

# Burdett-Coutts & Townshend CE Primary School

## Safeguarding Policy 2018/2019 (DRAFT)



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**Lead Person(s): R. Dyer, Headteacher**  
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**Statutory Policy: Yes**  
**Policy Author: R. Dyer, Headteacher**

### Background

This policy replaces the Child Protection Policy for Burdett-Coutts & Townshend Foundation CE VA Primary School and follows the guidelines of the following:

[Working together to safeguard children July 2018 – HM Government](#)  
[Keeping Children Safe in Education September 2018 - DfE](#)  
[LDBS briefing - Keeping Children Safe 2018 \(3rd September 2018\)](#)

The Governing Body adopted this policy on 10 December 2015 (updated October 2018).

Our school is committed to helping children achieve good outcomes by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances. The health, safety and well-being of all our children are of paramount importance to everyone who works in our school. Our children have the right to protection from harm, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

If at any time it is considered that the child may be **a child in need, has suffered or is at risk of significant harm, or is in immediate danger**, a referral should be made immediately to children's social care – in the local authority where the child lives and in accordance with the threshold document published by the relevant LSCB. If a child is in **immediate danger or is at risk of harm** a referral should be made to children's social care and/or the police immediately.

In line with [Section 175 of the Education Act 2002](#), the school will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- Providing a safe, healthy learning environment that allows them to develop to their full potential;
- Safeguarding their welfare, particularly those pupils who are most disadvantaged;
- Providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare;
- Ensuring safe recruitment practices;
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns;
- Monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan;

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- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns;
- Teaching children to keep themselves safe and ensuring they know who to approach for help;
- Promoting partnership working with parents and professionals.

Our policy applies to all staff and volunteers working in the school. Community education staff and governors, learning support assistants, mealtime supervisors, administrative officers as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school staff or governors.

This policy is also based on the following legislation:

- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

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### 1. Key Contacts

<b>Burdett-Coutts &amp; Townshend Foundation C.E. Primary School</b>	
<b>Headteacher:</b> Name: Mrs R. Dyer Contact details: 020 7828 6790	<b>Designated Child Protection Officer:</b> Name: Mrs R. Dyer Email: <a href="mailto:head@burdettcoutts.co.uk">head@burdettcoutts.co.uk</a> Contact details: 020 7828 6790
<b>Deputy Designated Child Protection Officer:</b> Name: Mrs S. Lee Email: <a href="mailto:sgraham@burdettcoutts.co.uk">sgraham@burdettcoutts.co.uk</a> Contact details: 020 7828 6790	<b>Governor for Safeguarding &amp; Child Protection:</b> Name: Mrs S. Butcher Contact details: 020 7828 6790
<b>Family Support Officer:</b> Name: Mrs L. Deary Email: <a href="mailto:ldeary@burdettcoutts.co.uk">ldeary@burdettcoutts.co.uk</a> Contact details: 020 7828 6790	Chair of Governors: Name: Ms. N Bowles Contact details: 020 7828 6790
<b>London Borough of Westminster</b>	
<b>Tri-borough Safe Organisation Manager and Local Authority Designated Officer (LADO):</b>  Name: Kembra Healy Contact details: 020 87535125 Email: <a href="mailto:Kembra.Healy@lbhf.gov.uk">Kembra.Healy@lbhf.gov.uk</a>	<b>Head of Safeguarding, Review &amp; Quality Assurance:</b> Name: Angela Flahive Tel: 07739315970 / 0207 3613467 Email: <a href="mailto:angela.flahive@rbkc.gov.uk">angela.flahive@rbkc.gov.uk</a>  Name: John Griffin (Child Protection Advisor) Tel: 020 7641 1615 Email: <a href="mailto:jgriffin@westminster.gov.uk">jgriffin@westminster.gov.uk</a>
<b>Multi-agency safeguarding hub (MASH) team:</b> Manager: Catherine Hoy Tel: 0207 641 4000 Email: <a href="mailto:choy@westminster.gov.uk">choy@westminster.gov.uk</a>	<b>Tri-borough Safeguarding and Child Protection Training, Consultation and Advice:</b> Name: Hillary Shaw (Tri-Borough Safeguarding and CP Schools and Education Officer) Tel: 07817 365 519 Email: <a href="mailto:Hilary.Shaw@rbkc.gov.uk">Hilary.Shaw@rbkc.gov.uk</a>
<b>Family Services/early help contact:</b> Tel: 0207 641 4000 or email <a href="mailto:accesstochildrensservices@westminster.gov.uk">accesstochildrensservices@westminster.gov.uk</a> Tel: 020 7641 2388 (between 5pm – 9am, 24 hours at weekends and bank holidays)	<b>NSPCC whistle-blowing helpline:</b> Tel: 0800 028 0285  <b>NSPCC Report abuse helpline:</b> Tel: 0808800 5000 or <a href="#">report it online</a>

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## 2. Roles and Responsibilities

### 2.1 Tri-Borough Local Safeguarding Children Board (LSCB) & Westminster Social Services and Family Support (WSSFS)

A Local Safeguarding Children Board for Hammersmith & Fulham, Kensington & Chelsea and Westminster, replaced the previous three LSCBs in April 2012. The Board ensures the coordination of safeguarding work by all agencies and monitors the effectiveness of child protection work across the three local authority areas (Tri-Borough).

The Westminster Social Services and Family Support (WSSFS) offers advice and support to people in need or at risk and aim to support all people to lead their lives as safely, healthily and independently as possible.

Westminster LSCB and WSSFS will support the school to safeguard and promote the welfare of pupils by:

- Co-ordinating the delivery of integrated children's services within the borough;
- Providing services under the Children Act 1989 for those children who have been assessed as being in need, in need of protection or requiring alternative accommodation;
- Providing the school with advice, support and guidance, policy and procedures, training and dedicated lead officers with responsibility for child protection and safeguarding;
- Dealing with allegations against members of staff and volunteers;
- Taking responsibility for those children who are not in education.

### 2.2 Governing Body

The governing body will ensure that:

- The school's safeguarding policies and procedures are consistent with Westminster's LSCB procedures and that these are regularly monitored, reviewed and updated where necessary.
- Related school policies around pupil welfare, such as behaviour and attendance, are in place to support the wider safeguarding of pupils.
- There is a responsible Safeguarding & Child Protection Governor (SCPG) and a Designated Child Protection Officer (DCPO) who reports directly to the governing body on the implementation of child protection policies and liaises with Westminster LSCB on safeguarding matters.
- The SCPG and the DCPO (or the Deputy Designated Child Protection Officer - DDCPO) meet regularly to review referrals and cases.
- Parents and pupils are made aware of the school's safeguarding policies and procedures.
- The school has appropriate procedures in place to ensure safer recruitment practices and to deal with allegations against staff or volunteers that are consistent with statutory guidance and reviewed on an annual basis.
- All staff will receive training annually, with school leaders, DCPO and the DDCPO receiving training at least every two years, in line with statutory requirements. In addition, there will also be annual update training for the DCPO and the DDCPO.

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- Action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school.
- Other organisations using the school premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place.
- All staff have been given a copy of Part One of the statutory guidance "[Keeping Children Safe in Education](#)" (September 2018) to read and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities

### 2.3 Headteacher

The Headteacher will ensure that:

- Staff are fully aware of the school's safeguarding and child protection policies and that these policies are fully implemented.
- All staff have a good understanding of their role in the identification and referral of safeguarding concerns and that they understand the role of the DCPO and DDCPO.
- The DCPO (if not the Headteacher) and the DDCPO are given sufficient time and resources to carry out their responsibilities.
- Staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school.
- Safer recruitment practice is followed whenever recruiting to posts.
- Appropriate action is taken whenever an allegation is made against a member of staff.
- The school offers a safe and confidential environment for staff and pupils to raise concerns about poor or unsafe practice.
- Effective links with relevant agencies are maintained and to co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences.
- Safeguarding issues are brought to the attention of the SCPG and the governing body.

