St Barnabas & St Philip’s Church of England Primary School

Safeguarding & Child Protection Policy
SAFEGUARDING AND CHILD PROTECTION

1. INTRODUCTION AND RATIONALE FOR POLICY

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

To this end, governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse. Staff views have been sought the review of this policy through discussion at staff briefing meetings, general staff meetings, Teacher Assistant meetings and Mid-day meals supervisor meetings.

2. AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously, listening to children and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies including Early Help Services in order to work together for the protection and welfare of all pupils;
- To support pupils’ development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as -
  - Behaviour and Anti-bullying
  - Health and Safety Procedures
  - Relationships and Sex Education
  - Attendance
  - Equality
  - E-Safety
  - Whistleblowing
  - Professionalism and Staff Code of Conduct
  - Dealing with allegations against staff
  - Complaints policy
  - Radicalization and Extremism (Prevent).

The attached document reflects the content of information all school staff should as part regular safeguarding and child protection training covering the following areas:

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

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

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

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

4. The Local Governing Body (LGB)

The Local Governing Body (LGB) is responsible for ensuring that the school has appropriate Safeguarding and Child Protection procedures in place which are regularly reviewed and meet the LDBS policy requirements. The LGB will expect regular updates, at least annually, on general Safeguarding and Child Protection issues, but not details of specific Child Protection situations due to the confidential nature of this information.

LGBs must ensure that their safeguarding arrangements “take into account the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)”.

The Local Governing Body will:

- send a termly report on any issues that have arisen to the Directors of the LDBS;
- inform the LDBS and the Local Authority of the name of the nominated governor or new staff member and ensure that any changes are notified immediately;
- ensure that the school has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead, who must have training every two years, and that regular training is provided for all staff (Deputy DSLs must also attend training every two years);
- ensure a Designated Teacher is appointed to promote the achievement of Children Looked After (CLA) in the school—or make it clear that the DSL is also responsible for this;
- ensure the Designated Teacher for CLA has appropriate training (New Safeguarding Duty);
- ensure the school has appropriate safeguarding arrangements in place to respond effectively where a child has gone missing, especially where this happens repeatedly;
- ensure that Safer Recruitment (Best Practice) is followed in all appointments and that at least one person who has been appropriately trained in safer recruitment is on each appointment panel; also, ensure that the school has sufficient senior staff trained in Safer Recruitment (Best Practice);

- ensure that their school continues to hold and maintain a Single Central Record of vetting checks that comply with statutory safeguarding requirements, as set out in the new guidance and in staffing regulations, and which is checked termly by a LGB representative;
- ensure that their school has obtained, and holds on record, written confirmation from any supply agencies and/or contractors that the agency / contractor follows safer recruitment best practice when employing staff that they will supply to the school;
- ensure that all new staff, including supply staff and volunteers, are given mandatory induction which makes certain that all new staff are familiar with this policy, reporting arrangements, and the policies listed on page 3 of this document;
- in addition to staff induction, ensure that all staff members are provided with a copy of the Professionalism and Staff Code of Conduct Policy, and that the Designated Safeguarding Lead and Deputy DSL’s names are made clear when the policy is discussed;
- ensure, in line with best practice, that all new staff including volunteers and supply staff are given a copy of the ten-page summary of Keeping Children Safe in Education and are asked to sign that they have read this, with a copy of this signature to be kept in their file. These signatures will be seen termly by a representative of the Trust, along with the Single Central Record.

All governors will be required to submit an enhanced DBS check from 2016 (April for new, October for standing, governors) which will be seen and recorded on the SCR.

**In regard to DBS checks in safer recruitment, before using the Update Service, schools must:**
- obtain consent from the applicant to do so;
- confirm the certificate matches the individual’s identity;
- examine the original certificate to ensure that it is for the appropriate workforce.

