

Keble School

Child Protection/Safeguarding Policy



This Policy applies to the whole school, including the EYFS, and must be read in conjunction with the Guidance and Staff Safeguarding Code of Conduct Document

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1. Statement of aims and purpose

Aims

We believe children have a fundamental right to feel safe and protected from any form of abuse. At Keble School it is our stated aims to provide a secure caring environment, a curriculum that nurtures self-esteem, encourages independence and thus empowers children to take the steps required to protect themselves, and our combined actions serve to actively promote the wellbeing of pupils at all times.

Purpose

The primary objective is to create an environment where the promotion of pupil wellbeing and safeguarding are at the forefront of what we do. This policy and supporting documents serve to provide the framework for this commitment to ensure our aims and objectives are fully implemented in practice. This includes staff recognition of the types of harm and risks to children, the processes to be followed in reporting concerns and contact information with external agencies. We do so acknowledging that there is a difference in need and approach for those children who have suffered or are likely to suffer significant harm and those who may be in need of support from a variety of different agencies. The former are in need of immediate referral whilst the latter may need a more considered approach, having gathered information from several sources over a more extended period of time before making a referral.

2. Policy and guidance framework

This policy takes full account of the following legislation and statutory guidance:

- Keeping Children Safe in Education (KCSIE) (2016)
- Working Together to Safeguard Children (WTTSC) (2015)
- The Independent School Standards Regulations 2014
- What to do if you are worried a child is being abused
- The Education Act (2002)
- The Children Act 1989 and 2004
- Disqualification under the Childcare Act (2006)
- Preventing and Tackling Bullying (2014)
- Early Years Foundation Stage Statutory Framework (2014)
- Behaviour & Discipline in Schools (2014)
- The Prevent Duty: Departmental Advice for schools and child-minders.
- The Use of Social Media for on-line radicalisation

Reference is made throughout this document to a range of other school policies that have common ground or links.

3. Enfield Safeguarding Children Board (ESCB)

The school works in accordance with the inter-agency procedures established by Enfield Safeguarding Children Board (ESCB). Under these procedures a distinction is drawn between child protection activity in respect of any pupil who has suffered or is likely to suffer significant harm and a pupil in need of early help.

4. Important contacts

Designated Safeguarding Lead and SMT Member

Scott Turner

Telephone: 07791358610

Email: sturner@kebleprep.co.uk

Headmaster and Assistant DSL

Mark Mitchell

Telephone 07748116665

Email mmitchell@kebleprep.co.uk

Assistant DSL (EYFS)

Andie Constantine

Telephone 07793055334

Email aconstantine@kebleprep.co.uk

Chair of Governors

David Fotheringham

Telephone 07817741447

Email dfotheringham@kebleprep.co.uk

Enfield Children's Services (Referral point)	0208 379 2805
Enfield Children's Services (Out of hours)	0208 379 2705
Enfield LADO	0208 379 2746
Ofsted	0300 123 1231
ISI	0207 600 0100
NSPCC whistle-blowing line	0800 028 0285
Child-line	0800 1111
CAHMS	0208 379 2000
PREVENT helpline	0207 340 7264

Details of contacts for other local authorities can be found in Appendix 2 (Flowchart for concerns about a child.)

Early Help

Early help is defined in WTTSC 2015 as “The means for providing support as soon as the problem emerges at any part in the child’s life, from the foundation years, through to the teenage years.” The school will seek to provide early help through in-school provision or through contact with children’s services. Where early help and support is required the school will consider contact with the local authority in accordance with Section 17 Children Act 1989 (children in need). In this case the school will contribute towards, or even instigate, a Common Assessment Form (CAF) or be part of the Team around the Child (TAC). In other cases referral to CAHMS may be the best approach and the school will provide any information necessary to facilitate the referral.

It should be noted that these children are not necessarily subjects of abuse but they have physical, mental or educational needs that require support beyond that of the school.

5. What is child abuse?

“Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.”

Child abuse is a term used to describe ways in which children are harmed, often by someone in a position of power. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. It is not the School’s responsibility to investigate whether abuse is occurring as this is the duty of children’s services and/or the police, but schools are required to act on any concerns and report them to the appropriate parties.

School staff must be aware that abuse, neglect and wellbeing issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Safeguarding is “everyone’s responsibility”

6. Types of abuse and harm

Where a child is suffering or likely to suffer significant harm the school is duty bound to report concerns to children's service. Harm may be as the result of omission (failure to meet health needs for example) or through commission (inflicting harm) or neglect. Children may be abused in a family or in an institutional or community setting by those known to them or by others, for example grooming through the internet.

The four main categories of abuse as set out in national guidance are:

Physical abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Other forms of harm: The school is also alert to other forms and sources of harm to a child and will take account of emerging issues in the local community. The following list is not exhaustive but highlights the range of harms that may affect children. Staff should always be sensitive to changes in pupil behavior and the links between types of harm, for example children missing education and sexual exploitation.

