF) form (Appendix 3)

- child's full name;
- date of birth;
- home address and telephone number;
- parents/carers name(s);
- child's G.P.;
- details of the reason for the referral;
- the context and time;
- the sequence of events/concerns;
- the child's actual words if possible;
- any previous concerns;
- your name and position;
- school name and address;
- school telephone number; and
- whether parents/carers have been notified of the referral/ permission sought

A referral should be made as soon as possible after concerns have been raised, and always during the same working day and a copy kept by the school.

We recognise that the School plays a significant part in prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults and supportive friends. All children need to know what to do in case someone tries to harm them. Knowing that the vast majority of children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise inappropriate touching, can encourage them to trust their own judgement and to feel safer, more aware and confident.

If children are worried about any aspect of their lives in which they would like to talk to somebody they are invited to share with either the named person with responsibility for child protection, or any other adult. If any teacher suspects that a child may be the victim of abuse, they should not try to investigate, but should immediately inform the designated person about their concern. We handle

all such cases with sensitivity, and we attach paramount importance to the interest of the child. When incidents or suspicions are being investigated by the LA then the named person will work closely with the LA family services. A teacher has the right to make a referral direct to the LADO if he/she feels the child remains at significant risk of harm and inadequate measures being taken by the school.

### **9 Auditing Child Protection Files Kept by the School**

The check should cover the following:

- facing sheet with name, address, D.O.B, family members and name, address and contact number of Social Services (if the child is on the register this should be the key worker);
- note or symbol on child's regular school file, cross-referenced with other family members, if appropriate;
- records and notes typed or legible;
- incident date (and year), time and place;
- name, address and D.O.B. of child concerned recorded on each sheet;
- factual outline of incident/concern/allegation/disclosure;
- names, job titles of staff involved;
- signature, printed name, job title of person making record;
- note of action taken, and with whom information was shared;
- and note of copy sent to the LA.

### **10 Students in workplace settings**

Any person whose normal duties include caring for, training, looking after or supervision of a child in the workplace will be vetted and subject to Criminal Record Bureau (now DBS) checks to ensure s/he is not disqualified from working with children. That person will be given basic child protection training to be aware of their responsibilities and be made aware of the teacher to contact in the event of a concern. The children who are placed in these settings will be given clear advice about who to contact if they are worried. No children will be left alone with short term staff.

#### **10.11 The Data Protection Act 2018**

The Data Protection Act 2018 regulates the handling of personal data. Essentially, this is information kept about an individual on a computer or on a manual filing system. The act lays down the requirements for the processing of this information, which includes obtaining, recording, storing and disclosing it. The School complies with the Act, which includes the eight data protection principles.

There should not be an obstacle if:-

- you have particular concerns about the welfare of a child;
- you disclose information to social services or to another profession; and
- the disclosure is justified under the common law of duty of confidence.

## **11 Prevention**

La Petite Ecole Bilingue recognise that high self-esteem, confidence, supportive friends and good lines communication with a trusted adult can help prevention. We promote such an atmosphere where children can feel secure, are listened to and trusted as outlined in item 1, the School Commitment, above.

The school will also ensure all members of staff have the relevant child protection training updated every three years and that all members of staff are given guidance so that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (e.g. in one-to-one tuition, engaging in inappropriate electronic communication and so on).

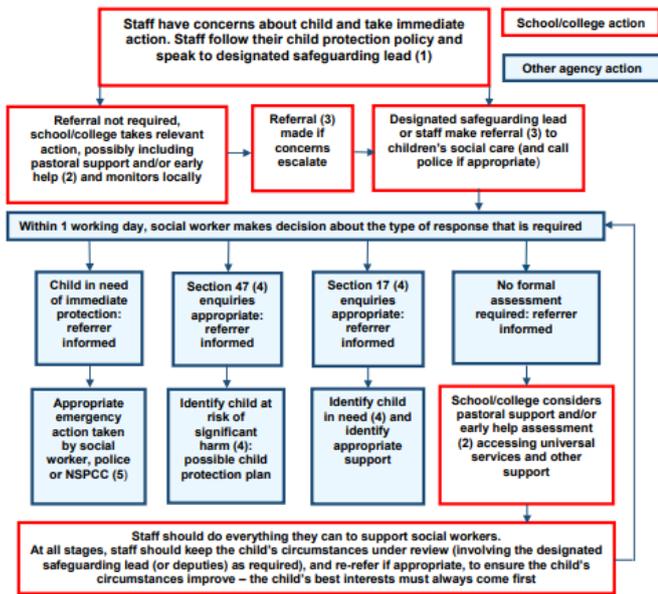
## **12 Staff Appointment Procedure**

*(Please also see the Safer Recruitment of Staff Policy)*

We require all adults employed in school to complete the school application form, bring to the interview a current driving licence including a photograph or a passport, a utility bill or financial statements showing the candidate's name and address, National Insurance Number NI) or if no NI is available details of entitlement to work in the UK and where appropriate any documentation, giving evidence of change of name.