**5. RESPONSIBILITIES OF HEAD/DESIGNATED TEACHERS**
The (Executive) Head Teacher has overall responsibility for all aspects of Safeguarding and Child Protection within the School.
In addition, he/she will:
- consider how children are taught about safeguarding by using the curriculum to facilitate this, in particular E-Safety and PSHE;
- ensure that volunteers and visitors are appropriately supervised, particularly if they do not have DBS checks;
- ensure staff understand and have information necessary to keep CLA children safe;

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

A person will be considered to be engaging in regulated activity if as a result of their work, they
- will be responsible, on a regular basis in a school, for teaching training, instructing, caring for or supervising children;
- will carry out paid, or unsupervised unpaid, work regularly in a school where that work provides an opportunity for contact with children;
- engage in intimate or personal care or overnight activity, even in this happens only once.

As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate including barred list checks must be obtained.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This includes contractors who would have the opportunity for contact with children and who work under a temporary or occasional contract.

**The Head of School/Head Teacher** is the line manager for the leadership and management of safeguarding policies and procedures as listed above.

**The Designated Safeguarding Leader (if not the Head of School)** will ensure that all aspects of the Safeguarding and Child Protection Policy are established and maintained and that safeguarding procedures are fully in place. The role includes leading on training, receiving and coordinating referrals and documentation, liaising both internally with the Head Teacher and the LGB and externally with agencies, as well as offering support and guidance to pupils and staff when necessary.

**The Deputy Designated Safeguarding Leader** will ensure continuity of the above in the absence of the Safeguarding Leader.

Governors will ensure that the school has identified a Designated Safeguarding Lead for child protection and that the Head/Designated Safeguarding Lead undertakes the following responsibilities:

- To ensure all staff are familiar with school and Tri Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year;
- To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child’s social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB);
- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection;
- To support and advise staff on child protection issues generally;
- To disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors;
- To maintain accurate and secure child protection records and send on to new schools (where relevant).

6. RESPONSIBILITIES OF SCHOOL STAFF

School staff are responsible for the safety and welfare of pupils. They must always inform the Designated Safeguarding Leader of any concerns they have about a pupil’s safety and well-being. These concerns must be recorded and discussed with the Safeguarding Leader who will decide on whether the pupil is, or is likely to, suffer significant harm, and whether or not to make a referral.

a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Head/Designated Teacher and other senior staff members.

b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

c) All school staff are expected to:
   - Be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Children Safe in Education 2016, Radicalisation in line with the Prevent Duty, Children Missing from Education Child Sexual Exploitation, Female Genital Mutilation in line with the mandatory reporting, the vulnerabilities of SEND pupils, allegations, whistleblowing, peer-on-peer abuse, CSE, children missing in education and sexting
   - Report concerns (including concerns about other staff/professionals) to the Designated Teacher or other senior staff members as appropriate;
   - Be aware of the relevant local procedures and guidelines;
   - Monitor and report as required on the welfare, attendance and progress of all pupils;
   - Keep clear, dated, factual and confidential records of child protection concerns;
   - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

7. APPOINTMENT OF STAFF

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

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
That a reference will always be obtained from the last employer;
That at interview candidates will be asked to account for any gaps in their career/employment history;
That candidates will be made aware that all staff are subject to enhanced DBS checks;
That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
The school will maintain an accurate Single Central Record for all staff and adults in the school.

8. ALLEGATIONS AGAINST STAFF

a. Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.

b. Governors further recognise that, regrettably, in some cases such accusations may be true. The governors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the headteacher and notification/consultation with the Local Authority Designated Officer (LADO).

c. Where an allegation is made about the headteacher, the Chair of Governors will be informed and the LADO will be notified by the Chair of Governors.

9. STAFF CONTACT WITH PUPILS

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff should familiarise themselves with the school’s expectations regarding professional conduct. The use of control and physical restraint is last resort and should only be considered in exceptional circumstances to keep the child/young person safe and/or those around them safe and will only be undertaken by staff trained to do so. A record will be made and parents informed.