## 3. Safeguarding Children

### 3.1 Definition

Safeguarding is what we do for all children. It covers a broad agenda and aims to achieve the following:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care;
- Undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

Safeguarding is a preventative agenda that helps children to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

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### 3.2 Safeguarding Framework

The framework for safeguarding is set out in the statutory guidance "[Keeping Children Safe in Education](#)" (September 2018) in conjunction with "[Working Together to Safeguard Children](#)" (2018). The guidance sets out how organisations such as schools should work together to safeguard children, including:

- Making sure vulnerable children get early help before problems escalate and more robust interventions such as child protection is needed;
- Carrying out a CAF (Common Assessment Framework) assessment to identify a child's needs in a timely manner as problems emerge;
- Making appropriate referrals where children need early help or there are child protection concerns;
- Sharing information and working in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

### 3.3 Role of The School

We believe that the school should provide a caring, positive, stimulating and safe environment which promotes the welfare and social, physical and moral development of the individual child within the legal framework of the Children Acts 1989 and 2004, and the guidance of '[Working Together to Safeguard Children](#)' (2018).

The school recognises that pupils may face many barriers to learning that may affect their prospects in later life. The school will safeguard and promote pupil's welfare by focussing on preventative actions and services so that all pupils are able to fulfil their potential under each of the five *Every Child Matters* outcomes: Being Healthy, Staying Safe, Enjoying and Achieving, Making A Positive Contribution and Achieving Economic Wellbeing.

#### **Being Healthy - Aims:**

The school will promote pupil's health by educating them on healthy diets and lifestyles using the Healthy Schools Programme and school policies on healthy eating and physical exercise, as well as delivering information on sexual health and relationships and substance misuse via the curriculum.

The school will work closely with health professionals to monitor pupils' health and ensure that pupils with health needs receive the extra support they need to fully participate in education. Pupils affected by their parents' or their own substance misuse problems will be referred to Westminster's Drug and Alcohol Service to receive expert advice and support.

#### **Key documents:**

- Administering medicines: [Supporting pupils at school with medical conditions - The Department for Education](#)
- Sex Education Policy
- Intimate care (see section 5.6.3)
- Drugs advice for schools: [DfE and ACPO drug advice for schools](#)



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### **Staying Safe - Aims:**

The school aims to provide a safe learning environment where pupils are:

- Kept safe from accidents whilst at school and during outings;
- Protected from maltreatment through the implementation of Westminster LSCB child protection procedures and safe recruitment practices;
- Taught to keep themselves safe via safety messages delivered through the curriculum and other forums;
- Feel supported, safe and protected and able to raise concerns.

As part of providing a broad and balanced curriculum, the school will ensure that children are being taught about safeguarding. Safety messages will be delivered via the curriculum and pupils will be provided with opportunities to discuss issues they feel are affecting their safety at school and within the community. The names of the DCPO and the DDCPO will also be displayed clearly in every classroom.

### **Key documents:**

- This Safeguarding policy and child protection procedures
- [Dealing with allegations of abuse](#) – Department for Education
- [What to do if you're worried a child is being abused](#) – Department for Education
- Safeguarding children and safer recruitment in schools: [Keeping Children Safe In Education \(September 2018\) – The Department for Education](#)
- Health and safety and risk assessments (see section 5.6) [Health and safety: advice on legal duties and powers – The Department for Education](#)
- Educational visits policy (ensuring pupils are safe on school outings)
- Monitoring visitors (see sections 5.3 & 5.4)
- Safer recruitment (see section 5.1)
- E-safety policy
- Anti-bullying and Behaviour policies
- Equality policy
- Missing Child policy (action to be taken when a child disappears from the school)
- Violent extremism ('[Prevent duty](#)')
- [Guidance for schools on gangs and group offending](#)
- [Guidance on dealing with forced marriage](#) (FCO 2008 – contains guidance for schools and colleges on what action to take. Also see section 8.3)
- Peer-on-peer abuse (see sections 8.12)
- Sexting (see sections 8.13)
- Honour-based Violence (see section 8.4)

### **Enjoying and Achieving - Aims:**

The school will ensure that pupils attend regularly, enjoy learning and are achieving to their full potential. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. The school will therefore:

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- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum activities and opportunities for PSHCE, which equip children with the skills they need to stay safe from abuse and to know who they turn to for help.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child-care and parenting skills.

### **Key safeguarding policies:**

- Attendance, Behaviour and Exclusions
- Special Educational Needs and Disabilities (SEND)

### **Making A Positive Contribution - Aims:**

The ethos of the school will be one where pupils feel valued and are able to participate and contribute to the development of policies that support co-operation, inclusion and integration. Pupils will be encouraged to participate in a wide range of activities at school and within the community and discouraged from engaging in anti-social behaviour.

The school will follow guidance “Recording and reporting racist incidents” in order to challenge racist abuse or harassment by pupils and promote good race relations.

Our Equality policy acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. Our Anti-Bullying policy, acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

### **Key documents:**

- Behaviour policy
- Anti-Bullying policy
- Equalities policy
- [Preventing and tackling bullying – The Department of Education](#)
- [Listening to and involving children and young people – The Department of Education](#)

### **Achieving Economic Wellbeing - Aims:**

The school will ensure that older pupils are helped to prepare to move on to further education, training or employment and are given opportunities for work experience.

### **3.4 Supporting Pupils**

The school will support all pupils who have been assessed as having extra needs and/or SEND or are subject to a child protection plan. All children will be made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. The school may be the only stable,

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secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may be challenging and defiant; alternatively, they may be withdrawn.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment, and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, or mental health issues, children may also be vulnerable and in need of support or protection.

The school will endeavour to support the pupil through the content of the curriculum to encourage self-esteem and self-motivation. The school ethos further promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour or the offence committed by the child but does not damage the pupil's sense of worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

The school will liaise with other agencies which support the student such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Services, Behaviour Support Services and the Educational Welfare Service. When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform the Child Review Manager/Child Protection Co-ordinator (Westminster).

The school will ensure pupils know about the Westminster LSCB website that contains detailed information for children and young people on a range of safeguarding issues and how to keep themselves safe and seek appropriate help: [Tri-Borough LSCB: Information for Children and Young People](#).

### **Additional policies:**

- Behaviour policy
- Special Educational Needs and Disabilities (SEND)
- [What to do if you're worried a child is being abused](#) – Department for Education

### **3.5 Powers Regarding Management of Pupil Behaviour**

Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found in the policies listed at the following links:

- [Behaviour and discipline in schools](#)
- [Use of reasonable force](#)
- [Searching, screening and confiscation](#)

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However, Westminster strongly advises schools:

- Not to carry out non-consensual searches of pupils or their bags or belongings except in the presence of the safer schools police officer;
- Only to use reasonable force where there is a risk of harm to the pupil or others, or a risk of substantial damage to property.

Staff should be familiar with the school's policies on bullying, use of physical restraint and guidance on carrying out searches of pupils. There may be times when adults in our school, in the course of their duty and as a last resort, use physical intervention to restrain children in line with our Physical Restraint policy.

The adult involved in any such incident is required to report it to the Headteacher immediately and to record it using the Record Form (Appendix to Physical Restraint Policy). We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

### **Additional policies**

- Lost Child
- Physical Restraint

### **3.6 Working with parents and carers**

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare, and the school recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

The school will:

- Make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school website and/or on request;
- Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- Consult with and involve parents and carers in the development of school policies to ensure their views are taken into account;
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- Provide advice and signpost parents and carers to other services and resources where pupils need extra support.

