



Safeguarding and Child Protection Policy

Date: September 2018
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1 Key Safeguarding Contact Information

Flora Gardens Safeguarding Team:

Barbara Graham: Designated Safeguarding Lead (Deputy Head)
SENCo
Named Teacher for Looked After Children (LAC)
Prevent Strategy Lead

Sam Naismith: Deputy Safeguarding Lead (Head)
Attendance

Katy Asserati: Deputy Safeguarding Lead (Assistant Head)

Roni Owolabi: Deputy Safeguarding Lead (EYFS Lead)

Flora Gardens Safeguarding Governors:

Jackie Hall
John Hamilton

School Nurse:

Brigid Acquah

Hammersmith and Fulham Duty Line (Front Door):

Duty Line: 020 8753 6600

Out of hours: 020 8748 8588

Walk-in: Ground Floor, 145 King St, Hammersmith, W6 9XY

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

<https://www.rbkc.gov.uk/lscb/>

The Multi-Agency Safeguarding Hub (MASH)

The MASH responds to initial enquires about children, young people and adults. The MASH is made up of co-located staff from Children's Social Care, Police and Health from across the three boroughs with named link workers for Probation Housing and Youth Offending Team.

Opening Hours: 09:00 - 17:00 Monday to Friday

Address: Frampton Street, London NW8 8LF.

Designated Officer (LADO)

The DO deals with allegations against individuals who work or volunteer with children and young people in LBHF.

Megan Brown (Safer Organisations (LADO) and Safeguarding in Education Manager)

Tel: 020 8753 5125

Email: Megan.brown@lbhf.gov.uk or LADO@lbhf.gov.uk

Prevent

Advice relating to Prevent Duty DfE dedicated helpline.

Jake Butterworth (Bi Borough Prevent Schools & Colleges Officer Counter Extremism)

Direct line: 020 8753 5843

Email: jake.butterworth@lbhf.gov.uk

Secure email: jake.butterworth@lbhf.gcsx.gov.uk

Non-emergency Police number for FGM reporting: 101

Domestic Abuse

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-andyoungpeople>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signssymptoms-effects/>

Forced Marriage Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Female Genital Mutilation (FGM)

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genitalmutilation-procedural-information>

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-femalegenital-mutilation>

Teenage Relationship Abuse

<https://www.gov.uk/government/publications/this-is-abuse-summary-report>

NSPCC Whistleblowing Helpline

Phone: 0800 028 0285

Email: help@nspcc.org.uk

SAFEGUARDING AND CHILD PROTECTION POLICY FOR FLORA GARDENS SCHOOL

“Safeguarding refers to what we do for all children. Child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.”

Keeping Children Safe in Education, September 2018 (KCSIE)

2 Rationale and Introduction

The Governors and all school staff recognise that children have a fundamental right to learning in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all in the Flora Gardens Primary School community feel confident that any concerns they may have will be listened to and acted upon.

To this end, Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include:

- communicating policies and procedures effectively with parents/carers
- ensuring all staff and relevant Governors attend timely and appropriate training
- working effectively with other professionals on behalf of children
- seeking out the best interests for the child
- supporting children in need or enquiring into allegations of child abuse

The Department for Education has published an updated version of the statutory guidance Keeping Children Safe in Education 2018 (03.09.18), which revises and replaces the 2016 guidance. This policy and associated guidance is our school response to the statutory guidance.

This policy includes new or more detailed information on safeguarding issues and in particular how our school will respond to child on child sexual violence and sexual harassment including the following:

- How our school should respond to incidents of sexual violence and sexual harassment, emphasising the need for effective training and policies in schools and colleges.
- The need for risk assessments in school following reports of incidents of sexual violence or sexual harassment.
- The action needed to support victims and alleged perpetrators of sexual violence or harassment.
- The guidance adds further information on the management of safeguarding in a school, including emphasising that staff need to act immediately if they have a concern about a child.
- Child criminal exploitation: children being used to carry drugs or money from urban to rural areas (county lines).
- Homelessness.
- Domestic abuse.
- Child sexual exploitation.
- Children missing from education.

3 What School Staff Need to Know

Child protection is the responsibility of **all** staff. To this end, governors and school staff are committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This includes communicating policies and procedures effectively with parents, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff need to be aware of the process of early help. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

The difference between a Concern and Immediate Danger:

Concern could mean that the school has a concern regarding the welfare or care of a child but that child is not a significant harm. Concerns should be reported to the DSL via the 'Black Book' and monitored.

Immediate danger or at risk of significant harm means that a child is likely to suffer abuse or be in imminent danger and safeguards need to be put in place to ensure the child's safety and wellbeing. This should be reported to a DSL via the Child Protection Referral Form (available in each classroom, the AHTs office and the front office).

Flora Gardens fully recognises its responsibilities for child protection. Our policy is drawn from ***Working Together to Safeguard Children*** and ***Keeping Children Safe in Education*** (September 2018). It applies to all staff, Governors and volunteers working in the school.