10. STAFF TRAINING AND SUPPORT

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

b. Governors expect the Head/Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.

c. The Head is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead.

11. CURRICULUM
The governors believe that the school curriculum is important in the protection of children, particularly in reference to aspects of KCSiE i.e. monitoring filtering. Governors will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

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

12. Peer-on-Peer Abuse

Definition - There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person’s behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Risks
Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of Suffering, Significant Harm and in need of
protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

13. Children Missing in Education policy
All children are entitled to receive a full-time education. A child going missing from education might be a consequence of abuse or neglect. This policy provides information on current developments for identifying children at risk of going missing from education. All staff must consider the risk of potential safeguarding concerns.

This policy seeks to maximise opportunities and minimise risks to children’s well-being in relation to their:

- physical and mental health and emotional well-being;
- protection from harm and neglect;
- education, training and recreation;
- the contribution made by them to society;
- social and economic well-being.

The policy is offered with the aim of providing a minimum standard of safety for children who are registered with LDBS schools and who are, or go, missing from school and give rise to concern that they may be classified as “missing, whereabouts unknown”.

A child who is not receiving a suitable education is a compulsory school-age child who is not on the roll of a school, who is not receiving a suitable education at home and who is not placed in alternative provision by a local authority.

Suitable education is defined as efficient full-time education suitable to pupil’s age, ability and aptitude and to any special educational needs he/she may have.

The duty does not apply in relation to children who are registered at a school who are not attending regularly.

The policy includes:

- pupils with an Education Health and Care Plan awaiting an appropriate placement who have been out of school for four weeks following the issue of their EHP;
- permanently excluded pupils who have not accessed a new school placement or appropriate alternative educational provision;
- long-term non-attenders who have missed school for four consecutive weeks;
- pupils who have been withdrawn from school to be home educated and the home education inspection has not yet taken place.

Children can fall out of the education system because they:
- fail to start appropriate provision and hence never enter the system;
- cease to attend, due to exclusion (including illegal, unofficial exclusion);
- live a lifestyle which involves travelling;
- are withdrawn from school by their parents;
- fail to complete a transition between providers (e.g., being unable to find a suitable school place after moving to a new LA);
- receive home education;
- for their state of health.
The LDBS aim is to limit the opportunities for children to go missing when they fall out of the education system; schools have a range of processes and procedures including:
- regular monitoring of school attendance and auditing of school registers;
- maintenance of a ‘Central Register’ of children at risk of missing education;
- a coordinated Admissions scheme.
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 LA.
In order to be certain that children are not put at risk, children who were down to start school but did not arrive should also be reported to the LA as missing.

14. Child Sexual Exploitation (CSE)

CSE is a form of abuse where children are sexually exploited for money, power or status. It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

15. Sexting – Useful information on sexting including background information, how to handle incidents and educating young people about sexting is available by clicking on the following link: Sexting in Schools and Colleges

16. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Safeguarding Lead will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

17. CONFIDENTIALITY

Governors accept that child protection raises issues of confidentiality, which should be clearly understood by all staff.

18. RECORDING, RECORD KEEPING AND REPORTS
Well-kept records are essential to good Safeguarding and Child Protection practice. Records of pupil behaviour and welfare are recorded on a secure system. Any paper records are kept locked in a secure filing cabinet in a secure office.

Children with Safeguarding and Child Protection concerns are monitored by the Designated Safeguarding Leaders and by the relevant staff who work with the pupils, e.g. their class teacher. The staff will be provided with need-to-know information only.

The Designated Safeguarding Leader must always be informed if there are Child Protection concerns about a pupil. The concerns must be recorded and discussed with the Designated Safeguarding Leader, who will decide on whether the pupil is, or is likely to, suffer significant harm, and whether or not to make a referral.

If a pupil transfers to another school, the Safeguarding and Child Protection records are taken to the new school and the school will keep a copy of pertinent documents. If a pupil leaves the school for any reason, the records will be handed to the Designated Safeguarding Leader of the new school or sent by registered post to the named person and evidence of a receipt requested and kept on file.

a. Governors expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.