### **3.7 Inter-agency working**

The school recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

To achieve this, the school will lawfully share information with agencies in order to ensure pupils receive appropriate services, and will use the Common Assessment Framework (CAF) to assess

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those children with extra needs and make appropriate referrals to agencies on behalf of the pupil.

The school recognises the central role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings such as case conferences and core group meetings.

The school will liaise with Westminster's lead officers for safeguarding wherever there are any concerns or issues relating to safeguarding practice or the safeguarding of individual pupils.

### **3.8 Children who are missing from education or home educated**

Schools need to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns. The school's Attendance policy clearly states who needs to be notified, what action should be taken and relevant timescales.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- The Education Welfare Service must be notified of all decisions.
- If the child is already known to WSSFS, their allocated social worker should be notified immediately.
- If the child is not known to WSSFS, but the school has concerns about their welfare, the DCPO or DDCPO should make a referral to WSSFS.

### **3.9 Collection of children from school**

The school will not hand over children to adults who are not their parent or known carer at the end of the school day. The school should be notified of who will normally collect the child and parents should be made aware of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. Parents are also asked to inform the school where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but will contact the nominated parent immediately. If a child is uncollected at the end of the school day, the following agreed procedure will be in operation:

- The school will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children should not be released into the care of another parent even where they offer to take the child home.
- The school may put WSSFS on notice at 4.00pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4.30pm, the school should contact the duty social worker who will come to collect the child or make arrangements for the child to be transported to the WSSFS office.

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- We will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be reported to the Education Welfare Service. If there are also child protection concerns, a referral should be made to WSSFS.

### **3.10 Role of Westminster Social Services and Family Support (WSSFS)**

WSSFS is responsible for carrying out Westminster's statutory duty to safeguard and promote the welfare of children in the borough by providing services for children who have been assessed as being in need, in need of protection or in need of accommodation under the Children Act 1989.

Intervention by WSSFS is based on the assessed level of need or risk the child is experiencing. Levels of need and risk and corresponding responses by WSSFS are explained in the division's eligibility criteria for services. WSSFS offer a service at the following levels:

#### **Early help – low level risk**

Family Services provide help for children whose needs do not reach the threshold for a statutory social work service but who would benefit from support and services in order to improve outcomes and avoid escalation of problems.

Where staff wish to refer a child for early help services they should complete a CAF assessment and make an e-CAF referral to the Family Service. Parental consent must be sought prior to making any referral.

#### **Children in Need – medium level risk**

These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Services for these children focus on early intervention and prevention, and are aimed at supporting families so that children are able to remain at home.

Staff who are concerned that a pupil may require a social work service from WSSFS because they are in need should complete a CAF assessment and make a referral to the MASH team using an e-CAF referral.

Parental consent must be sought prior to making any referral. Staff may follow the guidelines and use the monitoring form shown at Appendix 2 (Dealing with Disclosures/Safeguarding Children Monitoring & Incident Form) to record any concerns and/or monitor the pupil's progress.

#### **Children in need of protection – high level risk**

These are children who it is believed are suffering or likely to suffer significant harm requiring statutory intervention via child protection procedures (see section 4).

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### 4. Child Protection

Child Protection refers to the procedures we use for children at risk of significant harm or who have been harmed.

#### 4.1 Role of school

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- [Working together to safeguard children](#) (HM Government 2018)
- [Keeping Children Safe In Education](#) (Department of Education September 2018)
- [What to do if you're worried a child is being abused](#) (HM Government 2015)
- [The London Safeguarding Children Board child protection procedures](#)
- Westminster LSCB guidance on:
  - Missing children
  - Trafficked children
  - Child sexual exploitation
  - Working with neglectful parents
  - Working with parents affected by substance misuse
  - Protocol on working with children who harm other children (see section 4.5)

In line with these policies and procedures, the school will carry out the following:

- Identifying where there are child protection concerns and referring the pupil on to WSSFS;
- Contributing to the development and monitoring of child protection plans as a member of the core group;
- Ensuring that the school has a senior member of staff who is designated to take on lead responsibility for child protection issues;
- Ensuring staff are aware of their responsibilities and receive adequate training to enable them to carry these out.

#### 4.2 Role of the Designated Child Protection Officer (DCPO) & Designated Deputy Child Protection Officer (DDCPO)

The school will ensure that a senior member of staff is appointed to the role of DCPO to take lead responsibility for child protection issues, and that another member of staff is appointed to deputise (DDCPO) in their absence. Their role is to:

- Refer cases on appropriately to relevant agencies;
- Provide advice and guidance for staff on child protection issues;
- Take the lead in developing, monitoring and reviewing the school's Child Protection policy and procedures, and keeping abreast of new policy developments;
- Oversee child protection systems within the school, including management of records, provision of information to other agencies and the monitoring of pupils who are subject to child protection procedures;

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- Link with and report to the Headteacher (if not DCPO), SCPG and the governing body regarding child protection issues within the school;
- Provide a link between the school and other agencies, particularly WSSFS and the Westminster LSCB;
- Ensure staff, including temporary staff, are aware of the school policies and procedures and that appropriate training is taken up at the required frequency;
- Ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved.

Training for the DCPO and DDCPO will be offered every two years, with an update annually. The DCPO and DDCPO should not delegate their responsibility at any time.

### 4.3 Child protection procedures

The following procedures set out what actions the school will take where there are child protection concerns regarding a pupil.

#### 4.3.1 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated teacher.
- Staff should refer to Appendix 1 (Child Protection Definitions & Indicators) for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated teacher or their deputy, and advice sought on what action should be taken.
- Concerns may be monitored over time and recorded on the monitoring/incident form shown at Appendix 2 (Dealing with Disclosures/Safeguarding Children Monitoring & Incident Form). Details of any concerning incidents should also be recorded on this form.

#### 4.3.2 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should:

- Listen to what is said without displaying shock or disbelief and accept what the child is saying;
- Allow the child to talk freely;
- Reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to WSSFS;
- Reassure the child that what has happened is not their fault and that they were right to tell someone;
- Not ask direct questions but allow the child to tell their story;
- Not criticise the alleged perpetrator;
- Explain what will happen next and who has to be told;
- Make a formal record and pass this on to the Headteacher.



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### 4.3.3 Referral

- A decision on whether or not to refer a pupil to WSSFS should be made by the DCPO or the DDCPO following a discussion with the member of staff who has raised concerns.
- It is an expectation that a CAF Assessment is completed for every referral either by the teacher raising concerns or by the DCPO.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated teacher may discuss the case on a “no names” basis with Westminster’s Child Protection Co-ordinator or the MASH team to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated WSSFS social worker, the referral should be made directly to them. If the child is not already known to WSSFS, referrals should be made to the MASH team. If the child lives outside Westminster, a referral should be made to their home local authority.
- All referrals should be in writing using the e-CAF referral record. However, urgent child protection referrals will be accepted by telephone but must be confirmed in writing within 48 hours.
- All referrals will be acknowledged by the MASH manager within 24 hours and the referrer informed of what action will be taken.

### 4.3.4 Attendance at case conferences and core groups

- The DCPO will liaise with WSSFS to ensure that all relevant information held by the school is provided to WSSFS during the course of any child protection investigation.
- The DCPO will ensure that the school is represented at child protection case conferences and core group meetings:
  - Where possible, a member of staff who knows the child best, such as a class teacher will be nominated to attend;
  - Failing that, the DCPO or the DDCPO will attend;
  - If no-one from the school can attend, the DCPO will ensure that a report is made available to the conference or meeting.