The school will always take account of the school population at any one time, any local issues and matters arising from national reviews.

- Bullying including cyber-bullying
- Children missing from education
- Children missing from home or care
- Child sexual exploitation
- Domestic violence
- Drug or alcohol abuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence / violence against women and girls
- Hate crime
- Mental health issues
- Radicalisation (reference to 'prevent')
- Relationship abuse
- Sexting
- Trafficking

7. Recognising Abuse

The following is a guide to recognising abuse - it is not exhaustive and neither must you fall into the trap of thinking that every child is abused because they happen to fit into one of the criteria outlined.

It is important to recognise that another child or group of children can perpetrate abuse, as well as an adult of either gender.

An accumulation of factors may, as part of a comprehensive assessment, support a suspicion of abuse. It should also be borne in mind that those with SEN and/or disability and particularly vulnerable to abuse

Some of the following signs might be general indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away;
- Children who shy away from being touched or flinch at sudden movements.

*Some of the following signs may be indicators of **physical abuse**:*

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones;
- Children with unexplained:
 - o bruises or cuts;
 - o burns or scalds;
 - o bite marks.

*Some of the following signs may be indicators of **emotional abuse**:*

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child;
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

*Some of the following signs may be indicators of **sexual abuse**:*

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games;
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

*Some of the following signs may be indicators of **neglect**:*

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their children are ill or are injured.

8. Peer on peer abuse

It is known that abuse can occur between children of either gender. Where such concerns exist the DSL must be immediately informed. The DSL will seek the advice and guidance of children's social care and act on that advice. The school will treat both parties to such incidents as in need of help and support. The abuse could possibly take the form of cyberbullying or sexting or straightforward verbal abuse. It is crucial to note that this latter item must not be regarded as simple 'teasing' or 'banter'. Where there is reasonable cause to believe that the victim (or abuser) is suffering or likely to suffer significant harm this should be treated as a child protection concern and the appropriate procedures followed.

9. Anti-bullying

Bullying is defined as any situation where one person uses verbal, emotional, psychological or physical means to intentionally hurt another pupil

The governors and staff at Keble Prep make a commitment to all our pupils that:

- All allegations of bullying are taken seriously and dealt with sensitively
- All allegations are investigated and recorded
- All incidents are followed up with necessary support and action
- Bullying will be brought out into the open where appropriate, demonstrating that anti-social behaviour will not be tolerated.

10. Children Missing in Education

A child going missing in education will ring alarm bells with regard to all kinds of abuse and not just radicalization. It could be to hide evidence of physical abuse amongst many other possibilities. To be vigilant the school will: -

- Maintain and retain accurate registers for both admission and attendance.
- Take the attendance registers twice a day and records will be retained until the child reaches school leaving age.
- Pass onto the local authority the names and addresses for any boys who have unauthorized absence for extended periods. This will be in line with legal requirements.
- Make reasonable enquiries as to the whereabouts of a child missing from education at Keble Prep.
- Pass onto the local authority details of pupils who start or leave Keble Prep at non-standard points and do so within the expected timescales.

11. Anti-radicalisation and PREVENT

Radicalisation is a form of emotional abuse and if you suspect a child is at significant risk you should alert the DSL, who will invoke the prescribed procedures. The PREVENT Duty places great emphasis on the need for schools to be vigilant in this regard. The school will be sensitive to issues such as abuse and will be proactive in terms of raising concerns. Enfield, Haringey and Edmonton are Tier 2 areas of risk and the school is consequently aware of the general dangers to young people in our locality. All staff have received specific PREVENT training and the school will undertake an assessment that considers the procedures for identifying and supporting children at risk.

The school has an ICT acceptable use policy, which must be followed at all times. Any patterns of misuse leading to the potential links of children with people, who might seek to radicalise must be reported immediately to the DSL.

12. Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of child sexual exploitation:

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

13. Honour-based Violence

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

If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi- agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate.

14. Role of Governors

The Governing Body will: -

Appoint an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead and ensure the DSL has sufficient time and capacity to fulfill their role, including when the school is not open to pupils.

Ensure that Staff training and updates on safeguarding and child protection is ongoing. Staff will receive appropriate child protection and safeguarding training which is regularly updated.

Ensure staff receive updates via email and e-bulletins from the School's online safeguarding, health and safety package and through regular staff meetings and presentations to keep their skills and knowledge up to date.

Conduct an annual review of the effectiveness of the child protection policy and its implementation across the whole school. This will include data analysis, oversight of safer recruitment and vetting processes and the impact of staff training and awareness.

15. Role of the Designated Safeguarding Lead(s)

The DSL and Deputy DSLs have the responsibility to:

Take the lead responsibility for managing child protection issues and cases. This involves providing advice and support to other staff, making referrals to and liaising with the local authority and working with other agencies.