The school will therefore:

- Establish and maintain an environment in which children feel secure, are encouraged to talk, are listened to;
- Ensure children know that there are adults whom they can approach if they are worried;
- Engage with training so that knowledge and procedures are up to date and effective.

There are five main elements to our policy:

1. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe through the curriculum, including Prevent;
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
4. Remaining vigilant, maintaining an attitude of "it could happen here"
5. Working with others to support children.

4 Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are however key people within the school and the Local Authority (LA) who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

SAFEGUARDING AND CHILD PROTECTION POLICY

It is the role of the Governing Body and the leadership team to ensure that the DSL is properly supported to carry out this task and that they are given time to fulfil the duties that their role demands. The leadership team will ensure that the Designated Safeguarding Leads attend the required training and that they refresh their training every two years. All other staff and the nominated Governor must be offered an appropriate level of training and must undergo refresher training every three years.

Additionally, it is the role of the DSL to ensure all staff employed, including temporary staff and volunteers, are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The role of the nominated Governor for Safeguarding is to ensure that there is an effective policy; that locally agreed procedures are in place, and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The Governing Body and the leadership team are responsible for ensuring that the school follows safer recruitment processes, including:

- Ensuring the staff responsible for recruitment and one member of the Governing Body completes safer recruitment training.
- Ensuring that at least one member of any interview panel has completed safer recruitment training.
- Ensuring the upkeep of a single central record of all staff and regular volunteers in accordance with Government guidance.
- Verifying references and checking any gaps in employment history.

The DSL will provide a regular (usually termly) report for the Governing Body known as the 'Safeguarding Report', detailing any changes to the policy and procedures; training undertaken by all staff and Governors and other relevant issues.

5 Safeguarding Committee Cycle

Safeguarding committee meetings take place termly. Key foci for each meeting are listed in the cycle chart below, however other matters are discussed alongside these agenda items as per the DSL Safeguarding Report.



6 Safeguarding Ethos

Flora Gardens recognises the importance of creating an ethos within the school that will help children feel safe and confident that they will be listened to. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Flora Gardens will endeavour to support all children through:

- Ensuring the content of the provision includes social and emotional aspects of learning through the curriculum, including eSafety;
- Ensuring that child protection is included in the curriculum/provision to help children recognise when they or their friends don't feel safe and to identify who they should tell;
- Providing filters and monitoring of IT systems (London Grid for Learning);
- Promoting a positive, supportive and secure environment where pupils can develop a sense of being valued.

7 Safe Working Practice

Flora Gardens has developed a clear code of conduct that staff understand and agree to. The code of conduct offers guidance to staff on the way they should behave when working with children.

8 Child Protection Procedures

Flora Gardens adheres to child protection procedures that have been agreed locally through the Local Authority.

8.1 Confidentiality

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse this must be passed on to the DSL as soon as possible and the child should be told who their disclosure will be shared with.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know' basis only.

8.2 Record Keeping, Disclosure and Referral Process

- Child protection records are kept in a locked office, the keys to which are held by the DSL. One spare key is held by the Deputy DSL (K. Asserati).
- Staff are aware that they must make a written record of child protection issues and events immediately (copies of the format is available in the classrooms, in the staff room, the front office, the AHT office and on the staff shared drive).
- Timely and immediate action is the priority, and therefore typing is not necessary;
- These records must be signed and dated and handed directly to a member of the Safeguarding team. Barbara Graham is the first point of call. In her absence staff report to Katy Asserati and in both their absences, Sam Naismith or Roni Owolabi.
- In the event that all members of the team are offsite, a Senior Leader is to be informed immediately.
- Child protection records are not be kept in the child's curriculum file and are kept in hard copies in marked child protection folders which are locked.
- Child protection records are not to be saved on a shared file on the computer, or emailed (unless this is done through a secure password protected email when requested by the Local Authority or Social Worker or marked as CONFIDENTIAL when necessary).
- There is a Safeguarding area on Sharepoint which only accessible to the DSLs.
- It is the responsibility of the Designated Safeguarding Leads to inform the parents that a disclosure has been made only when under the direction of Family Services. The Head will attend or lead this where necessary.

8.3 Working With Other Agencies:

Flora Gardens recognises that it is not an investigating agency and it is essential that child protection issues are addressed through agreed procedures.

Flora Gardens recognises the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.

Early Help:

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- i. is disabled and has specific additional needs;
- ii. has special educational needs (whether or not they have a health and care plan);
- iii. is a young carer;
- iv. is frequently missing/goes missing from care or home;
- v. is misusing drugs or alcohol;
- vi. is in a family circumstance presenting challenges for the child;
- vii. is showing signs of being drawn in to anti-social or criminal behaviour;
- viii. is at risk of modern slavery, trafficking or exploitation.

- ix. is showing early signs of abuse and/or neglect.
- x. is at risk of being radicalised or exploited.
- xi. is a privately fostered child.