Safeguarding Policies – The Stewart Bilingual School  
**Response Diagram in the instance of a disclosure**

**Actions where there are concerns about a child**



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

## **SAFEGUARDING POLICY APPENDIX 5**

### **INDICATORS OF VULNERABILITY TO RADICALISATION**

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

**Extremism** is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

#### ***Honoured Based Violence***

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

#### ***Indicators of vulnerability include:***

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

**More critical risk factors could include:**

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Refer to The Prevent Duty for further details.

**SAFEGUARDING POLICY APPENDIX 6**  
***Internet and Child Protection***

(Please also see separate Mobile Phone and Camera Policy and Anti-Bullying Policy - Appendix A - ICT based forms of abuse)

19.1 La Petite Ecole Bilingue operates the following policy on its website regarding the use of photographs, to ensure the privacy and safety of children at the school:

- Where children are named, only their first names are given
- Where a child is named, no photograph of that child is displayed.
- Where a photograph is used which shows a child, no name is displayed (see policy on mobile phone and camera use)

19.2 By observing these points, the school ensures that visitors to the website cannot link images of children to names of children. When choosing photographs for the website, the school is mindful of the way children may appear in them, and will not include images that are in any way inappropriate, such as close-up portrait shots of individual children.

19.3 The school follows a policy of seeking parents' permission before using images which show children on the website. No other private information about children is ever published on the website such as surnames or contact details.

19.4 The school requires all parents using cameras to undertake that images are

for private use only and are not shared in public arenas such as social network sites.

#### 20 Monitoring

20.1 This policy and the procedures that are followed as a result of, and in support of it, are reviewed regularly and amended as required, keeping them in line with current government legislation and best practice guidelines.

20.2 There will be an annual audit of all child protection information kept in school, to ensure that procedures are being followed correctly.

20.3 The school will monitor pupils whose names are on the Child Protection Register in line with what has been agreed in the Child Protection Plan.

### **Appendix to Safeguarding Policy The Prevent Duty & Promoting British Values**

From 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under **section 26 of the Counter-Terrorism and Security Act 2015**, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Inspecting safeguarding in early years, education and skills settings - Guidance for inspectors undertaking inspection under the common inspection framework - June 2015 (<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015> - <https://www.gov.uk/government/publications/prevent-duty-guidance> also makes reference to the Prevent duty and keeping children safe from dangers of radicalisation and extremism.

To help you understand what this all means for you as a childcare professional and how to follow and support this in your setting we've taken the key information and put together a quick guide below:

#### **What are British values?**

- Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect and tolerance of different faiths and beliefs
- In England the EYFS will be updated to reference providers' responsibilities in the light of Prevent duty and Ofsted will include this in their inspection of early years and childcare.

#### **What is the Prevent duty?**

From 1 July 2015, all schools and childcare providers must have due regard to the need to prevent people being drawn into terrorism.

The government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."

## Safeguarding Policies – The Stewart Bilingual School

Childcare and Early Years Providers subject to the Prevent duty will be expected to demonstrate activity in the following areas:

- assessing the risk of children being drawn into terrorism.
- demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- expected to ensure children are safe from terrorist and extremist material when accessing the internet or any other media

*Here at La Petite Ecole Bilingue we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will work in partnership with our **Metropolitan Police Counter Terrorist Desk** as well as LSCP for guidance and support.*

Contact at Metropolitan Police CTFD: Mike Bell mike.bell@met.polic.uk
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#### What does this mean in practice?

As a childcare and early years provider you have a critical part to play. Early years providers serve arguably the most vulnerable and impressionable members of society.

In England, the Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare.

It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS).

Foundation Years have also produced a helpful guide that gives examples of what the promotion of Fundamental British Values in the early years means in practice.

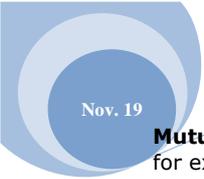
([http://www.foundationyears.org.uk/files/2015/03/Fundamental\\_British\\_Values.pdf](http://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf))

This includes:

**Democracy:** making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued.

**Rule of law:** understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour.

**Individual liberty:** freedom for all, for example reflecting on their differences and understanding we are free to have different opinions



Nov. 19

Safeguarding Policies – The Stewart Bilingual School

**Mutual respect and tolerance:** treat others as you want to be treated, for example sharing and respecting other's opinions.

*Helene Knupffer 01/09/2020 (Review date: 09/2021)*

Reviewed by: Helene Knupffer –Head Teacher Date:

November 2019

Approved by: Anne Henderson-Stewart

( proprietor ) Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**This policy will be reviewed annually.**