



Glendower Preparatory School

Safeguarding Children Policy (Child Protection Policy)

2021-2022

Reviewed: September 2021
Next Review: September 2022

GLENDOWER PREPARATORY SCHOOL

THE POLICY TO SAFEGUARD AND PROMOTE THE WELFARE OF CHILDREN (Child Protection Policy) 2021 - 2022

Reviewed and updated by: D.Sweeney (Deputy Head and Designated Safeguarding Lead)

In discussion with: N. Kingsmill Moore (Headmistress)

To be reviewed in September 2022, when a further review will be carried out by the governing body.

Approved and ratified by the Governors after being supplied with the school's child protection policies and procedures and reviewing the efficiency with which the related duties have been discharged.

This policy also provides for those children in the EYFS.
This policy is available for parents to view on the school website.

<u>TRAINING OF DESIGNATED PERSONS</u>	Date
D. Sweeney (Designated Safeguarding Lead and person responsible for Prevent)	August 2020
D. Tucker (Deputy Designated Safeguarding Lead)	August 2020
S. Dennis (Deputy Designated Safeguarding Lead)	March 2021
N. Kingsmill Moore (Headmistress)	July 2020
J. Richards (Safeguarding Governor)	March 2021

<u>TRAINING FOR ALL STAFF</u>	
Update to all staff by Elizabeth Spearman (Hammersmith and Fulham Head of ACE and Admissions) on KCSIE 2018 changes	Sept 2018
Update to all staff by S. Maher Online Quiz in conjunction with Veale Wasbrough Vizards (VWV): <ul style="list-style-type: none"> • KCSIE 2019 Part 1 and Annex A 	Sept 2019
Update to all staff by D. Sweeney Online quiz in conjunction with Veale Wasbrough Vizards (VWV): <ul style="list-style-type: none"> • KCSIE 2020 Part 1 Update 	Sept 2020
Prevent Training for all staff by Tina Bencik of RBKC (Prevent Coordinator)	Jan 2021
Basic Safeguarding Awareness Training for all staff by Helen Bryant of Kidscape	Sept 2021

This policy should be read in conjunction with the school's following policies and documents and these can be made available to parents on request:

Safer Recruitment Policy

Behaviour Policy

Anti-Bullying Policy

Acceptable User and Information Security Policy for Staff

Taking, Using and Storing Images of Children Policy

Staff Induction Policy

Staff Performance and Dealing with Capability Issues Policy

Staff Code of Conduct: Promoting Safe Practice

Teachers' Standards

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GLENDOWER SAFEGUARDING AND CHILD PROTECTION POLICY

INTRODUCTION

Our school and its staff form part of the wider safeguarding system for children. The school will safeguard and promote the welfare of children who are pupils at the school, in compliance with the following guidance:

- *Working Together to Safeguard Children* (HM Government, July 2018)
- *Keeping Children Safe in Education: Statutory guidance for schools and colleges* (DfE, September 2021)
- *Information Sharing* (HM Government, July 2018)
- *What to do if you are worried a child is being abused* (HM Government, March 2015)
- *The Prevent duty: Departmental advice for schools and childcare providers* (DfE, June 2015)
- *Revised Prevent Duty Guidance for England and Wales* (DfE, April 2019)
- *Channel Duty Guidance* (HM Government, April 2015)
- *The use of social media for on-line radicalisation* (DfE, July 2015)
- *Disqualification under the Childcare Act 2006* (DfE, Aug 2018)
- *Mental Health and Behaviour in Schools* (DfE, November 2018)
- *Counselling in Schools: A Blueprint for the Future* (DfE, February 2016)
- *Children Missing Education* (DfE, Sept 2016)
- *School Attendance* (DfE, August 2020)
- *DfE guidance relating to COVID19*
- *Sexual Violence and Sexual Harassment Between Children In Schools and Colleges* (DfE, September 2021)

At Glendower we recognise that safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, we make sure that our approach is child-centred. This means that we consider, at all times, what is in the **best interests** of any child in our care. Our school community has a duty to safeguard and promote the welfare of our pupils. This means that we have a Safeguarding and Child Protection policy and procedures in place which we refer to in our parent contract. All staff including our volunteers, visiting teachers and supply staff are fully aware of our procedures. Parents and carers are welcome to read these on request.

This policy is used in accordance with locally agreed inter-agency procedures and specifically in accordance with the Local Safeguarding Partners. The Local Safeguarding Partners are the Royal Borough of Kensington and Chelsea; the Central West Basic Command Unit (Police) and Clinical Commissioning Groups. In consultation with relevant partner agencies, they have agreed their new multi-agency safeguarding arrangements as set out in the Children and Social Work Act (2017), in order to take forward the work of the previous Local Safeguarding Children Board (LSCB).

The local safeguarding partnership and child death review partner arrangements are in place at RBKC. Under the new legislation, the Local Safeguarding Partners must make arrangements to work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area.

At times, we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our

concerns about our pupils are discussed with their parents/carers first, unless such a discussion would place the child at risk of significant harm.

Our Designated Safeguarding Lead (referred to throughout as the DSL) is the Deputy Head Pastoral, Mrs Donna Sweeney. See Appendix 1 for the updated 'Role of the Designated Safeguarding Lead'.

In her absence, the Designated Deputy Safeguarding Leads are Mr Dominic Tucker, Head of Lower School, and Mrs Sarah Dennis, SENDCo.

If you have any concern that a child may be being abused, it is vital that you discuss this immediately with the DSL, giving her your written record using a cause for concern form, which should be dated and signed. Forms can be found in the staffroom and on the Glendower File Sharing System.

RATIONALE

The school is a key front-line player, working in partnership with other children services, in accordance with locally agreed inter-agency procedures under the guidance of the Royal Borough of Kensington & Chelsea, and staff should always be mindful of local policies and procedures, that must be followed, and which are under the direction of the local safeguarding partners.

Glendower operates safe recruiting procedures including DBS checks and compliance with the Independent Schools Standards Regulations. The Headmistress and Head of Lower School and DSL hold certificates in safer recruitment.

The school recognises that safeguarding covers much more than child protection. Safeguarding and promoting the welfare of children is defined for the purposes of our policy and guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children's **mental and physical health**;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Preventing radicalisation
- Instilling core British values
- Taking action to enable all children to have the best outcomes.

Everyone employed at our school has a responsibility in relation to safeguarding and promoting the welfare of children. In most cases this will be referral of concerns to his/her line manager/DSL. In day-to-day contact with children at risk, we have the opportunity to note concerns and to meet with parents and other associated adults, where this is appropriate.

This policy aims to outline the role that the school will have, the procedures that staff should follow and guidance on issues related to safeguarding and child protection generally. It is not exhaustive.

All staff should put the needs and safety of the child as being at the centre of any decision they may need to take. We expect all staff in our school to demonstrate consistently high standards of personal and professional conduct, having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. As such, we expect our staff to follow our 'Code of Conduct: Promoting Safe Practice' (see

separate document) and the 'Teachers' Standards' as laid down by the DfE July 2011 (and updated in 2012) (See appendix 3).