All staff must be prepared to **identify** children who may benefit from Early Help (Early help means providing support as soon as a problem emerges at any point in a child's life). In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professional in an early help assessment.

All staff need to be **aware of the process** of early help. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate, the Designated Safe Guarding Lead will support the staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's services if the child's situation doesn't appear to improve.

8.4 Safeguarding Allegations Against Members of Staff/Volunteers

Flora Gardens recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. See our Dealing with Allegations of Abuse Against Teachers and other Staff Policy.

8.5 The Use of School Premises by Other Organisations

Where services or activities are provided separately by another body, using the school/centre premises, the school will seek assurances that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection. Please see our Lettings Policy.

8.6 Safer Recruitment

When appointing staff, the Head and Governors will take account of the guidance issued by the Local Authority and observe the following safeguards:

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

8.7 Prevent Duty

From 1 July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Flora Gardens staff undertake annual Prevent training provided by the LA Prevent team in order to be able to identify possible radicalisation. The Designated Safeguarding Lead completes comprehensive Prevent training and takes part in the LA’s termly Prevent Network when possible.

Flora Gardens staff complete comprehensive risk assessments, which include guidance on responding to an act of terror while on a trip and follow guidelines on the prevent duty for guest speakers. Disclosures regarding students and staff who display or espouse values contrary to the accepted British values of the rule of law, democracy, individual liberty and respect and tolerance, should follow the same process of recording and reporting to the designated person.

8.8 Female Genital Mutilation

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

Teachers have a legal, mandatory reporting duty and **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out, e.g. suspected or a child makes a disclosure. Those failing to report such cases will face disciplinary sanctions.

8.9 Children Missing Education (CME)

Flora Gardens Primary School takes pupil attendance very seriously. The School’s attendance lead is Sam Naismith, Head.

Where reasonably possible, we will hold at least two emergency contact numbers for each pupil.

Patterns of children missing education can be an indicator of either abuse or safeguarding risks, including neglect, abuse or FGM. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence should be considered with other known factors or concerns.

Missing lessons:

- i. Are there patterns in the lessons that are being missed?
- ii. Is this more than avoidance of a subject or a teacher?
- iii. Does the child remain on the school site or are they absent from the site?
- iv. Is the child being sexually exploited during this time?
- v. Are they late because of a caring responsibility?
- vi. Have they been directly or indirectly affected by substance misuse?
- i. Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- ii. Is the lesson being missed one that would cause bruising or injuries to become visible?

Single missing days:

- i. Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area?
- ii. Are there specific lessons or members of staff on these days?
- iii. Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?
- iv. Are the pupil’s peers making comments or suggestions as to the whereabouts of the pupil?

Continuous missing days:

- i. Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?
- ii. Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
- iii. Have we had any concerns about physical or sexual abuse?

The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

9 Peer on Peer Abuse - Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

All staff will:

- i. Make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- ii. Not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- iii. Challenge behaviour such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts and be clear that dismissing or tolerating such behaviours risks normalising them.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims and alleged perpetrators are protected, offered support and every effort is made to ensure their education is not disrupted.

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

When there has been a report of sexual violence, the designated safeguarding leads should make an immediate risk and needs assessment, considered on a case-by-case basis. The risk and needs assessment should consider:

- i. the victim, especially their protection and support
- ii. the alleged perpetrator
- iii. all the other children (and, if appropriate, adult students and staff) at the school

The designated safeguarding lead (or deputy) should ensure they are engaging with children's social care and specialist services as required. The designated safeguarding leads are likely to have a complete safeguarding picture and their considerations will include:

- i. The wishes of the victim in terms of how they want to proceed.
- ii. The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- iii. The ages of the children involved
- iv. The developmental stages of the children involved
- v. Any power imbalance between the children. for example, is the alleged perpetrator significantly older, more mature or more confident?
- vi. Does the victim have a disability or learning difficulty?
- vii. Is the alleged incident a one-off or a sustained pattern of abuse?
- viii. Are there ongoing risks to the victim, other children or staff?

10 Safeguarding in the Curriculum

The Governors believe that the school curriculum is important in the protection of children. The Flora Gardens Curriculum was reviewed in 2018 to demonstrate 'breadth and depth' and is under regular review. Embedded within the Flora Gardens curriculum are the Five School Values, which aim to ensure that educational provision meets the following objectives central to the school's Shared Values approach, including:

- i. developing pupil self-esteem;
- ii. developing communication skills;
- iii. informing about all aspects of risk;
- iv. developing strategies for self-protection;
- v. developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- vi. developing non-abusive behaviour between pupils.

11 Policy Review:

The Governing Body is responsible for ensuring the annual review of this policy (as per the Safeguarding Committee Cycle Section 5) and that the list of key contacts (Section 1) is kept up to date. Flora Gardens recognises that a number of other policies and procedures developed and operated by the school form part of the wider agenda of safeguarding and promoting children's welfare and this policy should be read in conjunction with other policies.