### 4.3.5 Monitoring

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan:

- Monitoring will be carried out by the relevant staff member in conjunction with the DCPO;
- All information will be recorded on the child protection monitoring/incident form shown at Appendix 2 (Dealing with Disclosures/Safeguarding Children Monitoring & Incident Form) prior to each conference and core group meeting;
- The completed monitoring form will be kept on the pupil’s file and copies made available to all conferences and core group meetings;
- The DCPO will notify WSSFS if the child is removed from the school roll, excluded for any period of time or goes missing.

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### 4.3.6 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school.
- The DCPO will ensure that all welfare records have a basic information sheet (see Appendix 5 – Single Central Record Procedure & Checklist) attached and that this information is kept up to date.
- The DCPO is responsible for ensuring that records are accurate, up to date and that recording is of a high standard;
- All information should be recorded on the safeguarding monitoring/incident form (see Appendix 2 - Dealing with Disclosures/Safeguarding Children Monitoring & Incident Form) and all records should be signed and dated. Records should show:
  - What the concerns were;
  - What action was taken to refer on concerns or manage risk within the school;
  - Whether any follow-up action was taken;
  - How and why decisions were made.
  - Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations.
- Records should also include a note of what action was taken.
- The monitoring/incident form must be completed:
  - Whenever concerns arise or there is a serious incident **or**;
  - Where a child is being monitored, prior to a case conference or core group meeting.
- Where a child who is subject to a protection plan transfers to another school, the DCPO is responsible for ensuring that copies of all relevant records are passed to the DCPO at the new school.
- Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste.
- The DCPO is responsible for keeping central records of child protection and welfare concerns which should be recorded on the form shown at Appendix 5 (Single Central Record Procedure & Checklist).

### 4.4 Confidentiality and information sharing

- All information obtained by school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers.
- Where a child is at risk of suffering significant harm, the school has a legal duty to share this information with WSSFS and make appropriate referrals. Equally, where a child is subject to a child protection investigation, the school will share any information about the child requested by WSSFS.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, the school will assess the proportionality of disclosure against non-disclosure: is the duty of confidentiality overridden by the need to safeguard the child?

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- Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated teacher or seek advice from Westminster's safeguarding lead officer or the MASH social worker.

#### 4.5 Children who harm other children

The school may sometimes need to deal with children whose behaviour causes significant harm to other children. Examples of this may be children who sexually abuse other children, are violent towards other children or who set fires.

These cases will be dealt with under the joint protocol between the school, Westminster Family Services and Social Services (WSSFS) and the Youth Offending service (YOS). In general, incidents will require a strategy meeting under child protection procedures and specialist assessment and intervention from WSSFS and YOS.

## 5. Safe Learning Environment

### 5.1 Safer recruitment

- The school recognises safer recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable do to so and do not pose any kind of risk. The school will follow the guidance set out in [Keeping Children Safe In Education – The Department for Education](#) (September 2018).
- The school will carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed.
- All applicants for positions that involve regulated activity will be subject to checks with the Independent Safeguarding Authority to ensure they have not been barred from working with children. This will include any applicant whose work will bring them into contact with children on a frequent or intensive basis, defined as working once a week or more, or four days in a single month.
- The school will also ensure that all current staff that have regular or unsupervised contact with pupils have an up-to-date Disclosure and Barring Service (DBS) check.
- The school will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.



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- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices.
- Staff and governors who normally sit on interviewing panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken this training.
- Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the governing body will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- The school will use a checklist to ensure all safe recruitment practices are carried out (see Appendix 4 – Safer Recruitment & Selection checklist) for every applicant applying for posts. School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- The Headteacher will keep a single central record of all staff, volunteers and governors that includes details of all checks carried out and the outcome of these checks in the format shown at Appendix 5 (Single Central Record Procedure & Checklist).
- Where staff are recruited via third parties such as employment agencies, the Headteacher and the governing body will seek written confirmation from the agency that they have carried out all necessary checks on the individual and request written confirmation of the outcome of all checks and ask to see the DBS disclosure prior to making any decision regarding the individual's employment.
- A further DBS check will be made via Westminster Human Resources for all agency staff appointed. The school will:
  - Verify the applicant's identity and immigration status from their passport, including having sight of passports and/or relevant Home Office documents;
  - Carry out enhanced DBS checks, normally via Westminster's Human Resources team who will notify the school of the outcome;
  - In the case of teaching staff, check the applicant's academic and vocational qualifications and registration status;
  - Where the applicant has been living abroad, make enquiries in the country of origin;
  - Make extensive enquiries of at least 2 referees, including previous and recent employers;
  - Keep copies of the following documents on staff personnel files:
    - Documents used as proof of identity such as passports or driving licences;
    - A summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed);
    - Documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).
- A Staff Suitability Declaration form is to be completed by all new staff when they commence employment (including regular volunteers and students). This form must also be completed by all staff on an annual basis. In accordance with legislation, staff are required to sign the declaration confirming that they are **not disqualified** from working with children and to demonstrate that they **are safe** to work with children.
  - Section 3 of this form pertains to '[Disqualification by Association](#)' which relates to guidance issued by the DfE which states, 'school staff are potentially disqualified from working in a school, when they 'live or work in the same household' as someone who is

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*barred from working with children or young people, even if they would not otherwise be disqualified themselves'.*

### 5.2 Prohibition from teaching checks

The NCTL's Teacher Services system (previously known as the Employer Access Service) now provides restriction information about teachers from the European Economic Area (EEA), and these checks must be recorded for staff from these countries.

The Prohibition from teaching check must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not; and recorded on the Single Central Record.

For agency staff, it is now a requirement that schools check that the person presenting at the school, is the same person that the agency has provided the vetting checks for.

### 5.3 DBS checks

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will take out police and other checks (i.e.: List 99) with the Disclosure and Barring Service (DBS) as part of the recruitment process. The school will also refer individuals that are considered to be unsuitable to work with children to the DBS.

DBS checks will only be taken out on individuals who are involved in regulated activity, which is defined as close, unsupervised contact on a regular basis involving activities such as:

- Teaching
- Training
- Supervising
- Care
- Guidance and advice
- Driving a vehicle
- Personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Decisions on whether a person's role requires a DBS check will be made by whoever is responsible for recruitment in the school, for example the Headteacher or governor, and the following will be taken into consideration when deciding on whether or not to take out a DBS check:

- The age of the children;
- Their level of vulnerability;
- The numbers of children in the group;
- The nature of the role;
- Opportunities for contact with the children.

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The school has robust procedures for day to day staff management and supervision, and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

### 5.4 Governors and Volunteers

The Headteacher will ensure that unpaid volunteers such as parents and governors, who accompany pupils on school outings or provide help in the classroom, are:

- Subject to an enhanced DBS check where they are carrying out a regulated activity that brings them into frequent or intensive contact with children (see section 5.2 for details);
- Required to undergo a recruitment process, such as reference checks and interviews, that is appropriate and proportional to the duties assigned to them;
- Competent to carry out the duties assigned to them;
- Only assigned duties that are suitable to their qualification and experience;
- Suitably supervised by teaching staff at all times;
- Fully inducted in relation to all school policies and procedures.

It is the Headteacher's responsibility to decide whether or not an individual volunteer requires DBS checks depending on the level of contact with pupils.

### 5.5 Site security and visitors

- The governing body is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- The Headteacher will decide whether or not individual visitors or contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils. To help with this decision, the Headteacher will apply the frequent or intensive basis test.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Headteacher will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
  - Informed to report to reception on arrival;
  - Expected to wear a name-badge or carry some form of identification at all times when on the school premises;
  - Suitably supervised by school staff at all times;
  - Made aware of school health and safety procedures.
- The Headteacher and the governing body will ensure that any contract entered into with contractors sets out clearly the expectations for workers' behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree

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with class teachers in advance what level of supervision or contact they will have regarding pupils.