AIMS

- To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring, recording, and reporting of concerns and cases
- To provide guidance on recognising and reporting suspected child abuse

STAFF TRAINING

In accordance with DfE guidelines, the DSL and Deputy DSLs should receive advanced training in child protection and inter-agency work every 2 years. This includes training in local inter-agency working protocols, participation in child protection case conferences, supporting children in need, record keeping, promoting a culture of listening to children, identifying children at risk of radicalisation and training in the safeguarding partners' approach to Prevent duties. In addition to this formal training, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

At Glendower, we recognise our statutory duty to ensure that mechanisms are in place to assist all our staff members to understand and discharge their role and responsibilities as set out in Part 1 and Annexe A of KCSIE (DfE September 2021). Our staff members receive appropriate training in safeguarding and child protection matters which is regularly updated on at least an annual basis in line with our safeguarding partners' guidance and recommendations. In addition, the DSL disseminates to all staff safeguarding and child protection updates (via email, e-bulletins and verbally in staff meetings as required) to provide staff with the relevant skills and knowledge to safeguard children effectively. In line with the Prevent strategy, the school works in partnership with our local partners and our local Prevent education officer, to ensure that all staff have training to give them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer our children for further help if required. All staff received training in the Prevent strategy from the RBKC and Hammersmith and Fulham's Prevent Schools' officer on 13th January 2020. In order for staff to keep up to date with Prevent Duty Guidance, the RBKC and Hammersmith and Fulham's Prevent School's officer will be asked to speak to staff on a four-year cycle.

Staff who join the school between the training sessions are given one-to-one guidance on the school's safeguarding procedures and child protection policy. As part of their induction, new staff are informed of the name and role of the DSL and given a copy of the staff code of conduct, staff handbook and employee handbook which includes guidance on the protection offered to all staff under the school's Whistleblowing Policy and procedures. They are also given Part 1 and Annexe A of KCSIE as part of our induction procedures and complete the online quiz as soon as possible after their start date. This occurs on or before their first day of joining the school. All part-time, gap students, after-school club leaders, peripatetic music teachers, therapists and voluntary staff are made fully aware of the arrangements which are in place.

Parent volunteers who may assist from time to time on school trips are informed of our safeguarding and child protection procedures during a meeting which is led by the Headmistress or Deputy Head each year. Parents are to attend one of these meetings

before they are permitted to accompany any trips. If any deficiencies or weaknesses are found in our arrangements, they will be remedied without delay.

EARLY HELP

Our staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. We recognise that all staff should be prepared to identify children who may benefit from early help. The KCSIE (September 2021) describes early help as providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Our staff are aware of the early help process. In the first instance they should discuss early help requirements with the DSL. They may also need to share information with other professionals to support early identification and assessment, and, in some cases, acting as the lead professional in undertaking an early help assessment. All staff have a responsibility to provide a safe environment in which children can learn.

WHISTLEBLOWING

Glendower promotes a culture of safety and raising concerns. We value our staff and pupils and wish to encourage reflective practice. We encourage all staff and volunteers to feel able to raise concerns about poor and unsafe practice and potential failures in our school's safeguarding regime and undertake that such concerns will be taken seriously by the senior leadership team.

There are two levels of allegation/concern:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – referred to as 'low level concerns'. This does not mean that they are insignificant but that they do not reach the harms threshold.

We recognise the importance of transparency and accountability in relation to how concerns are received and handled. No employee will suffer a detriment for speaking up if they believe that something is wrong. All concerns, both meeting the threshold and not, will be recorded in writing and kept in a locked cupboard in the Headmistress's office.

A "whistleblower" is someone who discovers something that is wrong and alerts his employer or the relevant authorities to what is going on. The law protects whistleblowers from their employer subjecting them to detriment or dismissal by reason of their having "blown the whistle" and from detrimental treatment by their colleagues. The school has a comprehensive whistleblowing policy contained in section 26 of our Employee Handbook, issued to staff at the time of their induction upon their employment with the school. The Whistleblowing Policy gives staff clear guidance and procedures for reporting and handling concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime and provision for mediation and dispute resolution where necessary. Where a staff member feels unable to raise an issue with the school or feels that their concerns are genuinely not being addressed, other whistleblowing channels may be open to them. General guidance can be found at <https://www.gov.uk/whistleblowing> or they can use the NSPCC whistleblowing helpline (Tel: 0800 028 0285 – line is available from 8:00am-8:00pm, Monday to Friday and email: help@nspcc.org.uk).

RESPONSIBILITIES

DESIGNATED SAFEGUARDING LEAD

Mrs Donna Sweeney is the Designated Safeguarding Lead (DSL), including the Early Years Foundation Stage. She is also the person responsible for Prevent. The DSL takes lead responsibility for all aspects of safeguarding and child protection. The Deputy DSLs are Mr Dominic Tucker (Head of Lower School) and Mrs Sarah Dennis (SENDCo).

In the absence of the DSL, staff should approach one of the Deputy DSLs if they have any safeguarding concerns. Should staff need to report any safeguarding concerns out of hours/out of term time, then they should use the mobile phone number of the DSL, which all staff have been provided with. If for any reason they are unable to contact her, then they should get in touch with the Headmistress via school email.

The nominated governor for child protection issues, including Prevent, is Mrs Juliet Richards, and in her absence, Mrs Blake Daffey. As outlined later in the policy, any allegations made against teachers or other staff should be reported directly to the Headmistress. In the event of there being allegations brought against any of the above-mentioned teachers, they should be brought to the attention of the governors with responsibility for safeguarding.

In case of suspected serious harm, the police will be informed at the outset.

The DSL (supported by the staff named above) is responsible for:

- Co-ordinating action within the school and liaising with Social Services Departments over cases of abuse and suspected abuse in accordance with the local safeguarding partners' procedures
- Acting as a source of advice within the school, including providing advice and support to members of staff on protecting children from the risk of radicalisation (Prevent Duty) and working with staff to help them understand when it is appropriate to make a referral to the Channel programme
- Ensuring that staff are familiar with the policy and procedures
- Ensuring the school has clear procedures in place for protecting children at risk of radicalisation
- Keeping detailed, accurate, secure written records of concerns and referrals
- Referring individual cases of suspected abuse
- Liaising and working with agencies about individual cases in line with *Working Together to Safeguard Children*, July 2018
- Organising training on child protection within school
- Record-keeping
- Holding information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes
- Accessing and disseminating a range of advice to help identify children in need of additional mental health support
- Helping to 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
- 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

Where verbal referrals are made to the child's local social services department, the referral should be confirmed in writing within 24 hours. Where there is uncertainty about making a full referral, advice can still be sought from the social services department without giving the child's details.

(A detailed breakdown of the DSL and DDSL's roles and responsibilities can be found in Appendix 1.)

GOVERNORS

The school recognises that its governing body must comply with its duties under legislation regarding safeguarding and ensure that the school's policies, procedures and training are effective and comply with the law at all times. The school recognises that it must check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. To this end, the governing body at Glendower Prep School has appointed a named governor, Mrs Juliet Richards, to have specific responsibility for overseeing the school's safeguarding policies, procedures and practices (including duties under the Prevent Strategy), with Mrs Blake Daffey appointed as her deputy.

Duties

The named governor for safeguarding and child protection will:

- Be familiar with the Royal Borough of Kensington and Chelsea safeguarding partners' guidance and policy relating to safeguarding and child protection and associated issues
- Attend appropriate training
- Champion safeguarding and child protection issues within the school
- Encourage other members of the governing body to develop their understanding of the governing body's responsibilities with regards to child protection, and assist them to perform their functions in respect of safeguarding children and young people
- Ensure that the governing body puts in place a suitable safeguarding and child protection policy and associated procedures, including those for protecting children at risk of radicalisation and that this is reviewed on an annual basis
- Monitor the school's procedures and approach to safeguarding and child protection, by visiting the school each term and meeting with the DSL to discuss and review these procedures. During this visit the governor will ascertain how the policy is known in practice by talking to at least 2 members of staff (both teaching and non-teaching) to see if they know who to go to in the case of suspected abuse and what they would do, including comments they might make to the child. The review of these procedures will be reported to the full governing body and the minutes sufficiently detailed to demonstrate the breadth and depth of the review
- To contribute to ensuring any deficiencies in the school's safeguarding practices are addressed which may be brought to the governor's attention by a member of school staff, a parent, an officer of the local authority or from any other source
- Ensure that the DSL is part of the school's leadership team, and has sufficient time and resources at her/his disposal to carry out her/his duties effectively
- Ensure that a deputy DSL is identified
- Ensure that the DSL and her/his deputy receives 'level 3' training every 2 years