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

19. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

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

20. COMMUNICATING POLICY TO PARENTS AND PUPILS

a. The governors expect parents and pupils to be informed that the school has a child protection policy and is required to follow national and local guidance for reporting suspected abuse to the Family and Children’s Services Department.

b. Pupils and parents should know how the school’s child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

c. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL’S POLICY.

The governors require the Head and/or Designated Safeguarding Lead to report to them annually on the effectiveness of the school’s child protection policy and on associated issues in the school over the preceding year.
21. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This child protection policy should be read in conjunction with other relevant school policies such as behaviour and discipline, Staff Code of Conduct, anti-bullying and use of restraint and equality policies.

Appendix A

Keeping children safe in education
Information for all school and college staff
5 September 2016

APPENDIX B What is Child Abuse?
Child abuse is a term used to describe ways in which children are harmed, usually by adults and often by people they know and trust. It refers to the damage done to a child's physical or mental health. Children can be abused within or outside their family, at school and even in the sports environment.

Teachers and other adults in school are uniquely placed, as responsible adults, outside pupils' family homes, and because of their day-to-day contact with children to observe outward signs of abuse, changes in behaviour or failure to develop.

Child abuse can take many forms:

Physical abuse, where adults:

- physically hurt or injure children (e.g. by hitting, shaking, squeezing, biting or burning).
- give children alcohol, inappropriate drugs or poison.
- attempt to suffocate or drown children.

In sport situations, physical abuse might occur when the nature and intensity of training exceeds the capacity of the child's immature and growing body.

Neglect includes situations in which adults:

- fail to meet a child's basic physical needs (e.g. for food, warm clothing).
- consistently leave children alone and unsupervised.
- fail or refuse to give children love, affection or attention.

Neglect in a sports situation might also occur if a teacher or coach fails to ensure children are safe or exposes them to undue cold or risk of injury.

Sexual abuse. Boys and girls are sexually abused when adults (male or female) use them to meet their own sexual needs. This could include:

- full sexual intercourse, masturbation, oral sex, fondling.
- showing children pornographic books, photographs or videos, or taking pictures for pornographic purposes.
- FGM (Female Genital Mutilation)
- Child Sexual Exploitation (CSE)

Sports situations which involve physical contact (e.g. supporting or guiding children) could potentially create situations where sexual abuse may go unnoticed. Abusive situations may also occur if adults misuse their power over young people.

**Emotional abuse** can occur in a number of ways. For example, where:

- there is persistent lack of love or affection.
- there is constant overprotection, which prevents children from socialising.
- children are frequently being shouted at or taunted.
- there is neglect, physical or sexual abuse.

Emotional abuse might also include situations where adults subject children to constant criticism, bullying or unrealistic pressure to perform to high expectations.

The following signs, and others, can do no more than give rise to suspicion, and are not in themselves proof that abuse has occurred. Where you see signs, which are the cause for concern, seek information from the child as sensitively as possible. It is not the responsibility of anyone in school to investigate suspected abuse. This is the responsibility of Social Services.

**Physical Injury.**

- injuries that are not adequately explained by the child.
- contradictory or inadequate explanation of the injury by the child’s parent or carer.
- current bruising/injury, with a long history of bruises and accidents.
- injuries getting progressively worse, or occurring in a time pattern (for example, every Monday, or after visits to....)
- arms and legs kept covered in hot weather.
- fear of parents being contacted.
- self-destructive tendencies.
- "grip" marks on arms (may indicate severe shaking) or "slap" markings (especially cheeks, buttocks, arms or legs).
- long marks, which could be from a belt or cane.
- stub marks that might be from a cigarette.
- bruising on both sides of the ear. Any "symmetrical" bruising is suspicious.
- teeth marks from a bite.
- scalding to both soles of the feet which may suggest deliberate "dipping".
- bruised eyes, especially if both at once. (A doctor can usually tell whether the bruised eye is spread bruising from an accidental bump to the nose, or if it is more likely to have been the result of a punch.)

