

The
Lloyd Williamson
Schools

Safeguarding Children
Policy

2020-2021

Please note – this document is not exhaustive. Our policy is designed to encompass the KCSIE 2020 and we follow referral processes in conjunction with this.

Designated Safeguarding Leads
(7 due to the schools being on four sites)

Lucy Meyer (Senior)
Tanya Binedell
Monika Lapka
Shaun Watson
Jerry Wong
Ramona Cristea
Rossana Torres

General Statement:

This policy has been developed in accordance with the principles established by the Children Act 1989 and the Education Act 2002; and in line with the following documents:

Working Together to Safeguard Children (2006)

Framework for the Assessment of Children in Need and their Families (2000)

What to do if you are worried a Child is being Abused – advice for practitioners(2003)

Safeguarding Children in Education (2004)

Keeping Children Safe in Education (2020)

Coronavirus (COVID-19) Safeguarding in schools, colleges and other providers

NSPCC – When to Call the Police

THE CHILD'S WISHES

In all safeguarding matters the school will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The best interests of the child must be central to decisions, systems and procedures put in place.

INTRODUCTION

The Lloyd Williamson Schools hold as paramount the safety and welfare of our pupils. Because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. All adults working in the school must protect children from harm and abuse and be aware that any pupil may be at risk of harm or abuse. We have a duty to safeguard and promote the welfare of our children through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our Safeguarding Children Policy, we have policies to cover the roles of staff, pupils and parents in respect of health and safety, anti-bullying, positive handling, racism and discrimination. We also ensure that issues of safeguarding and child protection are raised at staff meetings, induction, training and re-training and newsletters. Our policy applies to all staff and volunteers working in the school.

There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children
- Raising awareness of child protection issues amongst all staff and volunteers and of what to do if they have concerns
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them
- Ensuring children know there are adults in the school who they can approach if they are worried about anything
- Including opportunities in the PSHE curriculum to develop and equip children with the skills needed to recognize risks and stay safe from abuse
- Supporting children who have been abused or may be at risk of harm in accordance with any agreed child protection plan
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer (see *Whistleblowing Policy*)
- Ensuring staff follow accepted “safe practice” principles when working with children.
- Updating the policy in line with KCSIE and other updates and additional points as necessary
- Keeping staff’s training, knowledge and understanding up to date at all times and checking that this training is embedded in all we do
- Undertaking regular safeguarding audits

DEFINITION

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment

- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children have the best outcomes

As we employ young apprentices and children with SEND we train all staff to be aware of potential abuse relating to students or colleagues under 25.

RECOGNITION

The first indication of concern about a child's welfare is not necessarily the presence of a serious injury. Concerns may be because of:

- bruises or marks on a child's body
- remarks made by the child, another child, a parent or another adult
- observations of the child's behaviour
- unexplained changes in the child's behaviour or personality
- evidence of disturbance or explicit detail about abuse or possible abuse in a child's play, drawing or writing
- evidence of neglect, failure to thrive or exposure to unnecessary risk
- unauthorised absence from school
- information about the parent(s) / carer(s) of the child or their home background

DESIGNATED SAFEGUARDING LEADS:

Lucy Meyer is currently the Senior DSL.

ALL DSLs are given equal funding, time and training to take part in multi-agency meetings and to support the other staff on child welfare and child protection matters.

The lead DSL and the deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

The lead representatives for **safeguarding partners** are the local authority chief executive, the accountable officer of a clinical commissioning group, and a chief officer of police. All three **safeguarding partners** have equal and joint responsibility for local **safeguarding** arrangements.

Designated Safeguarding Leads are responsible for child protection issues. Any member of staff concerned about a child should tell one of the DSLs without delay. If they are not in school, contact details of the lead DSL are available for them in the School Office and in staff rooms.

The senior DSL (along with the DSL team) has a responsibility to:

1. Liaise with other Designated Persons, the local authority Education and Children and Family Services, Police and other agencies on individual child protection cases, providing that confidentiality is maintained.
2. Act as the contact person within the school, providing advice and support and ensuring that all staff, including volunteers, are aware of their role.
3. Be responsible for co-ordinating action within the school on child protection issues.