This policy links to:



You can obtain any of these policies from the school office.

12 Additional Information:

Working Together to Safeguard Children (July 2018):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working Together to Safeguard Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

Keeping Children Safe in Education (September, 2018):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping Children Safe in Education 3 September 2018 14.09.18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf)

Internet Safety:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.childnet.com/cyberbullying-guidance

Prevent:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Appendix 1

Allegations Against Staff Policy

Flora Gardens Primary School is committed to providing the highest level of care for both its pupils and its staff. It is extremely important that any allegations of abuse against a teacher, any other member of staff, or volunteer in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation. Our policy is in line with statutory guidance from the Department of Education.

Governors recognise that teachers and other school staff are vulnerable to accusations of abuse because of their daily contact with children in a variety of situations, including the caring role. This policy is designed to ensure that all staff, children and parents or carers are aware of the procedure for the investigation of allegations of abuse in order that all complaints are dealt with fairly, consistently and as efficiently as possible.

1. Purpose:

The procedure for dealing with allegations against staff depends on the situation and circumstances surrounding the allegation. This policy must be followed when dealing with allegations but may be adapted to each case. This policy will be used alongside the school's complaints policy and safeguarding policy.

This policy will be used in any case where it is suspected or alleged that a member of staff, a teacher or a volunteer at the school has:

- i. Behaved in such a way that may have harmed a child or may have intended to harm a child.
- ii. Acted outside of the law in relation to dealings with a child.
- iii. Behaved in any way that suggests they may be unsuitable to work with children.

2. Timescale

It is imperative that allegations against staff are dealt with as efficiently as possible to:

- i. Minimise the risk to the child;
- ii. Minimise the impact on the child's academic progress;
- iii. Ensure a fair and thorough investigation for all parties.

To enable this to happen, all staff, parents and children should be aware of the procedures set out in this policy.

3. Procedures

3.1 Reporting an allegation

All concerns of poor practice or possible child abuse by staff should be reported immediately to the Head. Complaints about the Head should be reported to the Chair of Governors who will then contact the Designated Officer (LADO – See Section 1).

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and must report their concerns immediately.

The Designated Officer will be contacted by the Head or Chair of Governors and a discussion will take place to decide whether:

- i. no further actions are needed;
- ii. an internal investigation should take place;

- iii. a strategy meeting should take place;
- iv. there should be immediate involvement of the police or social care.

The school will share available information with the D.O. about the allegation, the child, and the person against whom the allegation has been made and consider whether a police investigation or a strategy meeting is needed. Representatives from other agencies may be invited into the discussion and could include representatives from health, social care, the GP and police.

3.2 Investigation

An investigation into the allegations is normally carried out by Children's Social Services or by the school. This will be agreed at the initial evaluation stage. Where the school is not conducting the investigation it will cooperate with investigative agencies.

Internal investigations must be second to any safeguarding investigation and may need to be delayed until the external investigation is complete.

3.3 Supporting Those Involved

The person(s) who makes the allegation and their parents/carers:

Parents and carers will be notified if their child makes or is involved in an allegation against staff if they do not already know. However, if the police or social services are to be involved, they will be contacted first and will advise as to what information may or may not be disclosed to the parents. There will be a staff member designated to the role of liaising with the parents and child about the case and ensuring that they are fully informed as far as is possible. Parents and carers will be made aware of any progress in the investigation. During a disciplinary hearing the deliberations and information used for making a decision are usually confidential.

Social services and the police may be involved, depending on the severity of the case, and will provide the school with advice on what type of additional support the child may need.

The school's whistleblowing policy enables staff to raise concerns or allegations against their colleagues in confidence and for a sensitive enquiry to take place.

The Employee:

Flora Gardens Primary School has a duty of care to its employees and will do everything to minimise the stress of any allegations and the disciplinary process.

The person who is the subject of the investigation will be informed as soon as the allegation has been made, but only after the Head has spoken to the Chair of Governors. The Governor responsible for Safeguarding will also be informed by the Head or Chair of Governors. The employee will then be advised on what the next course of action will be. However, if the police or social services are to be involved, they will be contacted before the employee and will advise as to what information may be disclosed to the person under investigation.

The Chair of Governors or a named representative will keep the subject of the allegation informed of the progress of the case and any other work-related issues. If the employee is a member of a union or any other professional association, they should be advised to contact that body at the outset of the investigation.

The employee may need additional support and the school should consider what might be appropriate to best accommodate this. If it is a criminal investigation and the police are involved, they may provide this additional support.

3.4 Confidentiality

The school will make every effort to guard the privacy of all parties during and after an investigation into an allegation. It is in everyone's best interest to maintain this confidentiality to ensure a fair investigation with minimum impact for all parties.

A breach of confidentiality will be taken seriously and may warrant its own investigation. It is a criminal offence to publish information that could lead to the identification of someone who is the subject of an allegation before they are charged or summonsed.