- constant attention seeking.
• over-pleasing/compliant behaviour/"frozen watchfulness".
• chronic running away.
• reluctant to go home at the end of a session, especially at weekends.

**Neglect**

• looks extra thin and poorly.
• well below average in height and weight; "failing to thrive".
• complains of hunger, lacking energy.
• has condition/injury which is left untreated.
• has repeated accidents, especially burns.
• left alone at home inappropriately.
• repeatedly unwashed, smelly
• speech delay
• destructive tendencies
• chronic running away
• inability to play
• no social relationships
• neurotic behaviour (for example rocking, hair twisting, thumb-sucking).
• reluctant to go home at the end of a session, especially at weekends.

**Sexual Abuse**

• what the child tells you
• young children who "act out" by behaving in a sexualized way with others, (e.g. simulating intercourse, grabbing genitals)
• repeated open masturbation
• draw sexually explicit pictures depicting some act of abuse, or write about sexual matters
• having terrify dreams
• start wetting themselves
• have a poor self-image, self mutilate, FGM (Female Genital Mutilation)
• act in a sexually inappropriate way towards adults
• running away
• unhappy, isolated
• aggressive eruptions/tantrums (still occurring after the age of three)
• urinary infections
• vaginal discharge
• pregnancy
• presence of a sexually transmitted disease on genitals or throat. (N.B. cannot be caught from sharing sheets with an infected adult)
• anorexia, bulimia, or excessive "comfort eating"
• dislike of specific foods which may remind the child of bodily fluids, or genitals
• reluctant to go home at the end of a session, especially at weekends

Emotional Abuse
• physical, mental and emotional development delays
• difficulties concentrating or coping at school
• admission of punishment appears excessive
• over-reaction to mistakes
• sudden speech disorders
• fear of new situations
• inappropriate emotional responses to painful situations
• neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking)
• self-mutilation
• fear of parents being contacted
• extremes of passivity or aggression
• alcohol/drug/solvent misuse
• chronic running-away
• compulsive stealing
• scavenging for food or clothes
APPENDIX C

What to do next?

Any concern, suspicion or "feeling" regarding a child being abused needs to be shared verbally and logged; shared with a colleague and/or Deputy Headteacher or Headteacher, and logged on a Guidelines for Safeguarding Pupils at St Barnabas & St Philip's School – Record of Concern form (sample attached at end of policy). A file copy of the completed form must be given to the Designated Safeguarding Lead for Child Protection and, if necessary, additions made.

If there is concern or suspicion that a child may have been physically or emotionally abused or neglected, schools are encouraged in the first instance to make every attempt to discuss the matter with the child's parents as soon as possible. This provides the opportunity for the parents to offer an explanation, which in many circumstances may be entirely acceptable. However, in circumstances where the explanation provided by the parents is not seen as acceptable, the parents should be advised by the school of the need to consult with Social Services. Only in circumstances where the concern is about sexual abuse are schools discouraged from discussing the matter with the parents immediately.

In all cases where abuse is suspected, teachers and other members of staff should report the information to the Designated Safeguarding Lead Teacher for Child Protection (Headteacher) in the school or another senior member of teaching staff if the Designated Safeguarding Lead Teacher for Child Protection is not available (Deputy Headteacher). The concern should then be referred directly to the appropriate Social Services office by the school (enclosed).

Be ready to give the following basic information:

- Name of Child
- Date of Birth
- Address
- Nature of concern
- Any contact with parent/guardian

If the Designated Safeguarding Lead Teacher is unsure about whether a case should be formally referred to the Social Services Department the Education Welfare service can be contacted as a point of consultation – Hilary Shaw Principal Tel: 020 7598 4876 and ask for the school EWO or duty manager. (A child who is not being abused or at risk of abuse may nevertheless be "in need" as defined by the Children Act and such cases need to be made known to the Social Services Department.)