4. Discuss individual cases with staff on a “need to know basis” to protect children's right to confidentiality.
5. Oversee the planning of any curricular or other provision in relation to child protection matters.
5. Represent the school at child protection meetings and be a member of a Core Group if required, along with any other relevant staff (e.g. class teacher).
6. Ensure staff are familiar with this Policy and Procedure, the London Child Protection Procedures, and DCSF guidance.
8. Raise awareness about child protection on an ongoing basis
7. Arrange child protection training for **all** staff on a regular basis
8. Ensure that the designated persons receive updated training at least every year and attends borough safeguarding forums and specific training
9. DSLs should follow the ‘When to Call the Police’ guidance (NSPCC). This is designed to help DSLs understand when they should consider calling the police and what to expect when they do (more details below)
10. Manage referrals of suspected abuse and support staff who make referrals. Refer cases to Channel as appropriate
11. Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
12. Act as a source of support, advice and expertise for all staff
13. Liaise with the RBKC and their designated LADO for child protection concerns in cases which concern a staff member
14. Engage in training regularly to understand the assessment process for providing early help and statutory intervention including local criteria for action and local authority children’s social care arrangements
15. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
16. Ensure ALL members of staff (full time, part time and voluntary) has access to, and understands, the school’s Safeguarding Children Policy and procedures (to include KCSIE 2020)
17. Ensure all staff are alert to the specific needs of children in need, those with special educational needs and young carers
18. Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation

19. Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners
20. Keep detailed, accurate and secure written records of concerns and referrals
21. Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
22. Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
23. Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
24. Obtain access to resources and attend any relevant or refresher training courses
25. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raising Awareness

The DSL should:

- ensure the school's policies are known, understood and used appropriately;
- ensure the school's Safeguarding Children Policy – and all other relevant policies – are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly;
- ensure the Safeguarding Children Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in making these;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the

challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the school (including for in-year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt. In addition to the child protection file, the senior DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

During opening hours one of the DSLs will always be available (for staff in the school to discuss any safeguarding concerns. In case of the senior DSL (Lucy Meyer) being unavailable we have six other DSLs spread across the four buildings to ensure there is always a DSL available. Lucy Meyer's phone number is also up in staff rooms etc with the safeguarding information.

MULTI-AGENCY WORKING

The DSLs must understand their role and that of the school in working with the safeguarding partners and the child death review partner. They must understand local arrangements for reporting concerns – including contacting Hilary Shaw (Head of Safeguarding for RBKC) via the lead DSL (Lucy Meyer)

THE ROLE OF INDIVIDUAL STAFF

Staff all sign and agree to follow a Professional Code of conduct.

Everyone in the school must be alert to the possibility that any child, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect and must be familiar with these procedures.

Concern about a child must be discussed with the designated person immediately so that, if necessary, a referral can be made without delay. In urgent situations, referral must not be delayed.

Members of staff should not investigate child protection concerns. This is done by Children's Social Services or the Police. However, if a child says something, it is vital to listen carefully, so you can record and report it accurately. Records will also assist other members of staff who may have concerns.

CONFIDENTIALITY OF RECORDS

Our children and their parents have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents and, where appropriate, children should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child. Child protection issues relating to individual cases must not be subject to open discussion in the staff room or elsewhere in the school.

Proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided in the Data Protection Act 2018 and the GDPR.

This includes:

- Confidence in processing conditions and the implications of safeguarding of children and individuals at risk
- Examples when schools do not provide pupil personal data when the serious harm test under legislation is met i.e. when to disclose information could cause more harm to the child. A person satisfies the 'harm test' if they harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult.

Members of staff should also remember not to promise children to keep "secrets" (see *procedure below*).

Personal, Social and Health Education /Relationship, Sex and Health Education

All teaching staff have a compulsory duty to teach PSHE and RSE to their classes. These lessons form an important part of the curriculum. PSHE should cover issues relating to mental health, contextual safeguarding etc and should adapt to current concerns, the issues raised by the students and the problems relating to the inner-city area we are in. Children are taught about online safety within ICT and PSHE.

RSE should follow the national curriculum guidelines as of September 2020.

WORKING WITH CHILDREN

We recognize that children who are abused, neglected, or who witness either of these things, may find it difficult to develop a sense of self-worth. They may feel a sense of helplessness, humiliation and possible of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the child through:

- a. the content of the curriculum
- b. the school ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued
- c. the school Behaviour Policy which is aimed at supporting vulnerable pupils in the school - the school will ensure the child knows that some behaviour is unacceptable, but they are valued and not blamed for any abuse which has occurred
- d. liaison with other agencies that support the child such as social services, the child and adolescent mental health service (CAMHS), the borough school attendance service and the educational psychology service
- e. ensuring that, where a child with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.

RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF STAFF AND VOLUNTEERS

In our recruitment and selection of staff and volunteers we will at all times adhere to the appropriate guidance which followed the Bichard Enquiry Report (*"Safeguarding Children and Safer Recruitment in Education"*, DfES 2006) and KCSIE 2020.

In particular we will ensure that we always follow up gaps in previous employment, that we always require specific references from employers for the last five years and that for all posts, paid and voluntary, the appropriate DBS checks are conducted.

We keep a single central record of all staff with the date and outcome of their DBS check so that at all times staff, pupils and parents can be assured this has been done.

Individuals who apply to work at LWS who have lived or worked outside the UK will be subject to further checks including an application for a criminal records check or certificate of good behaviour from any country the candidate has formally worked or resided in for a minimum of 12 months (whether continuously or in total) in the last 10 years whilst aged 18 or over. The process varies from country to country. Specific guidance can be found at gov.uk under Criminal Records Checks for overseas applicants. A risk assessment must be made for that individual before a decision is made as to their suitability to work with children.

The Section 128 check checks the names of individuals who have been barred from taking part in the management of any independent school (including academies and free schools), under the terms of a direction made by the Secretary of State for Education. ALL staff are automatically checked under this list even if they are not applying for a management role.

The schools will take into account section 76(3) of the Childcare (Disqualifications) Regulations 2018 schools and will not employ any individual who is a disqualified person in connection with relevant childcare provision in the settings set out in the [relevant offences](#) and orders section of the regulations.

Disqualification criteria

The criteria for disqualification under the 2006 act and the 2018 regulations include:

- inclusion on the Disclosure and Barring Service (DBS) Children's Barred List
- being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2018 regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation)
- certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2018 regulations
- being found to have committed an offence overseas, which would constitute an offence regarding disqualification under the 2018 regulations if it had been committed in any part of the United Kingdom

(The above list is only a summary of the criteria that lead to disqualification. Further details about the specific orders and offences, which will lead to disqualification, are set out in the 2018 regulations).

Relevant offences and orders

Under the legislation a person is disqualified if they are found to have committed an offence which is included in the 2018 regulations (a 'relevant offence') this includes:

- being convicted of a relevant offence
- on or after 6 April 2007, being given a caution for a relevant offence
- on or after 8 April 2013, being given a youth caution for a relevant offence

(for full details please refer to Childcare (Disqualifications) Regulations 2018)

CONTRACTORS AND OUTSIDE SERVICES

We expect all contractors providing services within the School whose staff have access to school premises to comply with this policy and the attached procedure. They must agree to this in writing. In particular we require any contractor or organization delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular Criminal Record Bureau disclosure checks.

This policy and procedure will also apply to any organization using school facilities. They must agree to this in writing.

SAFEGUARDING / CHILD PROTECTION PROCEDURE

If concern arises about the welfare of a child the following procedure must be followed:

DO NOT DELAY

- tell the DSL as soon as you can - it may be necessary to interrupt a lesson to do this - do not leave notes in the DSL's pigeonhole as they may not get back to check their post until the end of the day once the child has gone home
- early referral gives more time to offer help to the child and family before the situation becomes severe or serious
- when the matter is already severe or serious, early referral gives more time for others to protect the child
- the DSL may consult the Child Protection Officer designated in the royal Borough of Kensington and Chelsea

MAKE WRITTEN NOTES

- at the earliest opportunity make a written record of your concerns - record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated;
- these notes must be given to the DSL as soon as possible.

CONCERN FROM SOMETHING THE CHILD SAYS

Listen - do not ask questions or interrogate. **Remain calm** - if you are shocked, upset or angry the child will sense this and this could stop them from saying more. **Reassure** - the child has done nothing wrong - tell them it is alright to talk.

Do not promise to keep it secret - tell the child you cannot keep the matter secret and will need to take advice from someone who can help.

REFERRAL PROCESS

If a member of staff has a concern about a child, they must consult a DSL immediately. The DSL will consider the appropriate action to take. However, referral (if necessary) must not be

delayed - if for any emergency reason none of the 7 DSLs are available, and you have not been able to contact the Senior DSL (Lucy Meyer on 0789260241) a senior member of staff (line manager) should be advised and the referral made. The teacher making the initial referral will be kept up to date with the investigation (if one is deemed necessary) under a need to know basis.