- Ensure that the DSL and DDSL's job description is reviewed and agreed regularly
- Ensure that ALL staff, including lunch time supervisors, clerical staff and other ancillary staff receive 'level 1' training in safeguarding and child protection every 3 years
- Check arrangements are in place for the inclusion of child protection procedures in an induction programme for all people working in the school, no matter for how long, nor the status of that individual
- Check arrangements to ensure safer recruitment procedures and appropriate checks on new staff and volunteers
- Monitor the number of pupils currently subject to a Child Protection Plan. Details of names will not be provided to maintain confidentiality
- Review the PSHEE schemes of work and assembly programme to ensure children are helped through the curriculum to adjust their behaviours in order to reduce risks (including e-safety) and that this is age appropriate
- Ensure that staff have the skills, knowledge and understanding necessary to keep children safe who are looked after by the local authority, if the school has such children on roll. This includes checking that the DSL takes responsibility for their welfare and progress by having up-to-date assessment information from the relevant local authority and the most recent care plan and contact arrangements with parents, and delegated authority to carers
- Compile a joint annual report with the DSL, which is given to the governing body regarding the implementation of the school's safeguarding and child protection policy and procedures which includes arrangements for ensuring that the school's safeguarding and child protection policy is communicated to, and implemented by, all staff.

TEACHING STAFF AND SUPPORT STAFF

New teachers and supply staff are informed of the main points of this child protection policy during their induction process. They are also given Part 1 and Annex A of KCSIE 2021. All staff need to be alert to the signs of abuse as detailed in this policy. They should report any concerns immediately, where possible to the DSL or his/her deputy. If in any doubt they should consult with the DSL. Concerns about teachers or staff should be reported to the Headmistress as outlined later in this policy.

Apply the procedures detailed below for responding to a suspected case:

- You cannot promise confidentiality
- Information should only be shared with those who need to know
- It is important to stay calm and reassuring
- The needs and safety of the child must always come first
- Avoid the use of leading questions when discussing an incident with a child
- When in doubt – ask the DSL

Disqualification under the Childcare Act

The Childcare (Disqualification) Regulations 2009 ("the 2009 Regulations") are made under section 75 of the Childcare Act 2006 ("the 2006 Act") and set out the circumstances in which an individual will be disqualified for the purposes of section 75 of the Act. Section 76(2) of the 2006 Act, provides that a person who is disqualified under the 2009 Regulations may not provide relevant childcare provision or be directly concerned in the management of such provision. Under section 76(3) schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the following settings:

if they are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday i.e. up to and including reception age) or later years childcare (this covers children above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if they are directly concerned with the management of such childcare. This includes:

- Early years provision - staff who provide any care for a child up to and including reception age. This includes education in nursery and reception classes and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after-school care provided by the school) both during and outside of school hours for children in the early years age range; and
- Later years provision (for children under 8) - staff who are employed to work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This does not include education or supervised activity for children above reception age during school hours (including extended school hours for co-curricular learning activities, such as the school's choir or sports teams) but it does include before-school settings, such as breakfast clubs, and after-school provision.

Where the school uses staff from any agency, or third-party organisation, it will undertake to confirm with them that the agency or organisation providing the staff has informed these staff that they will be committing an offence if they are deployed to work in relevant childcare, or are directly concerned in the management of such provision, if they are disqualified under the 2009 Regulations – including that the provider requests that their staff inform them if they consider that they could be disqualified under the legislation.

Volunteers and casual workers who are directly concerned with the management of childcare provision, or who work on a regular basis, whether supervised or not, in relevant childcare, are within the scope of the legislation and are covered by this guidance.

People who are not involved in childcare are not within the remit of these regulations, for example caretakers, cleaners, catering staff and drivers. Here at Glendower our office staff are included in the regulations, since they are frequently involved in the delivery of first aid to pupils across all year groups. Health care providers such as speech and language therapists and educational psychologists who occasionally visit our pupils in school are specifically excluded from the statutory definition of childcare and are therefore not covered by the legislation.

An employer commits an offence if they contravene section 76(3) except if they prove that they did not know, and had no reasonable grounds for believing, that the person they employed was disqualified.

Disqualification Criteria

The criteria for disqualification under the 2006 Act and 2009 Regulations include those set out in the list below:

- inclusion on the Disclosure and Barring Service (DBS) Children's Barred List
- being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2009 Regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation)

- certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2009 Regulations
- refusal or cancellation of registration relating to childcare, or children's homes, or being prohibited from private fostering, as specified in Schedule 1 of the 2009 Regulations
- being found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom

A detailed list of relevant offences mentioned in Regulation 4 of the Childcare (disqualification) Regulations 2009 that will lead to disqualification can be found on the shared area of the school network known as 'TC' as cited in Table A on pages 13- 45 of the DfE's 2015 guidance 'Disqualification under the Childcare Act 2006'. Staff are also able to view a paper copy of this document in the Safeguarding and Child Protection folder in the DSL office.

Prohibition from Teaching Check

In accordance with the latest legislation (Independent Schools Standards Guidance, April 2019), the school will make an online pre-recruitment check with the Teaching Regulation Agency (TRA) via 'Employer Access' to view the record of anyone to be employed as a teacher (whether qualified or not) to ensure that:

- An active restriction does not apply
- The teacher is not prohibited from teaching
- The teacher is not the subject of a current suspension or conditional order
- The teacher has not failed to successfully complete their induction period

Section 128 Direction

A section 128 direction prohibits or restricts a person from taking part in any management of an independent school as an employee or a governor. For those engaged in such management roles (for example as a member of the school's Senior Leadership Team and/or on the board of governors), the school will undertake this additional check using the Teacher Services' System to ensure the relevant individual is not prohibited under section 128 provisions.

Documentation relating to the relevant checks will be recorded in the Single Central Register. Please refer to the 'Safer Recruiting Policy' for further details.

NON-TEACHING STAFF

Non-teaching staff may also be approached by children or have concerns. They should follow the same procedure as teaching staff in seeking referral at the earliest opportunity to the DSL or Deputy DSL where appropriate, or if about a teacher or staff member as this policy provides below.

CHANGES IN CIRCUMSTANCES

It is the responsibility and duty of staff affected by the legislation to inform the Headmistress at any time during the duration of their employment at the school, if their circumstances change which may mean they could be disqualified. Failure to do so may result in disciplinary procedures being taken.

All staff are regularly reminded of their duties to disclose the relevant information and are required to complete the declaration form on an annual basis.

ONLINE SAFETY

- appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding (Ref KCSIE para 92). [UK Safer Internet Centre](#)
- as schools increasingly work online that children are appropriately safeguarded and additional guidance to keep children safe online, (including when they are online at home) is provided in KCSIE Annex C and at [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

As schools increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation and sexual predation-technology, often provide the platforms that facilitate harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

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

The school does all that it reasonably can to limit pupils' exposure to the above risks from the school's IT system. Appropriate filtering and monitoring systems are in place, which are informed in part by the risk assessment carried out as required by our Prevent duty. In order to avoid 'over-blocking', staff should contact the network administrator, Mr Floyd Ball, if they require a certain website to be unblocked for lessons.

Pupils are not allowed to have mobile phones or tablets in school, with the exception of Y6 in the summer term. All phones must be left in the school office.

All pupils and their parents sign an ICT home-school agreement at the beginning of each new academic year, which for upper school girls, is incorporated into their pupil planner. The school holds regular assemblies and events on e-safety to raise awareness and this also forms an important element of ICT lessons.