3.5 Suspensions

The Head or Chair of Governors will contact their Human Resources Advisor at the LA to discuss the issue. The school will not suspend a member of staff without serious consideration, and will not do it automatically once an allegation has been made. Depending on the nature of the case, it may be possible that alternative arrangements are made so that the individual can continue working, but is removed from the pupil making the allegation.

A suspension may be decided upon if it is deemed that the child or other children may be at risk of harm, or if the nature of the case warrants a criminal investigation. The Head and Chair of Governors hold the power to suspend an employee but will be advised by the police and or social care whether or not a suspension is necessary.

Where there is a chance of suspension, the employee will receive confirmation within one working day and will be informed of the reason for the suspension.

3.6 Resignations

If an employee hands in their resignation when the allegation is made against them or during an investigation, the investigation will still continue until an outcome has been reached, with or without the employee's cooperation. They will be given full opportunity to answer the allegation.

Compromise agreements will not be used in situations that are relevant to these procedures.

3.7 Record Keeping

Detailed records of all allegations made, investigations and outcomes should be kept in the personal file of the person who has been under investigation. This person should be given a copy of the same information.

3.8 Action on Conclusion of the Case

If the investigation results in the dismissal or resignation of a person and that person has been charged with a criminal offence, a referral must be made immediately by the school to the Disclosure and Barring Service (DBS). The school will be advised on this by the police and/or social services.

If it is decided that the employee may return to school (after a suspension) then provisions will be put in place by the school to ensure that the transition is as smooth as possible. This may involve a phased return for a trial period or the use of another member of staff as a support system in the short term. If the child who made the allegation is still at the school, the school will consider what needs to be done to manage the contact between employee and child.

3.9 Action in the Case of False Allegations

Where an allegation is proven to be false, the Head and Chair of Governors may refer to social services to determine whether the child is in need of special care, or to help to understand if they are being abused elsewhere.

If an allegation is found to be intentionally fictitious and malicious, the Head will decide on the proper sanction for the pupil who made the false allegation. The school's Behaviour Policy sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

The Head may wish to include the school Governors when considering what action to take. The school has the power to suspend or exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

If the claim has been made by a person who is not a pupil, the school will hand the information over to the police who may take further action against that person.

4. After the Case

No matter what the outcome is of an allegation of abuse against staff, the school will review the case to see if there are any improvements that can be made in its practice or policy that may help to prevent similar cases in the future.

Appendix 2

Guidance for Disclosures - Keeping Children Safe

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

All children at this school must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

All staff must:

- i. Listen to what the child is saying without interruption and without asking leading questions.
- ii. Respect the child's right to privacy but not promise confidentiality.
- iii. Not make promises that you may not be able to keep e.g. 'everything will be alright'
- iv. Reassure the child that he/she has done the right thing in telling.
- v. Explain to the child that in order to keep him/her safe from harm the information that
 - a. has been shared with you must be passed on.
- vi. Report what has been disclosed to the Designated Safeguarding Lead in the school as soon as possible.
- vii. Record, as soon as is practicable, what was said using the child's actual words.
- viii. Use the Child Protection Reporting form to record the incident.
- ix. Sign and date the record.

1. Stay calm and sympathetic:

- i. LISTEN to what you are told without displaying shock or disbelief.
- ii. Be observant and attentive without being judgmental.
- iii. Do not probe or put words into the child's mouth – accept what is said.
- iv. If you can, take notes, and invite the child to help you to be as accurate as possible.

2. Re-assure the child:

- i. Say that it's OK to tell.
- ii. DO NOT make promises that you may not be able to keep e.g. 'everything will be alright' or 'I won't tell anyone'
- iii. You must not promise confidentiality to either adults or children as you have a duty to refer.

3. Respond calmly and openly:

- i. Avoid asking leading questions or overtly interrogating.
- ii. Try to ask open questions e.g. 'Anything else to tell me?' 'Yes?' 'And?'
- iii. Do not criticise the perpetrator or be judgmental.
- iv. Do not ask the child to repeat it all for another member of staff.
- v. Do take notes and check them with the child.
- vi. Do explain what you have to do next and who you have to talk to i.e. the designated CP officer.

The Designated Safeguarding Leads must:

- i. Assess any urgent medical needs of the child.
- ii. Consider whether the child has suffered, or is likely to suffer significant harm.
- iii. Check whether the child is currently a Looked After Child, subject to a Child Protection or Child in Need Plan or has been previously subject to a Plan.
- iv. Confirm whether any previous concerns have been raised by staff.
- v. Only inform the parents/carers of the child of any concerns once 'Front Door' 020 8753 6600 or Tri Borough Safeguarding and Child Protection Schools Education Adviser has been consulted and their advice sought.
- vi. Consider whether the matter should be discussed with the child's parents or whether to do so may put the child at further risk of harm because of delay or the parents' possible actions or reactions
- vii. Seek advice if unsure that a child protection referral should be made.