### 5.6 Staff

#### 5.6.1 Dealing with disclosures

- The Headteacher will ensure that all staff are fully inducted, are made aware of the school's safeguarding policy and procedures and that staff are fully aware of their role in implementing these.
- The DCPO will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on an annual basis.
- The Headteacher will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive multi-agency safeguarding training provided by Westminster Safeguarding Children Board at the relevant level.
- Training for staff that regularly work with children, young people and families should enable them to:
  - Develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm;
  - Describe inter-agency roles and responsibilities for safeguarding children;
  - Understand what will happen once they have informed someone about those concerns;
    - Make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process;
  - Demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.
- As well as basic safeguarding training, the DCPO and DDCPO will receive specific training on their role and other relevant multi-agency training courses provided by Westminster LSCB.
- School staff will also receive training on the use of the CAF assessment as part of their safeguarding training.
- School staff who have become involved with a child who has suffered harm may find the situation stressful and upsetting. We support these staff by providing an opportunity to talk through their anxieties with the DCPO and to seek further support as appropriate.

#### 5.6.2 Conduct and safe teaching practice

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour, and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- The Headteacher will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

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- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF "[Guidance for safer working practice for adults working with children & young people](#)" (2009).

### **Additional documents:**

- Staff Code of Conduct:
- Intimate care policies
- Positive behaviour
- Restraint
- E-safety

### **5.6.3 Providing intimate or personal care to pupils**

Staff in primary schools may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

Schools must have a written policy in place in order to promote safe working practices for staff and ensure children's privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed:

- Staff should follow any agreed school policy or practice when providing intimate or personal care.
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.
- Parents should always be notified if intimate care has been provided.
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.
- When children are changing, levels of supervision should be appropriate to the pupil's age.
- Staff should avoid any physical contact unless a child needs help.
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

### **5.6.4 Physical intervention and restraint**

It is the school's policy to use physical intervention and restraint only in line with our Physical Restraint policy.

### **5.6.5 Allegations against staff**

In the event that an allegation is made against a member of staff or volunteer, the school will follow The Department for Education's [Keeping Children Safe in Education 2018](#).

The school will appoint a responsible staff member (normally the Headteacher) who will be the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer (LADO) for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.



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If the allegation made to a member of staff concerns the Headteacher and the Headteacher is also the DCPO, that member of staff will immediately inform the Chair of Governors who will consult the LADO.

Where a staff member is removed or resigns from the school following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The [DBS referral form and guidance](#) for completing the form can be accessed on line via the DBS website.

### 5.6.6 Whistleblowing

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools/colleges are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following:

- Westminster's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;
- Westminster's confidential and independent help-line for protected disclosure on the [Ofsted whistle-blowing](#) line on **0300 123 3155** where there are issues regarding the school's overall procedures around safeguarding.
- The [NSPCC whistle-blowing](#) helpline 0800 028 0285
- The Headteacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

## 5.7 Health & Safety and Risk Assessments

### 5.7.1 Policy

The school's governing body is legally responsible for ensuring the safety of pupils and staff within the school environment and to ensure a robust health and safety policy is in place.

The [Department of Education advice to schools on health and safety](#) issues stresses the need to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

Governing bodies should delegate their day-to-day responsibilities to a member of staff who is competent to carry out these duties and who has received the appropriate training and will liaise regularly with the Designated Health and Safety Governor. The school will also refer to the school's Business Continuity Plan.

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### 5.7.2 Risk Assessments

School leaders and staff will make clear risk assessments and respond consistently to protect children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development. Risk assessments are a method of:

- Identifying hazards;
- Evaluating the risks these hazards may present to pupils and staff;
- Deciding on appropriate action to eliminate or reduce these risks.

A risk assessment should be carried out:

- On an annual basis for the school environment as a whole;
- For all school trips;
- For pupils travelling between locations during the school day;
- For all work-based learning or work experience placements;
- When a pupil who has been excluded for risky or violent behaviour is returning to the school;
- Whenever there are any changes to the school environment or school practices;
- Following any serious incident;
- For any external curriculum providers working in the school;
- When working with aggressive or violent parents (see section 5.7.3);
- To ensure safer working practises eg: working alone (music tuition etc)

Guidance on carrying out risk assessments relating to the behaviour of individual pupils can be found in the school's Physical Restraint policy.

### 5.7.3 Working with aggressive and violent parents

It is inevitable that parents who are involved with WSSFS may become frustrated, angry or hostile; this is a very common reaction as parents are fearful of their children being removed from their care and from the level of stress that WSSFS intervention is likely to cause to their family. Such a reaction may be reflected in a mistrust of other agencies working with the child.

WSSFS is aware of the impact of parental hostility on schools and take the matter very seriously; any threats against a member of the child's professional network must be examined in order to ensure the safety of the whole network, and may provide an important indication of risk to the child.

Where schools are working with families who are known to WSSFS and there are concerns about the behaviour of parents towards members of school staff, this must be shared with WSSFS.

If there are high levels of risk involved in contact with parents, WSSFS may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

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### 6. Early Years Settings Within Schools

#### 6.1 Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

[Statutory Framework for the Early Years Foundation Stage \(EYFS\) 2015 – Department for Education](#)

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

#### 6.2 Safeguarding

All safeguarding policies listed in this policy will apply equally to children in early years settings so far as they are relevant to that age group.

#### 6.3 Child protection

Early years settings within the school will follow the child protection procedures set out in this policy. In addition, the school has the following child protection policies:

- A policy on the use of mobile phones and cameras within the early years setting; recommended policies are:
  - Parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
  - Parents are prohibited from taking any photographs of children in the early years setting; the only exception would be in the event of a class assembly;
  - Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;
  - Staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.
  - School cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home;
  - the use of personal mobile phones and camera by staff to take photos of children both in and out of school is not permitted.
- A statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

#### 6.4 Suitable people

The school will follow the safe recruitment policy set out in this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

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Staff policies set out in Section 5 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role's responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow The Department for Education's [Keeping Children Safe in Education 2018](#) as referred to in section 5.5.5 of this document.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the Headteacher. A member of staff who holds a current paediatric first aid certificate will be on the school premises at all times and will accompany children on school trips.

### 6.5 Staff ratios

The school will ensure that staff levels within the early years setting comply with statutory guidance and can meet the needs of the children and keep them safe.

For nursery classes:

- There will be at least one member of staff for every 13 children
- One member of staff will be a qualified teacher
- One member of staff will hold a full and relevant level 3 qualification

For reception classes:

- Class sizes will be limited to 30 pupils
- Classes will be led by a qualified teacher supported by suitably qualified support staff

### 6.6 Safety and suitability of premises

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe, fit for purpose and comply with school policies and standards for site safety and health and safety as set out in this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

## 7. Monitoring and Reviewing Policies

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Headteacher will ensure that:



- All safeguarding related policies are regularly monitored by the DCPO and annually reviewed by the Headteacher and governing body;
- The school keeps a central record of all accidents and incidents including what action was taken and by whom;
- Staff are aware of their responsibility to record accidents and incidents;
- The Headteacher has an overview all accidents and incidents;
- Racist incidents are recorded and dealt with in accordance with Department of Education guidance;
- Serious accidents and incidents are reported to the governing body;
- The DCPO ensures a high standard of recording of child protection concerns;
- All accidents and incidents are scrutinised on a regular basis by the SCPG to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

### 8. Safeguarding Vulnerable Children

Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from WSSFS or other agencies in order to overcome problems or keep them safe. The following has been written to help school staff recognise those children.