All staff receive training and updates on online safety and this forms an integral and considered part of the school's overarching approach to safeguarding. All staff and pupils received online safety training on 2nd May 2018 which was delivered by Karl Hopwood, a leading expert in online safety.

As part of the induction process, all staff are familiarised with the school's 'Acceptable User and Information Security Policy'; the 'Taking, Using and Storing Images of Children Policy' and our 'Staff Code of Conduct'. These policies set out clearly the school's approach to online safety, the use of technology in school, staff use of social media and the mechanisms in place to identify, intervene and escalate any incident where appropriate. These policies are reviewed on an annual basis.

LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school undertakes to ensure staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, the school will provide appropriate staff with 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 her. The DSL will ensure she has details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The DSL will act as the designated teacher for any looked after children and liaise with the virtual school head to discuss how best to support their individual progress and meet the needs identified in the child's personal education plan.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. The school recognises that the additional barriers which exist when recognising abuse and neglect in this group of children may include:

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

In order to overcome these additional barriers, the school will work closely with the SENDCo to develop appropriate resources to ensure any SEND pupils receive suitably differentiated materials to teach them about safeguarding, appoint a key worker (such as the SENDCo or form teacher) to support SEND pupils and maintain strong channels of communication with all staff the pupil has contact with, ensure SEND pupils have time and space and appropriate support to share their thoughts and feelings if any safeguarding concerns are raised.

GUIDANCE ON RECOGNISING SUSPECTED ABUSE

Child 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 another child or children. Behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. **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.**

PHYSICAL ABUSE

This is 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 be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Possible signs include:

- Unexplained injuries or burns
- Refusal to discuss injuries
- Improbable explanations of injuries
- Untreated injuries or lingering illness
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying
- Over compliant behaviour
- Running away
- Significant changes in behaviour
- Deterioration in work
- Unexplained pattern of absences

EMOTIONAL ABUSE

This is 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. Possible signs include:

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- "Neurotic" behaviour – obsessive rocking, thumb-sucking
- Air of detachment – "do not care" attitude
- Social isolation
- Attention-seeking behaviour
- Eating problems
- Depression, withdrawal

SEXUAL ABUSE

This policy should be read in conjunction with the DfE's Sexual Violence and Sexual Harassment Between Children In Schools and Colleges (Sept 2021) guidance.

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. Sexual violence and sexual harassment can occur between two children of **any** age and any sex.

Possible signs include:

- Bruises, scratches, burns or bite marks
- Scratches, abrasions or persistent infection in the anal or genital regions
- Pregnancy
- Sexual awareness inappropriate to the child's age
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. **Where the report includes an online element, the key consideration is for staff not to view or forward illegal images of a child.**

Where possible, when dealing with reports of sexual violence or sexual harassment two members of staff will be present, (preferably one of them being the designated safeguarding lead or a deputy) and then informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

If an allegation is found to be false, unsubstantiated, unfounded or malicious, the DSL will need to consider whether this was a cry for help and whether the person who made the allegation is in need of help or may have been abused by someone else. The DSL must also consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

NEGLECT

This type of abuse is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

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

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

BULLYING AND PEER ON PEER ABUSE

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those bullied to defend themselves. The four main types of bullying are:

- Bullying (physical, verbal, emotional and cyber bullying)
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Initiation/hazing type violence and rituals

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the Deputy Head Pastoral, Head of Lower School and/or the Headmistress as appropriate. A more detailed guide can be found in the school's anti-bullying policy. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm because of abuse by one or more pupils against another pupil, then the teacher or member of staff should alert the DSL. This could be a result of bullying (including cyber-bullying) but is not limited to this alone and may also include gender-based violence/ sexual assaults and sexting.

At Glendower, there is a 'zero-tolerance' approach to peer on peer abuse and it should never be tolerated or passed off as 'banter' or 'part of growing up'. The school recognises that in cases of peer on peer abuse that all the children involved, whether perpetrator or victim, are treated as being "at risk" and will act accordingly to safeguard their welfare. Actions include educating pupils to recognise the signs of this type of abuse and the systems in place to report it, as well as giving support and counselling to both the victim and perpetrator – working in partnership with their parents/ carer.

Upskirting is a criminal offence. "Upskirting" typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Although this harassment is known as "upskirting", people of any gender can be victims. Photos can be taken under any item of clothing including shorts and trousers.

SELF HARM

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the DSL. Actions by the DSL might include:

- Contacting parents
- Contacting Child Adolescent Mental Health Services
- Contacting Social Care if the child meets the referral criteria

MISSING CHILDREN

A child going missing from an education setting is a potential indicator of abuse and neglect, including sexual exploitation, or it may trigger 'Prevent' concerns. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and refer their concerns to the DSL accordingly. The school will inform Hilary Shaw (Bi borough Safeguarding and Child Protection in Schools and Education Officer) of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 days or more. In accordance with the law, the school ensures all pupils are placed on the admissions and attendance register and maintains these records scrupulously.

The school undertakes to inform the local authority of any pupil who is going to be removed from the admission register where the pupil has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education; has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered; has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither she nor her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age; are in custody for a period of more than four months due to a final court order and the Headmistress does not reasonably believe they will be returning to the school at the end of that period; or, have been permanently excluded.

The school will also undertake to notify the local authority when they remove or add a pupil's name to the admissions register at non-standard transmissions i.e., where a compulsory school aged child leaves the school before completing the school's final year or joins the school after the beginning of the school's first year. The school will inform the local authority as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register.

The school, where reasonably possible, will hold more than one emergency contact number for each pupil, to give the school additional options to make contact with a responsible adult when there is a concern.

CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people, male or female, receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. A significant number

of children who are victims of sexual exploitation go missing from home, care and education at some point. Although it is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse, some of the following may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education

Inter-agency working and information sharing is especially important to identify and prevent this type of abuse.

CHILD CRIMINAL EXPLOITATION (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Trafficking

School recognises Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children.

HONOUR-BASED VIOLENCE

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL.

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. There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of 'The Multi Agency Statutory Guidance on FGM' (pages 59-61 focus on the role of schools) and pages 13-14 of the 'Multi-agency Guidelines: Handling Cases of Forced Marriage'.

If staff have a concern regarding a child that might be at risk of HBV they should report this to the DSL who will activate local safeguarding procedures as appropriate, using existing national and local protocols for multi-agency liaison with police and children's social care.

FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK, as is taking a British national or permanent resident abroad for FGM or helping someone to do this. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Most of the women and girls from practising communities live in the major UK cities, including London. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. There are also worries that some girls may have FGM performed in the UK.

In line with the KCSIE (2021) document, we recognise that FGM is a child protection issue. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), places a statutory duty upon teachers (along with social workers and other healthcare professionals), to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Any indications that for any of our pupils FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures in this Safeguarding and Child Protection Policy. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover when an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting applies.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- Not to reveal to anyone other than the Designated Safeguarding Lead that their enquires might be related to FGM, as this could increase risk to the pupil
- Not to engage initially with the pupil's parents or family, or others within the community
- To alert the Designated Safeguarding Lead to their concerns. The Designated Safeguarding Lead will then relay concerns to social services as appropriate. If a pupil has disclosed that she is at risk in this way, the case will still be referred to social services even if it is against the pupil's wishes.

- The Designated Safeguarding Lead will contact the police in discussion with Social Services. If a teacher, during their work in the profession discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Further information and support materials can be found at NHS Choices <http://www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx> and the Foundation for Women's Health Research and Development (FORWARD) at <http://www.forwarduk.org.uk/>

FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

PREVENTING RADICALISATION

The Counter-Terrorism and Security Act 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Protecting children from the risk of radicalisation is seen as part of Glendower Preparatory School's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific backgrounds may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media, in particular, has become a major factor in the radicalisation of young people. The school teaches about online safety and has appropriate filtering software in place.