SAFEGUARDING AND CHILD PROTECTION POLICY

- viii. If the child discloses sexual abuse or sexual abuse is suspected, the child must not be questioned and the parents/carers must not be informed until Social Services and the Police Child Abuse Investigation team has been informed and advice given.
- ix. Disclosures of Female Genital mutilation should be reported directly to the police.

Information will be shared on a 'need to know' basis and must be treated in absolute confidence. Staff must not discuss the alleged incident with the child, family members or colleagues.

The Designated Safeguarding Lead will initially seek advice from 'Front Door' or the LBHF Safeguarding and Child Protection Schools Education Adviser and follow their advice. If a referral is not considered appropriate, the Designated Safeguarding Lead will make a full written record of the information that they have received detailing the reasons for the judgement that the matter was not referred to Children's Social Services.

The Designated Safeguarding Lead must keep a written record of all contact with other agencies. All paperwork relating to child abuse must be kept in a locked cabinet and/or in secure location on the school's internal computer system.

All students who are subject to a Child Protection Plan will have core group meetings and case conferences organised by Children's Social Services. The DSL, deputy DSL or where appropriate class teachers will attend these on behalf of the school. Families are aware that these meetings take place and that the school will be presenting a report at the meetings.

The DSL, SENCo, Class Teacher and School Nurse monitor students who are subject to a Child Protection Plan.

Appendix 3**Recognition and Response to Abuse**

Owing to the nature of the day-to-day relationship children have with staff all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person. All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Safeguarding Lead.

There are 4 main categories of abuse:

- i. Physical Abuse
- ii. Sexual Abuse
- iii. Emotional Abuse
- iv. Neglect

All children have certain basic needs, which include:

- i. Physical care and protection
- ii. Affection and approval
- iii. Stimulation
- iv. Discipline and control that is consistent and appropriate to age
- v. The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: A child is considered to be in need of protection when the basic needs of that child are not being met. This can be through avoidable acts of either commission or omission.

Physical Abuse – Signs to look out for

- i. children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- ii. unexplained absences
- iii. physical signs of injury
- iv. unexplained or confused accounts of how an injury occurred
- v. explanation of an injury which appears to be inappropriate to the nature and age of the injury.

Physical Abuse - Common Medical / Physical Factors

- i. bruising
- ii. facial bruising around the mouth and ears
- iii. groups of small bruises
- iv. black eyes without a forehead injury, particularly if both eyes are affected
- v. weal marks or outline of bruising (e.g. hand mark)
- vi. bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- vii. bruises on the back, back of legs, stomach, chest or neck
- viii. bruises or cuts to mouth or tongue (e.g. split frenulum)
- ix. pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks
- x. bites that leave clear impressions of teeth and some bruising
- xi. children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
- xii. a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- xiii. scalds from boiling water may result from lack of supervision, or non-accidentally e.g. a child is very unlikely to sit down willingly in very hot water; therefore they cannot scald a bottom accidentally without also scalding the feet

Sexual Abuse – What is sexual abuse?

Sexual abuse can be one or more of the following:

- i. rape – genital and / or oral intercourse
- ii. digital penetration or penetration with an object
- iii. mutual masturbation
- iv. inappropriate fondling
- v. taking pornographic photographs or exposing the child to pornographic materials
- vi. forcing the child to observe others involved in sexual activities
- vii. sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgmental.

Abusers can be parents, friends, teachers, sports coaches, child-care workers, clergymen or strangers. Warning children about Stranger Danger should form part of the PSHE/Safeguarding curriculum.

Sexual Abuse – Signs to look out for

- i. a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- ii. sexualized behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- iii. a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviors
- iv. a child who shows a marked fear of adults
- v. a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- vi. a child who suddenly starts to wet or soil him/herself
- vii. a child who takes over the role of wife/mother within the family
- viii. a child whose concentration and academic performance suddenly deteriorates
- ix. a child who avoids medical examination or is reluctant to change for PE
- x. a child who has low self-esteem and few friends
- xi. aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- xii. frequent unexplained absences or lateness
- xiii. a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- xiv. pregnancy in young teenagers where the identity of the father is vague or unknown
- xv. recurrent urinary tract infections
- xvi. signs of sexually transmitted infections and overall disheveled appearance

Emotional Abuse – Signs to look out for

- i. a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- ii. a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- iii. a child may be ignored, rejected or denigrated by a parent
- iv. a child may be terrorised by a parent or others so that she/he is overly fearful and watchful
- v. a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and/or excessively negative and hostile
- vi. a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusionary state or paranoid beliefs
- vii. a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- viii. a parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because

- a) most children experience some of these acts from time to time, and
- b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects.