#### 8.1 Children at risk of sexual exploitation

Child sexual exploitation describes situations where a young person takes part in sexual activity either under duress or in return for goods, food or accommodation. It normally takes place in the context of an exploitative relationship where there is a power imbalance between the young person and their abuser, for example a much older boyfriend. Often, the young person is not aware that they are being abused, but a feature of the exploitation is that the young person cannot be said to have given proper consent.

In order to protect these young people, schools need to make appropriate referrals to WSSFS. Some children may already be in exploitative sexual relationships, others may be being groomed. In particular, schools should be aware of pupils who are truanting, who have unexplained expensive goods and clothes or who talk about a much older sexual partner.

Schools can get more information on this subject from the multi-agency practice guidance available on the [Tri-Borough Safeguarding Children Board website](#).

#### 8.2 Children at risk of female genital mutilation (FGM)

FGM is a cultural practice that involves a procedure to remove part or all of a young girl's female genital organs. UK law regards FGM as a form of child abuse and violence against women and girls and forbids the practice in the UK or the removal of a woman or girl to another country for the purpose of carrying out the procedure.

The practice of FGM can be found mainly amongst communities from sub-Saharan Africa but can also be practised in communities from the Middle East and Asia. The procedure can be carried out

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at any age from birth onwards but the average age tends to be 10 to 12 years. The practice can have negative health consequences for the girl both in the short and long term.

Schools need to be aware of girls who are at risk of FGM or have been abused through FGM. For those at risk, schools should be aware of family plans to take the girl out of the UK for a prolonged period. If there is good reason to suspect that the child may be about to have the procedure, schools should contact WSSFS without notifying parents.

For girls who have already had the procedure, schools should be aware of girls returning from a long period abroad and any noticeable changes in behaviour or health difficulties related to this. Any concerns should be referred to WSSFS immediately, especially if the girl has younger female siblings.

Schools can get more information on this subject from the multi-agency practice guidance available on the [Tri-Borough Safeguarding Children Board website](#).

Where a teacher or any member of staff discovers that an act of FGM appears to have been carried out, or is likely to be carried out, on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

### **8.3 Children at risk of forced marriage**

Any young person who is being forced into a marriage that they do not consent to will be the victim of child abuse and should be protected. They are likely to be in conflict with their family and may have little trust of adults, especially those from their own community. The family may have made plans to take the young person abroad for the marriage and once this has happened, it becomes more difficult for the authorities in the UK to intervene.

The Forced Marriage Unit of the Foreign and Commonwealth Office has issued guidance for agencies on what action to take when there is reasonable cause to believe a young person may be being forced into marriage. Chapter 7 deals exclusively with the role of schools.

Where schools are concerned or aware that a young person is about to be taken out of the UK for the purposes of a forced marriage, they should notify WSSFS immediately. The family should not be notified or approached in any way. Schools should remain aware of a family's plans to go overseas for a period of time, and also if an older sibling has been known to have been forced to marry.

[Guidance on dealing with forced marriage](#) (FCO 2008 – contains guidance for schools and colleges on what action to take)

### **8.4 Honour based violence**

Honour based violence is the term used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

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The Metropolitan Police definition of so-called honour based violence is: 'a crime or incident, which has or may been committed to protect or defend the honour of the family and/or community'.

A child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

Staff should respond in a similar way to cases of honour violence as with domestic violence and forced marriage. For advice, information and guidance on dealing with cases of forced marriage and/or honour based abuse/violence, consult with:

The Forced Marriage Unit Foreign and Commonwealth Office  
Old Admiralty Building, London SW1A 2PA  
020 7008 0151 (Mon – Fri; 9am – 5pm)  
[fm@fco.gov.uk](mailto:fm@fco.gov.uk)

For out of hours emergencies phone: 020 7008 1500 and ask to speak to the Global Response Centre

### **8.5 Children who run away**

Running away is a dangerous activity that puts children at risk. Schools need to be aware of the [Westminster LSCB guidance on missing children](#) so that they are clear of their role in helping to locate missing children and actions the school can take to help them reintegrate into school on their return.

If schools are worried about a child or young person who is thinking about running away, they can refer the young person to the ChildLine on **0800 1111** for support to help them to deal with issues and stop them running away.

Schools should also be aware that going missing is an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.

### **8.6 Young people living with domestic or sexual violence**

Some young people may be at risk because of parental domestic violence or because they are involved in a violent relationship themselves. Schools can refer young people affected by domestic or sexual violence to the specialist worker based in Westminster for advice and support.

### **8.7 Young people at risk from gang activity or serious youth violence**

Some young people may be at risk either because they are involved in gang activity or because they become a victim of gangs. Gang members may also be putting younger siblings at risk of violence from rival gangs, or younger siblings may be being groomed into the gang culture. Female siblings in particular may be at risk of sexual exploitation or sexual violence.

For more information, schools can refer to the [Department for Education guidance – Safeguarding children and young people who may be affected by gang activity](#).

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### 8.8 Trafficked children

Some children may have been illegally brought into the UK for the purposes of commercial gain, for example as domestic servants or forced labour. They will be heavily controlled by their exploiters and likely to be moved frequently in order to avoid detection by the authorities.

To avoid suspicion, traffickers may enrol a child on entry to the UK posing as a family member but remove the child from school shortly after. Schools need to be aware of any child who suddenly “disappears” off the school roll with no prior explanation, or applications for a place at the school for several unrelated children from the same address.

Any concerns about a child should be notified to WSSFS. Further details can be found in the [Westminster LSCB guidance on child trafficking](#).

### 8.9 Privately fostered children

A privately fostered child is a child or young person aged up to 16 who is cared for by someone who is **not** a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days.

Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a child is sent to the UK to live with family friends or distant relatives. In general, privately fostered children are well cared for but some arrangements may be a cover for trafficking.

All private fostering arrangements must be notified to the local authority and Westminster has a duty to visit a privately fostered child in order to safeguard their welfare. Schools have a legal duty to notify the local authority of any pupil they know to be privately fostered. Schools should contact the Fostering team on **020 7641 4000** to notify Westminster of any private fostering arrangements that come to their notice.

### 8.10 Young carers

Young carers are children who frequently take on responsibility for looking after parents or younger siblings, carrying out household tasks such as cleaning and cooking beyond what would normally be expected of a child of their age. This may be due to parental disability or ill health. Being a young carer can severely restrict a child’s life and can lead to poor educational outcomes and social isolation.

If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action Young Carers Services on **020 7254 6251** for advice and can refer the pupil on for services and support.

### 8.11 Extremism

Extremism is defined as ‘*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also includes calling for the death of British armed forces.*’ (Home Office, The Prevent Strategy)



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Like other public bodies, schools and childcare providers have a legal duty to 'have due regard to prevent people from being drawn in to terrorism' and under safeguarding principles, this includes protecting children from radicalisation. In fact, 'safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm' (Home Office, The Prevent Strategy)

This legal duty, as published by the Department for Education, is called the '[Prevent duty](#)' and explains what schools can do to protect children and young people from the risk of radicalisation. The school will also refer to the following guidance and online resources issued by the Department for Education and Westminster LSCPB, as well as use the helpline below:

[The use of social media for online radicalisation](#)  
[Promoting fundamental British values through SMSC](#)  
[Prevent and schools](#)

### **Preventing Extremism In Schools And Children's Services**

**Email:** [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

**Telephone: 020 7340 7264**

Our staff have received Prevent training by Westminster's Prevent team. The training involved clear definitions about extremism, British Values, radicalisation and also practical help and actions in order to safeguard vulnerable children from being drawn into terrorism. Senior staff have also had online [Channel](#) training.