The School regularly invites adults from outside to speak at school assemblies and other events - for example children's authors as part of 'Book Week' and others as part of the post 11+ programme for Year 6 girls. The Deputy Head Pastoral has responsibility for drawing up the programme of speakers for assemblies. All visiting speakers are supervised by a member of the teaching staff during their time with pupils. On arrival in school, all visiting speakers are required to sign in and out of the building. Additionally, they are asked to wear a visitor badge whilst on the premises.

The school has carried out a Prevent risk assessment and although this has shown that individuals in the school are at low risk of becoming radicalised, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Early indicators of extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as "Muslims Against Crusades", Animal Rights Extremists, or other non-proscribed extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour

The Department for Education has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched Educate Against Hate (educateagainsthate.com), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Teachers should use their professional judgement in identifying girls who may be at risk of radicalisation and act proportionately. Any concerns need to be reported to the DSL in line with the safeguarding procedures laid out in this policy. The DSL will then decide whether the concerns need to be reported to one of the following:

- RBKC's Prevent Schools Officer, Jake Butterworth (Jake.Butterworth@lbhf.gov.uk)
- the dedicated DfE helpline and/or mailbox (Tel: 020 7340 7264, email: counter-extremism@education.gsi.gov.uk)
- the national anti-terrorist hotline number (Tel: 0800 789 321)
- referred to the Channel programme

Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, there is no requirement for their consent to be required when there are reasonable grounds to believe that the child is at risk of significant harm.

CHANNEL

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Where an individual is deemed by the school as at risk, the DSL will refer the individual to the local Head of

Prevent, Pinakin Patel (pinakin.patel@lbhf.gov.uk) and the Prevent Panel. The panel includes the local authority and chief officer of the local police. The Panel will, where considered appropriate, arrange for support to be provided to those individuals. **An individual's engagement with this programme of support is entirely voluntary.**

In line with the KCSIE (September 2021) guidance, the school recognises its responsibility to act as a partner of the panel in our local area and seeks to promote fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance through opportunities in the classroom, the assembly and PSHEE programmes and extra-curricular activities.

CONTEXTUAL SAFEGUARDING

Contextual safeguarding means assessments of children should consider the context within which such incidents and/or behaviours occur, assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence

DOMESTIC ABUSE

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves of the abuse or may have had to leave the family home as a result.

[Operation Encompass](#): where police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the following day.

Refuge run the National Domestic Abuse Helpline, 24 hours a day on 0808 2020 247.

GUIDANCE ON DEALING WITH SUSPECTED ABUSE

Our staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child. It is important for children to receive the right help at the right time to address risks and prevent issues escalating.

Appendix 7 provides a useful flow chart setting out the process for staff when they have concerns about a child.

All staff should refer concerns to the DSL as soon as possible, unless in cases of abuse by teachers or other members of staff, which should be reported to the Headmistress. In the meantime, they should:

- Listen to the pupil, keeping calm and offering reassurance

- Observe bruises but should not ask a child to remove or adjust their clothing to observe them
- If a disclosure is made the child should lead the discussion. Do not press for details by asking questions “what did they do next?”
- Listen – do not investigate, using questions such as “is there anything else you’d like to tell me?”
- Accept what the pupil says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them
- Do not lay blame or criticise either the child or the perpetrator
- Do not promise confidentiality i.e., that they will not tell anyone about an allegation, as this may not be in the best interests of the child – explain that they have done the right thing and who you will need to tell and why

DEALING WITH DISCLOSURE

- Listen to the child
- Try not to show any shock you might feel
- Take what they say seriously
- Stay calm and reassure them that they have done the right thing in telling you
- Do not make promises about what might or might not happen next
- You cannot promise confidentiality
- You might consider using phrases such as ‘you’ve done the right thing’ or ‘you’re not to blame’ or ‘I understand’
- Allow the child to talk but do not interrogate or ask leading questions – use questions such as “Do you have anything else to tell me?”
- Do not make judgements about the people children refer to – they may be people they love
- Explain what will happen next and who you will need to talk to
- Make brief notes at the time and write them up afterwards – keep both sets just in case
- Use diagrams to record the position of any bruising or marks
- Be objective in your recording

After the disclosure, appropriate support should be given to both the child and the members of staff receiving and dealing with it, if needed.

PROCEDURES FOR MONITORING, RECORDING AND REPORTING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss these with the DSL.

At the time

Brief notes at the time or immediately after will help you to complete the **critical incident sheet** (see appendices) when you are able. You should note:

- Date and time of disclosure/incident observed
- Place and context of disclosure or concern
- Facts you need to report

When you can

Complete a **critical incident sheet** which is available from and stored in the Deputy Head’s office or on the Glendower File Sharing area. This should then be passed to the DSL.

In the case of there being bruises or observed injuries, the **Body Map** (see appendices) which is also available from the Deputy Head's office should be used. After completion, this should then be passed to the DSL and stored in the locked cabinet in the Headmistress's office.

In addition, a "cause for concern" file is kept in the locked cabinet in the Headmistress's office where small concerns can be noted. Remember to keep to *factual information* and not assumption or interpretation. Use the child's own language to quote rather than translating into your own terms. Be aware that these sheets may be used at a later date to support a referral to an external agency.

DESIGNATED SAFEGUARDING LEAD (DSL): Responding to Referrals

Upon receiving a referral, the Designated Safeguarding Lead will:

- Follow-up the referral using the critical incident sheet as a basis for consideration before action
- Make additional records of discussions and any investigation that takes place
- Make a decision whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial referral
- Where a child is referred to social services a referral form should be completed and sent within 24 hours.
- Confidentiality will be of the highest priority. At the time the concern is raised with the DSL, it will be emphasised to the member of staff that the matter should only be discussed with the DSL or a deputy DSL in her absence.

Recording information from social care meetings and other reports are stored in separate document wallets next to the child's records in secure cabinets in the Headmistress's office. Any documents for inclusion in this folder should be given directly to the Headmistress/designated safeguarding lead.

DECISION TO REFER TO SOCIAL SERVICES

When making the decision to make a referral to social services which could activate a child protection investigation, **advice to determine whether it is appropriate to obtain consent, or notify parents in advance of making the referral** and, if applicable, how to approach gaining consent of parents and pupils concerned will be sought from the local social services department. Careful records will be kept of any advice received. This advice can be sought without revealing the child's identity.

Whilst the Designated Safeguarding Lead will usually decide whether to make a referral, **any staff member can refer their concerns to children's social services directly. If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible, that a referral has been made. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up and inter-agency assessment as appropriate.

If early help and/or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

ALLEGATIONS AGAINST STAFF

This is an extremely difficult and sensitive area to address. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

There are two levels of allegation/concern:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – referred to as 'low level concerns'. This does not mean that they are insignificant but that they do not reach the harms threshold.

Potential indicators that an individual may pose a risk of harm may be an allegation that they have:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All staff and volunteers should be aware of their duty to raise concerns, should they exist, about the management of safeguarding and child protection, which may include the actions of colleagues including teachers, the Headmistress, volunteers or other staff. Any such concerns should be raised with the Headmistress or Local Authority Designated Officer (LADO). Local procedures, and the Government guidance "Working Together to Safeguard Children" and DfE Guidance "Keeping Children Safe in Education part 4: Allegations of abuse made against teachers and other staff" will be followed. The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation.

Any concerns/allegations about adults who work in the school must be taken seriously and be dealt with immediately by the Headmistress. The LADO referral form (see appendices) should be used to report these concerns. She may contact and consult with Kembra Healey, the Bi-borough Safe Organisations Manager (Tel: 0208 753 5125, email: kembra.healy@lbhf.gov.uk) and the Local Authority Designated team of officers or in certain cases, the police.