The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Neglect - Signs to look out for

- i. dirty unkempt appearance of child, in overall poor condition
- ii. thin wispy hair. Underweight child, diarrhea may indicate poor nutrition
- iii. an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- iv. an under-stimulated child may not reach expected milestones
- v. behaviour and developmental difficulties that cannot be explained by clinical factors

Associated factors: Neglected children frequently come from homes where there is:

- i. a parent who is lonely, isolated, unsupported or depressed
- ii. poor inter-parental relationship / domestic violence
- iii. a parent who is abusing drugs or alcohol
- iv. a large number of children living in cramped or very poor conditions

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- i. a parent who is lonely, isolated, unsupported or depressed
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- iii. a parent who is abusing drugs or alcohol
- iv. a large number of children living in cramped or very poor conditions

Action to be taken: If a teacher has concerns about the well-being of any child in his/her class, a discussion should take place with the Designated Safeguarding Lead. Records should be kept which outline why any decisions were made and, when appropriate, Children's Social Services staff informed by the Designated Safeguarding Lead or other nominated staff member.

Appendix 4 E-Safety Policy

E-Safety Policy

Date: April 2018
Review date: April 2019

1. The purpose of the e-safety policy.

The purpose of this policy is to ensure that all staff, parents, governors and children understand and agree the school's approach to e-safety. The policy relates to other policies including ICT curriculum, Internet Access, Bullying, Child Protection and Health and Safety.

2. Writing and reviewing the e-safety policy

The school will appoint an e-Safety Coordinator (Joe Jones/Debby Brand) who will work closely with the Designated Safeguarding Lead (Barbara Graham) as the roles overlap. The e-Safety Policy and its implementation will be reviewed annually.

3. Teaching and learning

Why Internet use is important

- The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.
- Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.

4. Internet use will enhance learning

- The school Internet access will be designed expressly for pupil use and will include filtering appropriate to the age of pupils.
- Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

5. Pupils will be taught how to evaluate Internet content

- The school will ensure that the use of Internet derived materials by staff and pupils complies with copyright law.
- Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

Managing Internet Access

6. Information system security

- School ICT systems capacity and security will be reviewed regularly, especially with regards to the requirements of the GDPR that come into force in May 2018.
- The School Business Manager (Jeanette Elven) leads on GDPR compliance.
- Virus protection will be updated regularly.

7. Email content and the school website

- Pupils may not use email in the school without prior permission from the class teacher.
- The contact details on the website should be the school address, email and telephone number. Staff or pupils' personal information will not be published.
- The Head will take overall editorial responsibility and ensure that content is

accurate and appropriate.

- The Governors intermittently check the school website for DfE compliance and content.

8. Publishing pupil's images and work

- Photographs that include pupils will be selected carefully.
- Pupils' full names will not be used anywhere on the website, particularly in association with photographs.
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school website (when child starts at the school).
- Pupil's work can be published on the school website unless the parent/carer has refused permission of the pupil and parents.

9. Social networking and personal publishing

- The school will deny access to social networking sites and students will be advised not to use these at home.
- Social networking sites have an age limit exceeding that of primary school children. The school will communicate with parents regarding age restrictions on popular games, apps and websites (particularly social networking).
- Staff are not permitted to communicate with pupils or parents via social networking sites.

10. Managing filtering

- The school will work with the LA, DfES and the Internet Service Provider to ensure systems to protect pupils are reviewed and improved.
- If staff or pupils discover an unsuitable site, it must be reported to the e-Safety Coordinator.

11. Managing emerging technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile phones will not be used during school time.
- Parents are requested not to use mobile phones within the school playground or building.

12. Assessing risks

The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. The school cannot accept liability for the material accessed, or any consequences of Internet access.

13. Handling e-safety complaints

- Initial complaints will be dealt with by the eSafety coordinators who will make a record of any information and discussions (e.g. ESafety Incident Log). The eSafety coordinator may also seek the advice of a DSL.
- The Head will deal with complaints of Internet misuse.
- Any complaint about staff misuse must be referred to the Head.

- Complaints of a child protection nature must be dealt with in accordance with school Child Protection Procedures.

14. Community use of the Internet

All use of the school Internet connection by community and other organisations shall be in accordance with the e-safety policy.

15. Introducing the e-safety policy to pupils

- E-safety rules will be discussed with the pupils at the start of each ICT lesson.
- E-safety posters will be posted next to all computers within classrooms and in a prominent place in the ICT suite, so that all users can see them. They will also be used as the desktop image for pupil logins.
- Pupils are informed that network and Internet use is monitored and appropriately followed up.
- The children receive e-safety lessons and are constantly reminded of online safety.

16. Staff and the e-Safety policy

- All staff will have access to the School e-Safety Policy and its importance explained.
- Staff should be aware that Internet traffic could be monitored.
- Discretion and professional conduct is essential.
- Staff will use a child friendly safe search engine when accessing the web with pupils.

17. Enlisting parents' support

- Parents' attention will be drawn to the School e-Safety Policy in newsletters, and conversations.