### **8.12 Peer-on-peer abuse**

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required. There are many forms of abuse that may occur between peers and this list is not exhaustive:

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)  
Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)  
Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Sexting
- Initiation/Hazing
- Prejudiced Behaviour

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour

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- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to staff confidentially at all times.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

### 8.13 Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

The school will refer to the following guidance and online resources issued by the Department for Education and UK Council for Child Internet Safety (UKCCIS):

- [Overview of Sexting Guidance](#)
- [Sexting in schools and colleges](#)



### Appendix 1:

## CHILD PROTECTION: DEFINITIONS AND INDICATORS

### Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. It can often be difficult to recognise abuse. The signs listed in these guidelines are only indicators and many can have reasonable explanations. Children may behave strangely or seem unhappy for many reasons as they move through the stages of childhood or their families experience changes. It is nevertheless important to know what could indicate that abuse is taking place and to be alert to the need to consult further.

Someone can abuse a child by actively inflicting harm or by failing to act to prevent harm. Abuse can take place within a family, in an institutional or community setting, by telephone or on the Internet. Abuse can be carried out by someone known to a child or by a complete stranger.

If you are worried about a child it is important that you keep a written record of any physical or behavioural signs and symptoms. In this way you can monitor whether or not a pattern emerges and provide evidence to any investigation if required.

Under the Children Act 1989, WSSFS have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

### **Neglect:**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, causing damage to their health and development. Neglect may occur during pregnancy as a result of parental substance abuse. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from harm or danger, or failing to access appropriate medical care and treatment when necessary.

### **Physical abuse:**

Physical abuse can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, and suffocating. It can also result when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Sexual abuse:**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact, both penetrative and non-penetrative, or involve no contact, such as watching sexual activities or looking at, or being involved in the production of pornographic material or encouraging children to act in sexually inappropriate ways. Under the Sexual Offences Act 2003, any sexual activity – contact or non-contact – with a child under the age of 13 is a crime.

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### **Emotional abuse:**

Emotional abuse happens when a child's need for love, security, praise and recognition is not met. It usually co-exists with other forms of abuse. Emotionally abusive behaviour occurs if a parent, carer or authority figure is consistently hostile, rejecting, threatening or undermining. It can also result when children are prevented from social contact with others, or if developmentally inappropriate expectations are imposed upon them. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of someone else. It may involve bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It can exist in isolation or in combination with other forms of abuse.

### **Illegal practices**

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law in England. Examples of particular practices are:

#### **Forced Marriages**

No faith supports the idea of forcing someone to marry without their consent. This should not be confused with arranged marriages between consenting adults.

#### **Under-age Marriages**

In England, a young person cannot legally marry or have a sexual relationship until they are 16 years old or more.

#### **Female Circumcision**

This is against the law yet we know that for some in our communities it is considered a religious act and a cultural requirement. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.

#### **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be condoned is the use of any physical violence to get rid of the possessing spirit. This is physical abuse and people can be prosecuted even if it was their intention to help the child.

## **Possible indicators of abuse and neglect**

<b>Neglect</b>	<ul style="list-style-type: none"><li>• Inadequate or inappropriate clothing</li><li>• Appears underweight and unwell and seems constantly hungry</li><li>• Failure to thrive physically and appears tired and listless</li><li>• Dirty or unhygienic appearance</li><li>• Frequent unexplained absences from school</li><li>• Lack of parental supervision</li></ul>
<b>Physical abuse</b>	<ul style="list-style-type: none"><li>• Any injury such as bruising, bite marks, burns or fractures where the explanation</li></ul>

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	<p>given is inconsistent with the injury</p> <ul style="list-style-type: none"> <li>• Injuries in unexpected places or that are not typical of normal childhood injuries or accidents: in or around the mouth, on the back, buttocks or rectal area</li> <li>• Finger mark bruising or grasp marks on the limbs or chest of a small child</li> <li>• Bite marks</li> <li>• Burn and scald marks; small round burns that could be caused by a cigarette</li> <li>• Fractures to arms, legs or ribs in a small child</li> <li>• Large numbers of scars of different sizes or ages</li> <li>• High frequency of injuries</li> <li>• Parents seem unconcerned or fail to seek adequate medical treatment</li> </ul>
<b>Sexual abuse</b>	<ul style="list-style-type: none"> <li>• Allegations or disclosure</li> <li>• Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development</li> <li>• Excessive preoccupation with sexual matters; inappropriately sexualised play, words or drawing</li> <li>• Sexual risk-taking behaviour including involvement in sexual exploitation/older boyfriend</li> <li>• Continual, inappropriate or excessive masturbation</li> <li>• Physical symptoms such as injuries to genital or anal area or bruising, soreness or discomfort, sexually transmitted infections, pregnancy</li> <li>• Unwillingness to undress for sports</li> </ul>
<b>Emotional abuse</b>	<ul style="list-style-type: none"> <li>• Excessively clingy or attention-seeking behaviour</li> <li>• Very low self-esteem or excessive self-criticism</li> <li>• Excessively withdrawn behaviour or fearfulness; a 'frozen watchfulness'</li> <li>• Lack of appropriate boundaries with strangers</li> <li>• Too eager to please</li> <li>• Eating disorders</li> <li>• Despondency</li> <li>• Developmental delay</li> <li>• Attachment difficulties with parents and others</li> <li>• Withdrawal and low self-esteem</li> </ul>
<b>Indirect indicators of abuse and neglect</b>	<ul style="list-style-type: none"> <li>• Sudden changes in behaviour</li> <li>• Eating disorders</li> <li>• Aggressive behaviour towards others</li> <li>• Sudden unexplained absences from school</li> <li>• Drug/alcohol misuse</li> <li>• Running away/going missing</li> <li>• Inappropriate clothing for the conditions</li> <li>• Inadequate nutrition, leading to ill-health, constant hunger, stealing or gorging food</li> </ul>
<b>Parental attributes</b>	<ul style="list-style-type: none"> <li>• Misusing drugs and/or alcohol</li> <li>• Physical/mental health or learning difficulties</li> <li>• Domestic violence</li> <li>• Avoiding contact with school and other professionals</li> </ul>



### Appendix 2:

#### Dealing With Disclosures:

##### Receive

- Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may react to what they have said if they meet with revulsion or disbelief.
- Accept what the child says. Be careful not to burden them with guilt by asking 'Why didn't you tell me before?'

##### Reassure

- Stay calm and reassure the child that they have done the right thing in talking to you. It's essential to be honest with the child, so don't make promises you may not be able to keep, like 'I'll stay with you' or 'Everything will be all right now'.
- Don't promise confidentiality: you have a duty to refer a child who is at risk.
- Try to alleviate any feelings of guilt that the child displays. For example, you could say: 'You're not to blame' or 'You're not alone, you're not the only one this sort of thing has happened to.'
- Acknowledge how hard it must have been for the child to tell you what happened.
- Empathise with the child – don't tell them what they should be feeling.

##### React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter; but do not 'interrogate' them for full details.
- Do not ask 'leading' questions such as: 'What did he do next?' or 'Did he touch your private parts?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court. Instead ask open questions like 'Anything else to tell me?', 'Yes?' or 'And...?'
- Do not criticise the perpetrator: the pupil may love him/her and reconciliation may be possible.
- Do not ask the pupil to repeat everything to another member of staff.
- Explain what you have to do next and to whom you have to talk.
- Inform the Designated Child Protection Officer (named at the top of this document).
- Try to see the matter through yourself and keep in contact with the pupil.
- Ensure that if a Social Services interview is to follow, the pupil has a 'support person' present if they wish (possibly yourself).

##### Record

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.
- Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child. If the child uses their family's own private sexual words, record the actual words used, rather than translating them into 'proper' words.