The LA Designated Officer (LADO) must be informed within one working day of the allegations being made to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Due recognition will be paid to the stress caused by such an allegation and an appropriate approach adopted to balance the needs of the pupil and support for the member of staff whilst ensuring that the wellbeing of the child is always paramount. The Head should **not speak** to the member of staff who is the subject of the allegation at this point. The school will consider carefully whether the circumstance of the case warrants suspension or whether alternative arrangements should be put in place. Due weight will be given to the views of the LADO and to this safeguarding policy when making a decision about suspension.

(Note: if the LADO is not available, there must be no delay in seeking advice from a Family Support and Child Protection Adviser.)

In the absence of the Headmistress, the allegation should be reported to an alternative member of the senior leadership team or Mrs Juliet Richards, the governor responsible for safeguarding.

If a member of staff wishes to raise a safeguarding concern relating to the conduct of the Designated Safeguarding Lead or to refer a matter where an allegation has been made about the Headmistress, the member of staff concerned should discuss the matter with an alternative member of the Senior Leadership Team in the school who must then report the matter to the Chair of Governors, Mr Rupert Harrison or Mrs Juliet Richards, the Governor responsible for safeguarding. In her absence the allegation should be reported to Mrs Blake Daffey, the second Governor responsible for safeguarding and child protection. Then, contact should be made with either the PEWO or the LADO. The PEWO will inform relevant senior officers within the Schools Directorate.

Where we cease to use the services of any person (staff member; including agency staff, peripatetic teacher, volunteer or any other person) or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to the DBS promptly and in any event within 28 days in accordance with our legal duty. In cases involving teaching staff, the school will also decide whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching. Where required to do so, we will provide information requested by the DBS or TRA in respect of a member of staff or volunteer in accordance with our legal duty

Communications with the school community about safeguarding-related allegations shall only be made following consultation with the LADO and any investigating authorities. Every effort will be made to maintain confidentiality and guard against unwanted publicity, with the school seeking legal advice as required. There are restrictions on the reporting or publishing of allegations against teachers (which apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case).

In order to minimise the risk of harm to pupils and of accusations being made against staff as a result of their daily contact with pupils, members of the Governing Body should ensure, through the Headmistress, that all staff are aware of safe working practice and are provided with and adhere to guidance and training on effective behaviour management. If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

SUPPLY TEACHERS

Where the school is not the employer of an individual, they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with the relevant parties (this includes supply teachers and volunteers).

Whilst schools 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 LADO to determine a suitable outcome. Agencies should be fully involved and fully cooperate in any enquiries, but the school will usually take the lead.

INTER- AGENCY LIAISON

The school recognises the need for it to contribute to inter-agency working in line with statutory guidance 'Working together to safeguard children' and recognises the importance of information sharing between professionals and local agencies in order to promote the welfare and protect the safety of children. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. To this end, the school works with social care, the police, health services and other services. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school allows access for children's social care from the local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. The school works closely with the safeguarding partners in order to reflect local protocols for assessment and supplies information to them as requested.

SOCIAL CARE MEETINGS

At all times school staff will be called to participate in meetings organised and chaired by social care. These might be:

- Strategy discussions
- The child protection review conference
- Child protection conferences
- Family group conferences – for children in need, in a range of circumstances where a plan is required for the child's future welfare
- Professionals' meetings – in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement
- Core group meetings – meeting in which a "core" group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews

At these meetings, representatives from the school should be ready to report providing information about:

- Attendance and punctuality
- Academic achievement
- The child's behaviour and attitude
- Relationships with peer group and social skills generally
- Child's appearance and readiness for school
- Contact with parents/carers
- Any specific incidents that need reporting

Prior to the meeting, class teachers and other adults working closely with the child should be asked for their comments. Following the meeting feedback should be given and staff brought up-to-date with any actions that are needed.

THE CHILD PROTECTION REGISTER

Children placed on the register will require additional support and monitoring. The social care department will inform a school receiving a child on the register and accompanying records should follow from the child's previous school.

CONFIDENTIALITY FOR CHILDREN ON THE CHILD PROTECTION REGISTER

Where children are on the child protection register and leave one school for another the DSL must inform the receiving school and the key worker at the social services department. If the child leaves the school with no receiving school, details should be passed to the Principal ESW.

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and that that will be for the child's own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given, and the adult involved listen sympathetically and non-judgementally.

Staff should be careful and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the designated member and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in the closed section of the Headmistress's office.

Discretion should be used when talking about the personal, and changing circumstances of children, e.g., when a child goes into care. Care is particularly necessary after attending child protection meetings. Information received should be treated sensitively and discretion will be needed as issues emerge on a formal and informal basis.

SUPPORTING CHILDREN AT RISK

We recognise that there is a need to differentiate between those who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. For children at risk, school may be the one stable place from which they can expect security and reassurance. It is not only being alert to potential abuse but it is also important to provide the support to help children through difficult times. Where appropriate, we will use the Early Help Assessment (previously known as CAF) and "Team around the Child" (TAC) approaches to work with parents and their children on early recognition of problems and then provide advice and support.

Providing them with coping skills can help avoid situations arising and deal with the emotional difficulties afterwards if they do.

THE PASTORAL SUPPORT PROGRAMME

Children who are "looked after" should have their own pastoral support programme which will be drawn up in discussion with social care, the class teacher, foster parents and the child themselves.

School should consider extra pastoral care for pupils with SEND, such as mentoring sessions with a counsellor.

SUPPORT IN SCHOOL – PASTORAL CARE

All class teachers and subject specialist teachers are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care. This includes maintaining opportunity for children to share their concerns and following the guidance in this document. Our curriculum includes “circle time” during which children may be presented with issues included in our PHSEE/RSE guidance. In addition, circle time can be used to raise issues spontaneously that are particularly relevant to the class at that time.

Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns. The PHSEE Coordinator has available a variety of resources to support circle time and the discussion of issues.

SUPPORT IN SCHOOL – THE CURRICULUM

Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHEE). The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded) mandatory from September 2020. Schools have flexibility to decide how they discharge their duties effectively of compulsory teaching until the start of the summer term 2021.

The statutory requirements could be taught through a wider Personal, Social, Health Education (PSHE) curriculum which incorporates an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise when they are at risk and how to get help when they need it including on-line safety.

We do this by:

- developing pupils’ age-appropriate understanding of healthy relationships through appropriate relationship and sex education including awareness of relationship abuse, and other abuse, sexual violence and harassment, peer on peer abuse, bullying, prejudice based bullying and violence based on a person’s sexual orientation, gender, faith or race, hate crime,
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media and the impact on sexual behaviour, for example sexting and accessing pornography
- developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance, recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others

Within our curriculum there will also be opportunities to discuss issues which some children might find sensitive and disturbing. Care should be taken particularly in relation to discussion about families and their make-up. Assumptions about members of families and the presence of both parents should be avoided both in discussion and the presentation of materials. During health and safety discussion and sex education staff should be alert to the fact that some children will have very different experiences and may find content “sensitive” within their own histories. Staff should make themselves familiar with the background of the children in their care in order to avoid children becoming distressed.

PHYSICAL CONTACT WITH PUPILS

Some form of physical contact with pupils by teachers is inevitable but must be reasonable. Reasonable in these circumstances means ‘using no more force than needed’. In some cases, it is necessary for reassurance. However, all teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

In the event of physical restraint being used, it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property.

Following such an intervention the **critical incident form** should be completed and can be found in the staffroom, the Deputy Head’s office in the file labelled ‘child protection’ or found on the Glendower file sharing system. Please see the document ‘Code of Conduct: Promoting Safe Practice’, for further guidance.