REMEMBER

- if in doubt, consult one of the school's DSLs
- do not ignore concerns, even if these are vague
- your first responsibility is to the child
- if you need help or support to manage your own feelings, this can usually be provided.

CONTACT WITH THE FAMILY

Contact with the family should be discussed with the DSL, who may consult the Social Services or Borough Child Protection Officer (currently Hilary Shaw) as appropriate.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the child from harm) the matter is referred to the school DSL who will take action as appropriate.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. the Children and Family Social Work Service), but if concerns persist, the DSL will refer to the Children and Family Service and will normally advise the family of this.

In cases where there are suspicions of sexual abuse, the designated teacher will seek immediate advice from the Children and Family Social Work Service before discussing this with the family.

RECORDING

- all records relating to child welfare concerns will be kept and the file will be kept secure - a chronology of concern should be kept;
- we will keep written records of any concerns about children, even where there is no need to refer the matter immediately;
- information from records will only be used on a "need to know" basis;
- staff will need to know when a child is subject to a Child Protection Plan (previously the Child Protection Register), so they can monitor the child's welfare
- records relating to the child's welfare will remain on the child's file as long as the child is a pupil at the school
- when the child leaves the school, the new school will be advised in writing that the school's records contain information about child protection concerns even where these are no longer current.

CONCERN ABOUT A STAFF MEMBER, SUPPLY STAFF, CARER OR VOLUNTEER

The school must follow the guidance in Part Four of KCSIE where a concern includes an allegation that might meet the harm threshold.

Unacceptable Behaviours of adults:

If the adult has...

- Behaved in a way that has harmed a child;
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children e.g. a member of staff was involved in domestic violence (as perpetrator) at home.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Co-Principals – out of school contact details are on the Staff Contact List, or at the School Office.

If there is an accusation against a member of staff at The Lloyd Williamson School, then the member of staff will be suspended on full pay* pending an investigation.

** Full pay for four weeks and half pay for the following two weeks. After a period of six weeks, the member of staff will be suspended without pay.*

Procedures to follow:

1. The member of staff accused will be asked to make a statement
2. The member of staff will usually be suspended pending investigations and this investigation will start immediately
3. Colleagues will be interviewed and asked to make a statement which will be signed by them within 24 hours
4. Parents will be asked to make a formal written statement of the accusation
5. An appropriate member of the *Borough Child Protection Team (LADO)* will be contacted

Any investigations will be carried out as quickly as possible, as we recognize the need to try to protect the reputation of innocently accused people. Forensic evidence will be used where appropriate.

Staff should never work alone but as part of a team. It may be helpful to discuss any initial concerns about a child with one of the DSLs.

If the allegation made to a member of staff concerns one of the Co-Principals, the DSL receiving the allegation will immediately inform the other Co-Principal, without notifying the Co-Principal against whom the allegation is being made first.

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and we will consult all appropriate bodies in making this decision.

We do not use agency staff/supply teachers. In the unlikely event of us doing so they will be subject to the same safeguarding procedures as contracted staff. We do however, have staff in the school who are not directly employed by us e.g. LSAs. Whilst our disciplinary procedures do not fully apply to these individuals all allegations will be dealt with properly and effectively.

WHISTLEBLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to one of the DSLs. See the *Whistleblowing Policy*.

PEER ON PEER ABUSE

The school will not tolerate any form of abuse – we will never tolerate or ignore abuse as ‘banter’, ‘just having a laugh’ or as a ‘normal part’ of growing up.

Any abuse or concerns about abuse or harm by other children should be subject to the same safeguarding procedures as in respect of children being abused by an adult;

- professionals responding should be alert to the risk a child may pose to children other than any “current” victim; and
- children who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).
- All staff should be aware of ‘upskirting’ which is now a crime under new legislation contained within KCSIE (Sept 2019) – this may have serious consequences for both the victim and the perpetrator. Any gender can be a victim. It is now part of the Voyeurism (Offences) Act (KCSIE 2020)

In such cases there will usually be a need to refer the alleged perpetrator of harm to the DSL.

What is it?

As Keeping Children Safe in Education 2020 states ‘all staff should be aware that children can abuse other children’. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals, sexual assault and assault by penetration. All people involved are under the age of 18 years and are harmed or exploited by their peers who are of a similar age to themselves. Peer on peer abuse can happen in a range of settings:

- at school
- at home
- in public spaces
- at parties

- at a friend's house
- online

Who does it affect?

Both males and females are affected, and they are usually 10 years + with the abusers often being older.