The referral to Social Services by the schools should be confirmed in writing stating clearly the date the referral was made and the concerns. This letter should be copied by the school to the Education Welfare Service.

When making a referral of suspected or alleged abuse the Designated Teacher should ask to be informed by Social Services the timing of any Strategy Meetings or Conferences as well as feedback on any other proposed action. A member of staff, often the Designated Teacher or the member of staff who knows the child best should be prepared to attend Strategy Meetings or Child Protection Conference where appropriate in order to contribute information on the school's knowledge of the child. The Headteacher may need to make arrangements so that a class teacher or other member of staff may be released to attend such meetings.
APPENDIX D

What will happen next?

Social Services have a responsibility to investigate all concerns about child abuse. They do this jointly with the Police. This may involve talking to the child and his/her family and/or gathering more information. If allegations have been made against a member of staff, this may involve suspension or disciplinary proceedings. If a crime has been committed, criminal investigations will take place.

Never:

- rush into actions that may be inappropriate
- make promises you cannot keep
- take sole responsibility - consult someone else (Headteacher or Deputy Headteacher) so that you can begin to protect the child and gain support.

What should I do if a child tells me s/he is being abused?

Always:

- stay calm - ensure the child is safe and feels safe
- show and tell the child that you are taking what s/he says seriously
- reassure the child and stress that s/he is not to blame
- be honest, explain you will have to tell someone else to help stop the abuse
- make a note of what the child has said as soon as possible after the event

APPENDIX E

Guidelines for Safeguarding Pupils at St Barnabas & St Philip’s School – Record of Concern

APPENDIX F

Child Protection – Information for staff

Staff should take on board the following guidance when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. Always keep an appropriate distance between yourself and the pupil.
- Do not engage in conversations about your personal life with pupils.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions and sexual content.
• Do not exchange mobile phone numbers with students. If possible do not have your mobile phone out when dealing with an individual pupil.
• Do not accept students as ‘friends’ on Facebook or other social media.
• If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot agree confidentiality. Do not prove a pupil about their personal life unless they approach you. Avoid giving advice to pupils about their relationships.
• Do not teach small groups/individuals outside of normal lessons unless there is another member of staff nearby at the same time.
• Be aware of pupils forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
• Be aware of conversations that you have with pupils and the need to avoid sexual innuendo at all times. Older pupils are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.
• If you are in any doubt, please see the Headteacher Nicola Doyle – Designated Safeguarding Lead.

APPENDIX G

Use of mobile phones

Mobile phones have a place in settings, especially those without a landline, and on outings. They are often the only means of contact available in settings and can be helpful in ensuring children are kept safe. To protect children we will:

• Only use mobile phones appropriately and ensure staff have a clear understanding of what constitutes misuse.
• Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
• Ensure all mobile phone use is open to scrutiny.
• Provide secure storage facilities for the work (labelled) phone.
• Store mobile phones whilst staff are on duty if required.
• Ensure any staff known or seen to be using a mobile phone is aware that this can lead to them being disciplined.
• Prohibit staff from using their mobile phones to take pictures of the children attending the setting.
• Ask visitors to turn their mobile phones off or to store them in the office before visiting classrooms.
• Ensure that the use of mobile phones on outings is included as part of the risk assessment: for example, how to keep personal numbers that may be stored on a phone safe.

Cameras: photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect children we will:
- Obtain parents’ and carers’ consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Use only the child’s first name with an image
- Ensure the school’s designated cameras are the only used in school
- Images taken on the school cameras will not be e-mailed as it may not be secure
- Ensure parents and carers are not permitted to take photographs of the children in the school unless prior consent has been obtained by the Headteacher for example for a special event, such as a Christmas play – See Photography and Video Policy
- Ensure that if photographs or videos are taken of children in school, the school’s own equipment is used. (Unless for the School Christmas Plays & the Year 6 Production).
- Ensure all cameras are open to scrutiny

**SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR SCHOOLS**

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

- **Hilary Shaw** – Tri Borough Safeguarding and Child Protection Schools and Education Officer
  
  📞 Direct line: 07817 365 519
  🆕️ Hilary.Shaw@rbkc.gov.uk

- **Marissa Asli** – Tri Borough Safeguarding and Education – Liaison and Training Coordinator
  
  📞 Direct line: 07739 315 432
  🆕️ Marissa.Aslibangura@rbkc.gov.uk

**Tri Borough Safeguarding Review and Quality Assurance:**

- **Angela Flahive** – Tri Borough Joint Head of Safeguarding Review and Quality Assurance (Mon-Thurs only)
  
  📞 Direct line: 020 7361 3467/07971 320 888
  🆕️ Angela.Flahive@rbkc.gov.uk

- **Debbie Raymond** – Tri Borough Joint Head of Safeguarding Review and Quality Assurance (Weds-Fri only)
  
  📞 Direct line: 07739 315 970
  🆕️ Debbie.Raymond@rbkc.gov.uk

**Tri Borough Safeguarding:**

- **Anna Carpenter** – Tri Borough Service Manager Safeguarding
  
  📞 Direct line: 020 8753 5124/07775 554 398
  🆕️ Anna.Carpenter@lbhf.gov.uk
Tri Borough Child Sexual Exploitation (CSE) – Advice/guidance:

- Alexandra Handford – Tri Borough CSE Lead
  
  📞 Direct line: 020 7598 4638/07973 564580
  📧 Alexandra.Handford@rbkc.gov.uk

- Detective Inspector Iain Keating – Tri Borough Multi-agency Safeguarding Hub and Multi Agency Sexual Exploitation
  
  📞 Direct line: 020 7598 4638/07973 564580

Tri Borough Private Fostering – Referrals and advice/guidance:

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

Tri Borough FGM – Advice/guidance:

- Gourita Gibbs – Child Protection Advisor
  
  📞 Direct line: 020 7641 1610
  📧 ggibbs@westminster.gov.uk

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

- Jake Butterworth – Bi Borough Prevent Schools & Colleges Officer – Counter Extremism
  
  📞 Direct line: 020 8753 5843
  📧 jake.butterworth@lbhf.gov.uk
  📧 Secure email: jake.butterworth@lbhf.gcsx.gov.uk

- Oliver Levinson – Bi Borough Prevent Manager (Operations)
  
  📞 Direct line: 020 8753 5116
  📧 oliver.levinson@lbhf.gov.uk

- Mark Chalmers – Prevent Programme Manager, Westminster enquiries only
  
  📞 Direct Line: 020 7641 6032
  📧 mark.chalmers@westminster.gov.uk

- Aysha Esakji – Community Coordinator
  
  📞 Direct line: 020 8753 2458
  📧 Ayesha.esakji@lbhf.gov.uk
Tri Borough Multi-Agency Safeguarding Hub (MASH):

- **Miranda Gittos** – Head of Assessment and MASH
  
  📞 Direct Line: 020 7641 7793/07903 147 545
  📧 mgittos@westminster.gov.uk

- **Chantal Marrow** – MASH Service Manager
  
  📞 Direct Line: 020 7641 5428
  📧 cmarrow@westminster.gov.uk

- **Esohe Erhahon** – Schools Lead, Tri Borough MASH
  
  📞 Direct Line: 020 7641 5026
  📧 eerhahon@westminster.gov.uk

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

- **Hammersmith and Fulham Duty Line**
  
  📞 Duty Line – 020 8753 6600
  Out of hours – 020 8748 8588

- **Christine Mee** – Child Protection Advisor
  
  📞 Direct line: 020 8753 5235/07554 222 644
  📧 Email: christine.mee@lbhf.gov.uk

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

- **Kensington and Chelsea Duty Line**
  
  📞 Duty Line – 020 7361 3013
  Out of hours – 020 7361 3013

- **Rupinder Virdee** – Safeguarding Manager
  
  📧 Email: Rupinder.Virdee@lbhf.gov.uk
  📞 Direct Line: 07989 155 271

- **Sarah Stalker** – Family Support and Child Protection Adviser (Mon-Weds only)
  