WORKING WITH PARENTS

It is important that school has an established approach to working with parents. Parents and children’s need for privacy should be respected. Attitudes to and contact with parents should be non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in the document. We do have access to support for parents where it is felt that this would be useful. This includes:

Home/school liaison: Mrs Kingsmill-Moore and/or Mrs Sweeney and/or Mr Tucker

Counselling support: The school can provide contact details of a professional counsellor.

WORKING WITH A NEW SCHOOL

It is important that the school and the DSL should consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. This includes in-year transfers.

REVIEW AND MONITORING OF POLICY

This policy will be reviewed on an annual basis or earlier if legislation should change. The Senior Leadership Team and Governors recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns daily. All staff are encouraged to discuss any issues with the DSL as and when they arise. Any deficiencies or weaknesses which are identified in our child protection arrangements will be remedied without delay.

Appendix 1: Role of the Designated Safeguarding Lead (Supported by the DDSL)

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for safeguarding and child protection. This person should have the status and authority within the school to carry out the duties of the post and be given the time, funding, 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 – and/or to support other staff to do so – and to contribute to the assessment of children.

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Working with others

- Liaise with the Headmistress to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" (as per Part four of KCSIE (DfE Sept 2021)) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff

Undertake Training

The designated safeguarding lead (and the designated deputies) should receive appropriate training carried out every two years.

- The designated safeguarding lead should undertake Prevent awareness training and Action Counter Terrorism (ACT) Training

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, in any measures the school may put in place to protect them

Raise Awareness

- The designated safeguarding lead should ensure the school's child protection policies are known, understood and used appropriately
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed by the DSL and safeguarding governor together regularly, and work with the governing body and the Headmistress regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local safeguarding partners to make sure staff are aware of training opportunities and the latest local policies on safeguarding

Child Protection File

- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Online Safety

- Ensure that the school does all that it reasonably can to limit pupils' exposure to the above risks from the school's IT system
- Ensure that appropriate filtering and monitoring systems are in place, which are informed in part by the risk assessment carried out as required by our Prevent duty
- Regular training for staff and pupils

Availability

- During term time, the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff to discuss any safeguarding concerns – preferably in person, or in exceptional circumstances via the telephone

- During term time, out of school hours, the DSL (or a deputy) will be available for staff to contact via a mobile number of which staff have been made aware. During school holidays, the DSL will also be available on the same number. If for some reason staff are unable to contact the DSL, then in school holidays the Headmistress should be contacted via email in the first instance.

Appendix 2: Staff Suitability Declaration Form

Staff Suitability Declaration



This form is to be completed by all staff as part of pre-employment checks before employment. All existing staff are required to complete this form if their role falls under the legislation guidance.

Full Name: _____

Address: _____

Please respond to the questions listed below and sign the declaration to confirm that you are safe to work with children. If you are unable to meet any of the following aspects, please disclose this immediately to the Headmistress. Please tick yes or no against each point.

Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or been found guilty of committing any offence since the date of your most recent enhanced DBS disclosure?	Yes	No
Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or been found guilty of committing any offence either before or during your employment at this school?	Yes	No
• Are you 'Disqualified from Caring for Children'?	Yes	No
• Have you committed any offences against a child?	Yes	No
• Have you committed any offences against an adult (e.g. rape, murder, indecent assault, actual bodily harm, etc.)?	Yes	No
• Have you been barred from working with children (DBS)?	Yes	No
• Have your own children been taken into care?	Yes	No
• Have/Are your own children the subject of a child protection order?	Yes	No

If you have answered 'yes' to any of the above, please provide further information below:

.....

.....

.....

.....

.....

I understand my responsibility to safeguard children, and I am aware that I must notify the Headmistress immediately of anything that may affect my suitability to work with children.

I will ensure that I notify my employer immediately of any convictions, cautions, court orders, reprimands or warnings I may receive.

Signed Date

{Headmistress' signature} Date

Please record follow-on action taken, where relevant.

.....
.....
.....
.....

Signed Date action taken

Appendix 3: Teachers' Standards

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Date of receipt of LLC

Name:

Role:

Signature:

Follow up Actions Required by DSL/Headteacher:

What	Who by	By when	Completed

Appendix 5: Critical Incident Sheet for Child Protection Issues

Confidential

Cause for Concern Form

Name of pupil		Date of birth	Class/Year Group
Name of staff member completing form		Others present	
Role		Role	
Date	Time	Body maps attached	
		Yes / No	

- *Notes should be made as soon as possible after an observation or disclosure. If in doubt complete a form.*
- *Be as precise and accurate as possible.*
- *Quote actual words used by the pupil. Show these as direct speech.*
- *If necessary, attach a body map*
- *The completed report must be handed directly to the DSL, Deputy DSL or Head.*

Nature of incident/concern

.....

.....

.....

.....

.....

.....

.....

.....

.....

SIGNATURE:

Impact on Child (DSL)

Include evidence of physical, social, emotional, cognitive development, behaviour, attendance i.e. what has happened

Risk to Child (DSL)

include short and long-term risks i.e. what could happen

Action Taken (DSL) and why

Who	What	Why this course of action?	By	Completed	Any further action

Appendix 6: Body Map for Child Protection Issues

Body Map for Child Protection Issues

Strictly confidential

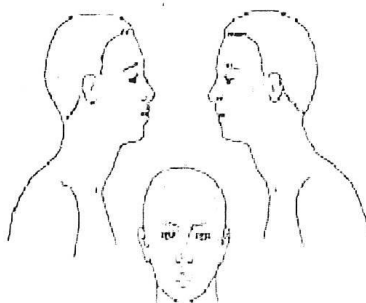
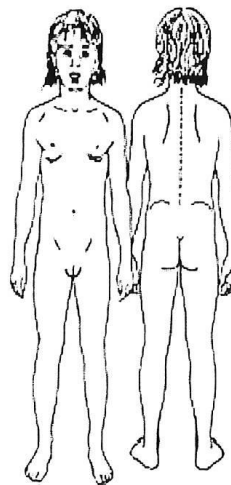
Forename

Surname

Date of Birth

Date of Examination

Illustrate any concern regarding physical injury on this sheet. Indicate the position of any bruising or abrasions and approximate age where possible. Show size, shape and colour of marks observed. Bruising fades from pink-purple-blue-brown-yellow. Do not remove clothing for the purpose of the examination. Record accurately as this may be a legal document. Pass to Designated Person on completion.