Impact of peer and peer abuse

Peer or Peer abuse can impact a child in many ways;

- Encourages substance misuse
- Running away
- Sexual health
- Committing crimes
- Causing physical harm and injury to self
- Not interested in school.
- Affecting their mental health and wellbeing.
- Post-Traumatic Stress Disorder (PTSD).

What should you do if it is suspected

A lot of adults are unclear about which behaviours are part of 'normal' sexual development and those behaviours which are abusive, damaging and harmful.

It is hard to distinguish between abuse and bullying and remember it is not our job to investigate. Our job is to **Recognise, Respond by Reporting** to the DSL and they will **Refer**. Children and Young People may be reluctant to tell an adult because they are worried they or the perpetrator will be blamed or bullied, no one will believe them, are worried what will happen to the perpetrator, don't think it's serious enough to report and scared. Students should be reassured that they have done the right thing in reporting it. Staff should follow the Safeguarding procedure in referring matters to the DSL.

How can peer or peer abuse be prevented?

We need to educate students about appropriate, healthy and respectful behaviours and relationships and similarly educate them on unhealthy and abusive relationships and what they look and feel like. We also educate children about the British Values and protected characteristics. Risk assessments should be in place in all settings as well as training for staff.

Where to signpost Children and Young People

- Child-line
- NSPCC (2018) "Is this sexual abuse?": NSPCC helplines report about peer sexual abuse. London: NSPCC.

DOMESTIC ABUSE

Children maybe directly or indirectly (e.g. seeing a parent being abused) affected by domestic abuse. Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive

at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

CHILDREN POTENTIALLY AT GREATER RISK OF HARM

The staff and schools have a duty to identify and support children who are at higher risk of potential abuse e.g. children with SEND and looked after children

'Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health'.

REQUESTS FOR ASSISTANCE BY OTHER AGENCIES

School staff have a legal duty to assist local authority Children's Social Services or the Police when they are making enquiries about the welfare of children.

Information about a child must therefore be shared on a "need to know" basis with other agencies.

When telephone requests for information are received, ***always*** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number ***before*** giving information or confirming the child is on the school roll

Always advise the designated teacher about such requests for information

Requests for attendance at meetings about individual children (*pupils/students*) (e.g. child protection conferences) should be notified to the designated teacher, who will arrange preparation of a report and attendance at the meeting.

Reports should contain information about the child's:

- academic progress
- attendance
- behaviour
- relationships with children and adults
- family
- any other relevant matter

Reports should be objective, distinguishing between fact, observation, allegation and opinion; unless you specify otherwise, reports will normally be made available to the child's family.

When To Call the Police (NSPCC)

The NSPCC advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police.

This advice covers the following situations:

- Assault

- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

The DSL will follow the guidelines in 'NSPCC – When to Call the Police' in such incidents.

PUPILS/STUDENTS SUBJECT TO A CHILD PROTECTION PLAN

The school will be told by the relevant local authority Children and Family Social Work Service when a child is subject to a Child Protection Plan (previously the Child Protection Register) whether it be the Royal Borough of Kensington and Chelsea or another local authority. The name of the key social worker must be clearly recorded on the child's record. The school will participate fully in the work of Core Groups for these children, to assist with the objectives of the Child Protection Plan for the child. When a child is subject to a Child Protection Plan, the school will report all unexplained absences even if only off a day - strict records must be kept.

When a child is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker and when a child who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

PHYSICAL INTERVENTION/POSITIVE HANDLING

As a school, we believe in nurturing children and will sometimes use a hug, pat on the shoulder or handshake to do so. Distressed children in the nursery will be hugged and held as appropriate. Physical touch between staff and children under these circumstances is recognised as a way of communicating a non-verbal gesture meant to be encouraging. It will only be done safely and in the presence of other members of staff who witness it.

Staff will only ever use physical intervention as a last resort, e.g., when a child is endangering him/herself or others. At all times, it will be the minimal force necessary to prevent injury to another person.

Our policy on the physical restraint of pupils is set out in a separate policy. See our 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.

ANTI-BULLYING

Our policy on the prevention and management of bullying is set out in a separate policy. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. We are STONEWALL CHAMPIONS SCHOOL. We are currently at Bronze Level.

RACIST/HOMOPHOBIC INCIDENTS

Our policy on racist incidents is set out in a separate, Equal Opportunities and Diversity Policy. We also acknowledge that repeated racist incidents or a single serious incident may lead to consideration under safeguarding and child protection procedures.