  📞 Direct Line: 020 7598 4640/07971 322 482
  📧 Sarah.Stalker@rbkc.gov.uk

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

- **Westminster Duty Line**
  
  📞 Duty Line: 020 7641 4000
Out of hours: 020 7641 6000

- **Chris Luke** – Interim Head of Social Work
  - Direct Line: 07739 316 906
  - Email: chris.luke@rbkc.gov.uk

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

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

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

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

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

Consultation and advice can be sought via the Safeguarding Service from a Child Protection Advisor (CPA). A CPA duty rota is in place but a CPA may not always be immediately available to respond to a call or referral. However, referrals should be responded to within 24 hours. Consultation and advice can also be sought via Anna Carpenter or Rupinder Virdee. Where allegations relate to professionals within education, Hilary Shaw can also be consulted. All telephone referrals will need to be followed up with a written referral using the ‘Allegations Against Professionals Referral Form’. Please do not send referrals to individuals unless specifically requested to do so and always cc the LADO inbox if you do.

**LADO Contacts:**

- **Westminster**
  - Please call 0207 641 7668 and ask to speak to the Duty Child Protection Advisor
  - Or email lado@westminster.gov.uk

- **Hammersmith and Fulham**
  - Please call 0208 753 5125 and ask to speak to the Duty Child Protection Advisor
  - OR email LADO@lbhf.gov.uk

- **Kensington and Chelsea**
  - Please call 07739315432 and ask to speak to the Duty Child Protection Advisor
  - OR email lado.enquiries@rbkc.gcsx.gov.uk
Tri-Borough LADO contact details:

Anna Carpenter  Tri-Borough Service Manager, Safeguarding
Tel: 0208 753 5124  Email: anna.carpenter@lbhf.gov.uk

Rupinder Virdee  Tri-Borough Safeguarding Practice Lead
Tel: 07989 155 271  Email: 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

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

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

Contact details for Tri Borough Youth Offending Service

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

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

- Elaine Weldon – Team Manager
  
  🆕 Direct Line: 020 7598 4712/07976 060 126
  🆕 Elaine.Weldon@rbkc.gov.uk

- Alison Sabaroche – Service Manager
  
  🆕 Direct Line: 020 8753 4602
  🆕 Alison.Sabaroche@lbhf.gov.uk
Checklist of Changes  
Keeping Children Safe in Education  
September 2016

In addition to reading Part One of the guidance, staff working directly with children must also have read Appendix A "Further Information"

NOTE
In the draft of Keeping children safe in education that was published for consultation, the wording here was 'read and understand'. The DfE did not use this phrase in the final guidance because there was concern that this would be difficult to assess. Instead the wording is: '[School leaders] should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance'.

- All staff must understand the role of the DSL
- Training must now be ‘at least annually’ (with regular updates as necessary)
- All school staff should identify children who would benefit from ‘early help’
- Concerns about the proprietor of an independent school should be taken to the local authority Designated Officer
- NSPCC Whistleblowing helpline 0800 028 0285
- The Designated Safeguarding Lead must have this role specified in their job description
- The DSL's lead responsibility should not be delegated
- DSL Training -Updated training every two years; and in addition, keep up-to-date with safeguarding developments at least annually.
- Governing Bodies should utilise ‘the experiences and expertise of their staff when shaping safeguarding policies’. 'Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.'
- Governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.'
- Schools typically do have filtering systems in place, but not all schools have pro-active steps to monitor internet use, particularly for vulnerable pupils. Note to remind governing bodies that 'over-blocking' does not 'lead to unreasonable restrictions as to what children can be taught'.  
  For further information search online for 'UK Safer Internet Centre appropriate filtering and monitoring'