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- Draw a diagram to indicate the position of any bruising.
- Be objective in your recording: include statements and observable things, rather than your interpretations or assumptions.

### **Support**

- Make sure that you continue to support the child, providing time and a safe place throughout the process of investigation and afterwards.
- Get some support for yourself, without disclosing confidential information about the child to colleagues.

### **What stops children telling?**

- Direct threats.
- Fear of punishment.
- Guilt and shame.
- Lack of appropriate vocabulary to describe what is happening.
- Children may not recognise the abusive experience as abuse – they may believe sexual abuse is part of the affectionate relationship.
- In sexual abuse children may love their abuser and feel they are special, favoured in some way
- Lack of opportunity to be heard.
- Awareness of the possible implications, such as family break-up, medical examination – children may think their silence protects others.
- Children 'tell' in a variety of ways – through their behaviour, play and creative work as well as through direct disclosure.
- Many children make some attempt to 'tell' but are not heard.

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### Sample Safeguarding Children Monitoring/Incident form

Name of school: Burdett-Coutts & Townshend Foundation C.E. Primary School

Name of child:

DOB:

Status:  monitoring due to concerns  subject to child protection plan

Concerns/risks

#### • Attendance and punctuality

- Periods of exclusion (including dates)
- Contact with parents/family
- Health and physical appearance
- Behaviour and emotional presentation (including any sexualised behaviour)
- Concerning incidents
- Peer relationships
- Academic performance and achievement

Views of child and parents

Outcomes of monitoring

- continue monitoring
- carry out CAF
- referral to WSSFS
- referral to health services
- referral for education support services
- referral for behavioural support
- referral on behalf of parent/carer

Action taken

Name of staff member:

Date:





### Appendix 3:

#### Guidelines for Personal Conduct:

- Ensure that there is nothing that you do at work that might be interpreted as offensive. Care should be taken to make sure that nothing that is said or done could be misunderstood.
- Never use sarcasm or demeaning language in school. Jokes should never be made at the expense of young people.
- Physical contact between professionals and young pupils should only take place when there is genuine reason for it, in relation to the teaching activity. Take advice from your union or professional body or devise safe working practice for yourself when physical contact is necessary. When working in a restricted space where accidental contact may occur, make sure that you always catch the attention of other people by saying 'excuse me' to warn them you may need to pass near to them.
- Report and log incidents or accidents in the incident/accident book.
- Do not use, or threaten to use, physical punishment or intimidation.
- Do not accept valuable gifts from pupils. Do not give valuable gifts to pupils.
- When at work, avoid wearing clothes that could be considered provocative.
- Avoid informal one-to-one meetings with pupils. If one-to-one is an essential part of your work, then inform someone where you are going and leave the door open or stand by the window. Consider how your actions might be perceived later.
- Any type of sexual contact or sexual relationship between pupils and staff is against the Sexual Offences Act.
- Avoid exchanging personal telephone numbers or address with pupils.
- Avoid using the toilet or changing facilities that are provided for pupils.
- Do not take a pupil in your car without an escort and appropriate insurance.
- Know and use policies on first aid and intimate care. They are there to safeguard both the child and professionals, as are policies on bullying, equal opportunities, risk assessment etc.
- Report any incidents to your line manager as soon as possible. Keep a signed and dated record for yourself of any accidents in the accident book.
- All employees have the right to be supported. If you feel bullied or intimidated in any way, by pupils, their parents, or colleagues, report the matter immediately to your line manager, following agreed procedure.
- Photographs of pupils may only be taken for school. You should have parents/ carers permission for the photographs to be used. Personal cameras, including mobile phones, should not be used for taking photographs of children, nor should photographs be uploaded onto personal laptops or computers.
- Report any behaviour that raises concern, whether it is the behaviour of a pupil or colleague.
- Maintain confidentiality at all times.

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### Appendix 4:

#### Sample Safer Recruitment and Selection Checklist:

Training for Safer Recruitment Best Practice continues to be a statutory requirement; however there is no longer a requirement to obtain such training from trainers accredited by the Secretary of State. Governing Bodies are advised to consider continuing to source such training from those that have been previously accredited or to seek advice from their Local Authority.

It remains a statutory duty to ensure that at least one person who has been appropriately trained in Safer Recruitment Best Practice is a member of the appointment/ interview panel. It is advisable that a member of the GB has been appropriately trained in the event of the appointment of a new Headteacher and to add strength to any appointment panel members are part of.

Safer recruitment checklist (a combination of statutory and best practice)	Yes/No	Evidence/Comments/Action
There a Single Central Record (SCR) of recruitment in place.		
The school recruits all staff, including any temporary staff or volunteers, in line with agreed and accepted Safer Recruitment Best Practice, including DBS checks and Barred List at the appropriate level.		
The school has sufficient senior staff trained in Safer Recruitment.		
The school ensures that the SBM/SAO understands safer recruitment requirements.		
Job advertisements and application packs state clearly that the appointment will be subject to a satisfactory enhanced DBS check.		
All appointment panels include at least one person who has received training in Safer Recruitment.		
All job descriptions & personal specifications state the safeguarding responsibilities of the role.		
Two written references for each candidate are taken up and viewed by the Chair of the panel prior to interview so as to check for s/g issues. These two references are kept on staff files.		
Safer recruitment checklists are completed, signed as seen & kept in individual staff files: <ul style="list-style-type: none"> <li>• Identity checks (NB: new requirement for only using photo ID)</li> <li>• Barred List Check (with DBS Check or separately if appropriate)</li> <li>• Enhanced Disclosure &amp; Barring Service (DBS) Check (number)</li> <li>• Prohibitions Order check for teachers</li> </ul>		

# Burdett-Coutts & Townshend CE Primary School

## Safeguarding Policy 2018/2019 (DRAFT)



<ul style="list-style-type: none"> <li>• Verification of the person's right to work in UK</li> <li>• Overseas record checks</li> <li>• Verification of qualifications</li> <li>• Two references</li> </ul>		
The school has sought and received verification that the person appointed has the mental and physical fitness for the role.		
The school has taken steps to ensure that the person appointed is not Disqualified under the Disqualification Regulations 2009.		

For supply staff, schools and other providers should also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received.

# Burdett-Coutts & Townshend CE Primary School

## Safeguarding Policy 2018/2019 (DRAFT)



### Appendix 5:

#### Sample Single Central Record Procedure:

##### Vetting Procedures

All staff who are employed at the school will be subject to full safeguarding checks following the statutory guidance '[Keeping Children Safe in Education \(September 2018\)](#)'. All other persons who work with students will be asked to provide proof of identity and evidence of full safeguarding checks being carried out including DBS checks, references and right to work in the UK. The checks will be recorded within the Single Central Record (SCR) and paper copies held on file.

All visitors to the school who are likely to be unaccompanied at any time, which will include contractors working on site, will be asked to provide evidence of DBS checks being carried out and provide proof of identity. The checks will be recorded within the SCR and paper copies held on file. All other visitors to the school will be asked to provide proof of identity and will be accompanied by a member of staff at all times. School Governors will be subject to safeguarding checks and details will be recorded on the SCR.

##### Updating, Storing and Protecting Information

The SCR will only be accessed by the Headteacher and School Business Manager (SBM). The SCR is password protected and will be updated by the SBM whenever changes need to be made, and at least annually. If a paper copy is stored it will be kept locked and only able to be accessed by the above named people.

##### Checking and Inspection Process

The SCR will be checked by the Safeguarding Governor or Chair of the Governing Body and the Headteacher will witness this once a term/when any staffing changes occur but at least every year (early Autumn term). The SCR will be signed (digitally or by hand if kept on paper) on a termly basis when checked by above people. Both signatures are needed to complete the checking process.