MENTAL HEALTH

As a school we see the mental health of our students and children as important as their education. We state that if dealing with anxiety children are not open to learning. E.g. on return from lockdown in September 2020 we spent two days on activities relating to resilience and mental health within the children's bubbles. During August and September 2020 a group of staff across sites gained their Level 2 in Mental Health Awareness for children and young people including the lead DSL. We have a psychotherapist on the staff who leads training and the policy making. Staff need to be aware of the link between safeguarding and mental health concerns. In KCSIE (2020) 'Further Safeguarding Information' pg82 references additional information.

ONLINE SAFETY

We recognise three areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material e.g. pornography, fake news, racist or radical and extremist views
- Contact – being subjected to harmful online interaction with other users e.g. commercial advertising as well as adults posing as children or young adults
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm e.g. sending and receiving explicit images or online bullying.

We recognise we have an important part to play in keeping children safe online. We have filters in place at school and tablet/computer use is always part of a supervised lesson with adults present. We have found that it is best to educate the child directly and we bring this in to our PSHE lessons. There is a safeguarding section of the weekly newsletters. We frequently use the newsletters as a forum for warning parents/explaining to parents the potential damage caused by online games and social media sites. Adults in the school are reminded to be mindful of any social media they may use and the rules governing this – staff are requested at their annual appraisals to discuss which, if any such sites they use. During lockdown we recognised that there was a heightened risk of inappropriate online usage and warned parents and students about this. In Zoom lessons we used their enhanced security so that uninvited guests could not access the lessons.

CHILD CRIMINAL EXPLOITATION (CCE) and CHILD SEXUAL EXPLOITATION (CSE)

Both CSE and CCE (also see below) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

CONTEXTUAL SAFEGUARDING

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of these environments. All staff, but especially the designated safeguarding lead (and deputies)

should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant.

Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors.

The main areas that the Serious Violence Strategy focuses on are:

- tackling county lines
- early intervention and prevention
- supporting communities and local partnerships
- effective law enforcement and the criminal justice response.

As we are in an inner-city area, and with awareness of current events, we are particularly concerned about:

Knife crime

If we are concerned about a specific child we will instigate a meeting with the parents and the young person.

Gang membership and hazing

We recognise we have a duty of care to our young people and staff identify children that are potentially at risk of being recruited to gangs. We note late arrivals to school and monitor absences, parents are asked to discuss high absences with the Co-Principals.

Extreme ideologies including the far right

County lines – county lines are a system by which a ‘top’ drugs dealer uses foot soldiers to carry drugs from one place out to further (often rural) areas by a team of ‘foot soldiers’. The telephone lines providing the contact are ‘burned’ phones which change frequently. They are set up so that it is the foot soldiers who are more likely to be caught. These ‘foot soldiers’ are often children and are easily replaced. It is much harder to apprehend the top dealer. Kent has the highest incidents of county lines dealing and with its close proximity to London and good communication by rail and coach this increases the chances of London young people from being part of the trade. We are an inner London school, many of our children are from disadvantaged families and walk to and from school on their own so are vulnerable to these gangs. As a school we discuss the issues in PSHE and staff are trained to highlight any children they feel are vulnerable to this form of exploitation.

INITIAL AND CONTINUAL STAFF TRAINING

PREVENTING RADICALISATION

All staff are trained in the Prevent Duty of Care prior to joining the school. We recognise that our children may be vulnerable to radicalisation, not openly in terms of religion but also far – right extremist groups. We will inform Channel if we have concerns that any of our children are potentially at risk of radicalisation

CHILDREN MISSING EDUCATION

Registers are checked regularly. Staff report to Co-Principals high/unusual or unexplained absences. The school will contact parents of children absent without a proper cause. The Co-Principals meet with parents if absences go above 95% without a reasonable cause. Staff are trained to be alert to possible reasons for absence e.g. FGM, forced marriage and abuse.

FGM

Unlike other forms of abuse if we suspect FGM will be or has taken place police will be notified directly. Staff are trained to spot potential or current FGM and the signs that go with it.

HONOUR BASED ABUSE

We recognise that our colleagues as well as our students may be subjected to honour -based abuse and encourage strong, open relationships and the provision of trusted staff to talk to.

MONITORING AND REVIEW

The monitoring and evaluation of this policy is the responsibility of the Co-Principals.

This policy is an evolving document and will be reviewed if and when statutory changes are made which affect its contents.

Updated September 2020

Lucy Meyer
Co-Principal