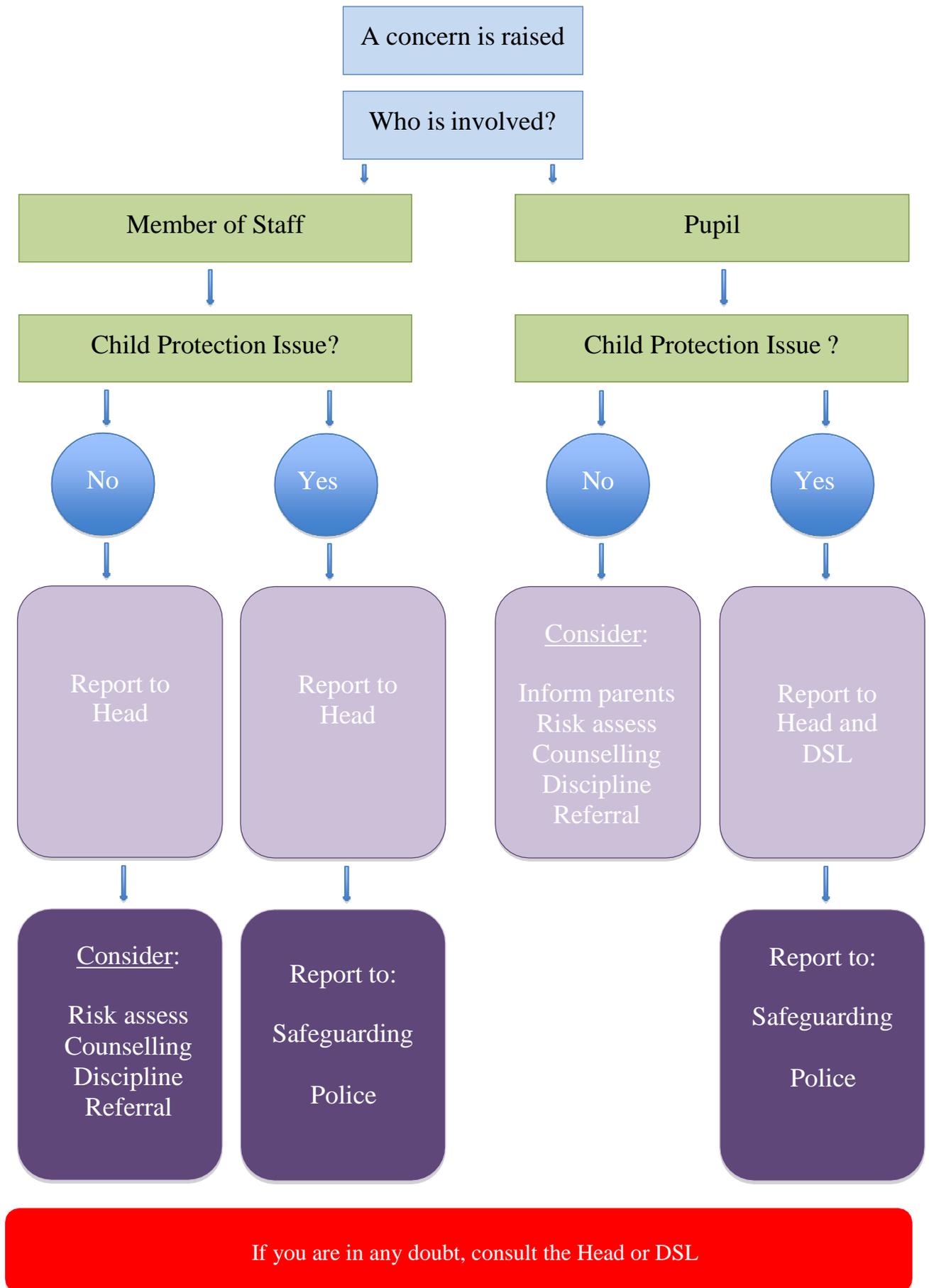
18. If using the Internet at home:

- Pupils will be advised never to give out personal details of any kind, which may identify them, their friends or their location. This includes posting photos where the school logo is visible.
- Pupils must be made aware of how they can report abuse and whom they should report abuse to.
- Pupils should be taught the reasons why personal photos should not be posted on any social network space without considering how the photo could be used now or in the future.
- Pupils should be advised on security and encouraged to set passwords, to deny access to unknown individuals and to block unwanted communications.
- Pupils should only invite known friends and deny access to others.

E-Safety Incident Log

| | | | |
|---|---|--|--|
| Number: | Reported By: <i>(name of staff member)</i> | Reported To: <i>(e.g. Head, e-Safety Officer)</i> | |
| | When: | When: | |
| Incident Description: (Describe what happened, involving which children and/or staff, and what action was taken) | | | |
| | | | |
| Review Date: | | | |
| Result of Review: | | | |
| | | | |
| | | | |
| Signature (DSL) | | Date: | |
| | | | |
| Signature (Head) | | Date: | |
| | | | |

Inappropriate Activity Flowchart



Illegal Activity Flowchart