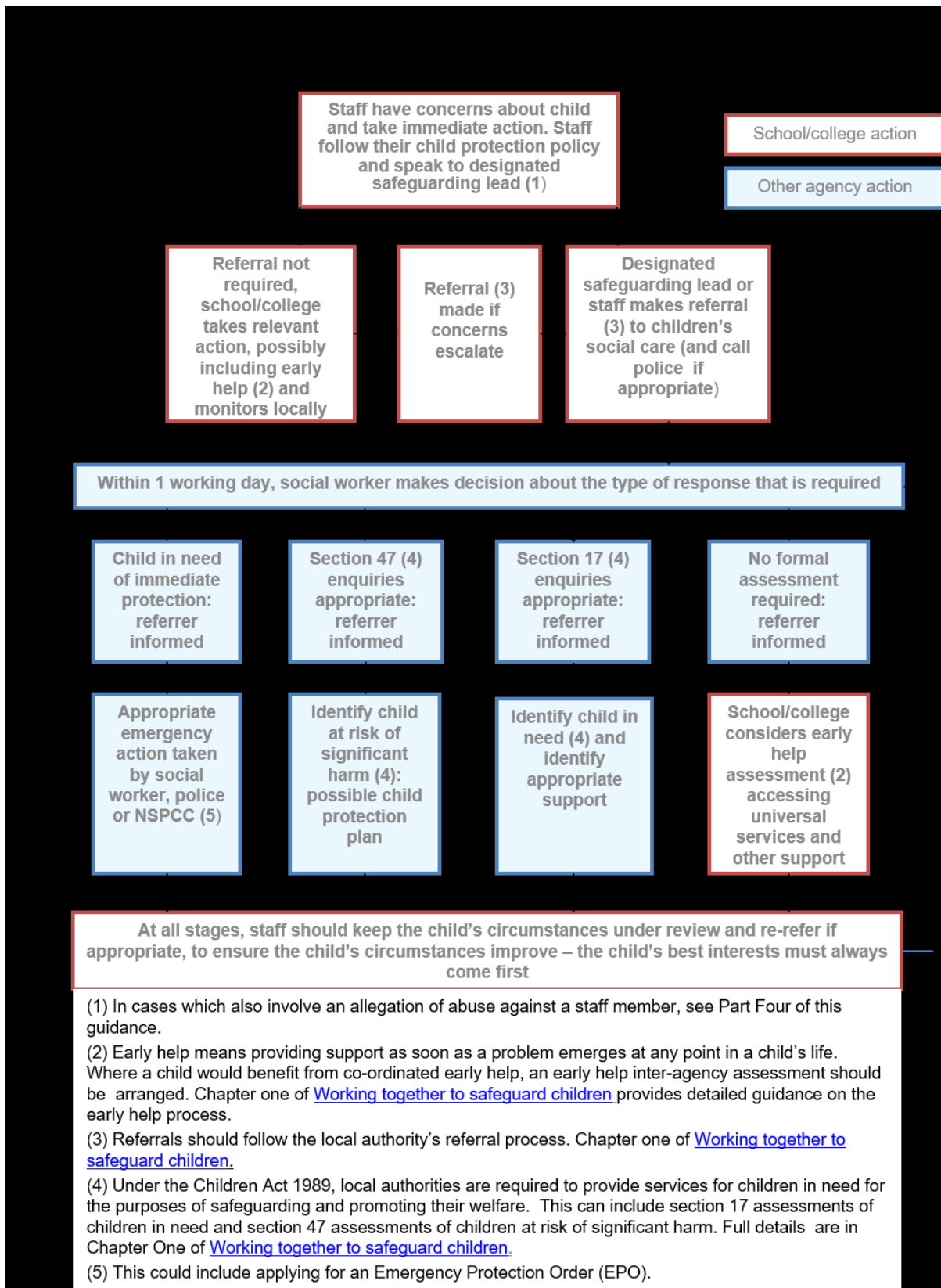
Signature of Author

PRINTED Name

Date:

Time:

Appendix 7: Flow Chart setting out the Process for Staff when they have Concerns about a Child



Appendix 8: LADO Referral Form/Form to report concerns about an adult who works with children

FORM 1 - REFERRAL

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

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

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

- Email address

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

For each child:

Name

Address

Date of birth

gender

Ethnicity

Name and address of parents/ carers

Borough of residence

Is the child aware of this referral?

If not why not?

Are the parents/ carers aware of the referral?

If not why not?

Other relevant information re the child /family

Known to children's services?

- Fwi / KCICIS number
- Brief outline

Has the child /family made any previous allegations?

DETAILS OF THE ALLEGATION OR CONCERN

Category of Abuse

Physical

Emotional

Neglect

Sexual

Other (give details)

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

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

Did an allegation of physical abuse follow an authorised restraint?

What safeguards have been put in place so far?

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

Details of referrer

- Name
- Title and team
- Telephone and email contact

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

Appendix 9: Further Information and Contacts

(If the named individual is not available, please ask for the person covering the post)

Key contacts include:

Social Services Department for the Royal Borough of Kensington and Chelsea

Tel: 020 7361 3013

Family Services

Angela Flahive

(Head of Safeguarding, quality and assurance)

Tel: 020 7361 3317

Mob: 07792 597181

Email: angela.flahive@rbkc.gov.uk

LADO Contacts:

Kensington and Chelsea

Please call 0207 361 3013 and ask to speak to the Duty Child Protection Advisor

OR email KCLADO.Enquiries@rbkc.gov.uk

Westminster

Please call 0207 641 7668 and ask to speak to the Duty Child Protection Advisor

Or email lado@westminster.gov.uk

Bi-borough LADO contact details (if you cannot make contact with a duty child protection officer)

Kembra Healey

Bi-borough Safe Organisations Manager and LADO

Tel: 0208 753 5125

Email: kembra.healy@lbhf.gov.uk

Anna Carpenter

Bi-borough Service Manager, Safeguarding

Tel: 0208 753 5124

Email: anna.carpenter@lbhf.gov.uk

Sarah Mangold

Bi-borough Safeguarding Practice Lead

Tel: 07984 016 841

Email: smangold@westminster.gov.uk

Hilary Shaw

Bi-borough Lead for Safeguarding in Schools and Education

Tel: 07817 365 519

Email: hilary.shaw@rbkc.gov.uk

Emergency Duty Team

Out of Hours Emergency Number

Tel: 020 7373 2227

Office Hours

Tel: 020 7361 3013,

Fax: 020 7938 1445
Email: socialservices@rbkc.gov.uk

Alexandra Handford
Family Support and Child Protection Advisor
Tel: 020 7598 4638
Mob: 07980 742708
Email: Alexandra.handford@rbkc.gov.uk

Stacey Duncan
Family Support and Child Protection Advisor
Westway Information and Aid Centre
140 Ladbroke Grove
London
W10 5ND
Mob: 07896 271561
Email: stacey.duncan@rbkc.gov.uk

Sarah Stalker
Family Support and Child Protection Officer
Tel: 020 7598 4640
Mob: 07971 322482
Email: sarah.stalker@rbkc.gov.uk
Schools and Education

Hilary Shaw
Bi borough Safeguarding and Child Protection in Schools and Education
The Town Hall
Hornton Street
W8 7NX
Tel: 020 7598 4876
Mob: 07817 365519
Email: hilaryshaw@rbkc.gov.uk

Health
The Designated Doctor in Child Protection is:
Dr Paul Hargreaves
Cheyne Child Development Centre,
Chelsea & Westminster Hospital,
369 Fulham Road,
London,
SW10 9NH
Tel: 020 8846 1286

Police
Local Police Community Support Officer (Courtfield Ward):
PCSO Lee Ovary
PCSO Nortjae
Tel: 020 8721 2737
If urgent Tel: 101
Emergencies Tel: 999

Prevent Strategy

For more information OR Channel referrals, contact:

Pinakin Patel, Head of Department

Email: pinakin.patel.lbhf.gov.uk

DfE dedicated Telephone Helpline Number: 020 7340 7264

Email: counter-extremism@education.gsi.gov.uk

Anti-Terrorist Hotline Number: 0800 789 321

Whistleblowing Guidance: www.gov.uk/whistleblowing

NSPCC whistleblowing helpline: Tel: 0800 028 0285 – line is available from 8:00am-8:00pm, Monday to Friday and email: help@nspcc.org.uk.

Glendower Preparatory School Governor's with Responsibility for Safeguarding:

Lead Governor with Responsibility for Safeguarding:

Juliet Richards

Mobile: 07890 585698

Email: julietmrichards@outlook.com

Deputy Governor with Responsibility for Safeguarding:

Blake Daffey

Mobile: 07790 328 403

Chair of Governors:

Rupert Harrison

Mobile: 07775 500 378

NSPCC 24 hour Child Protection Helpline

Tel: 0808 800 5000

CEOPS (Child Exploitation and Online Protection Service)

Tel: 0870 000 3344

Child and Adolescent Mental Health Service (CAMHS), RBKC

Tel: 020 7361 3302

DBS

The school undertakes to report to the Disclosure and Barring Service (DBS): PO Box 181, Darlington, DL1 9FA. Tel: 01325 953795, 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. In cases involving teaching staff, the school will also decide whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

Such reports would contain as much evidence as possible. The school recognises that failure to make a report constitutes an offence.