It is the responsibility of the school to ensure that the DSL has the time, resources and training to carry out the specific duties outlined below

The responsibilities of the DSL lie under four headings: -

Referrals and Inter-agency working

- The DSL should know how to recognise the signs of abuse and know when it is appropriate to make a referral to children's services.
- The DSL should have an appreciation of the role of the LADO in order to work effectively with them.
- When making referrals and liaising with other agencies the DSL will act as a point of contact and source of support, advice and expertise within the school
- At all stages of the referral process the DSL will keep the Headmaster informed of ongoing investigations, on-going safeguarding issues and welfare of vulnerable pupils unless concerns relate to the role of the Headmaster in which case the chair of governors will become involved.
- The DSL should ensure that locally agreed procedures are followed by the school
- The DSL should liaise with children's Social Care over suspected cases of abuse where a child is suffering or is likely to suffer significant harm and will act on the advice provided.
- The DSL will act as lead professional in cases where a Common Assessment Framework (CAF) is used and where the school triggers such use.
- The DSL will attend or arrange for an appropriate member of staff to attend Child Protection Conferences and Core Group meetings

Training

On an individual basis the DSL will have attended:

- Child Protection training in order to recognise how to identify signs of abuse and know when it is appropriate to make a referral
- Training on inter-agency working
- Specific training on the role of the DSL. This will be refreshed every two years.

16. Role of the Local Authority Designated Officer (LADO)

The role of the LADO is set out in *Working Together to Safeguard Children (2015)* and is governed by the Local Authority's duties under section 11 of the Children Act 2004 and Inter-agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.

- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

17. Staff training and awareness

Staff information and training will be provided in a variety of forms on a regular basis. This will include:

- all staff, including peripatetic, supply, support staff, volunteers governors and those newly appointed being given a copy of Part 1 and Annexe A of KCSIE 2016. They will then sign an electronic form that confirms they have received and read the document and will agree to follow the guidance. The DSL will keep a record.
- whole staff discussion and input on procedures, referrals and self protection issues.
- Induction training for new staff that includes being given the Safeguarding Policy, the Guidance/Code of Conduct and Part1 and Annexe A of KCSIE. It will also include identifying any designated persons within the school and guidance on whistleblowing procedures. This induction training will be given to all new staff to the school, including volunteers and any supply staff deployed

The Designated Lead(s) will undergo “refresher” training every two years with the ESCB. This training should also include guidance on the local Prevent Duty procedures. The staff as a whole will receive similar training approximately every three years, including on their responsibilities under the Prevent Duty, as guided by ESCB. Those staff appointed in any intervening period will have guidance given by the Designated Lead as part of their induction process.

On a collective basis the DSL, in conjunction with the headmaster and senior management, will ensure that all staff:

- Have induction training that covers safeguarding issues including the causes of abuse and neglect
- Are able to identify the signs and indicators of abuse and have read Part 1 and Annexe A KCSIE 2016
- Know how to respond effectively when they have safeguarding concerns
- Know how to respond to a disclosure appropriately
- Are aware of the Whistleblowing Policy and any updates arising from advice on good practice or legislation
- Have ongoing training that refreshes their knowledge and updates them with changes in procedures and legislation and current safeguarding issues. This should be done in a timescale in accordance with local authority guidance.

18. Safer Recruitment Processes

The school is committed to safer recruitment and has a Recruitment Policy whose objectives are to: -

- ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position
- ensure that all job applicants are considered equitably and consistently
- ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age
- ensure compliance with all relevant recommendations and guidance including the recommendations of the Department of Education (**DfE**) in *Keeping Children Safe in Education (2016)* and the code of practice published by the Disclosure and Barring Service (**DBS**)
- ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks

The school will report to the Disclosure and Barring Service (DBS) and the National College for Teaching and Leadership (NCTL) in the case of a teacher within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

The school will also report any application that is received for a post by a person who is barred from working with young people. The address for such referrals is PO Box 181, Darlington DL1 9FA (Tel 0300 123 1111).

19. Staff obligations – Safeguarding is ‘everyone’s responsibility’

All members of staff must observe all the requirements set out in the Staff Code of Conduct. All staff and volunteers have a duty and responsibility to promote the wellbeing of pupils and keep them safe. This is done through respectful, caring and professional relationships between staff and pupils. Adults are expected to act, and be seen to act, in the pupils’ best interests at all times.

Adults must avoid conduct which would lead any reasonable person to question their motivation and intentions and follow the school safeguarding procedures, which are reviewed regularly, at all times. The school takes all possible measures to ensure adults are not placed in situations that may result in them being vulnerable.

20. Whistle-blowing

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime. In which case they should consult the Whistle-blowing Policy for an outline of the procedures to follow. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistle-blowing channels may be open to them, which may include making their own referral.

21. Confidentiality

Members of staff / volunteers must observe the school’s policy on confidentiality and respectful use of personal information. In the context of safeguarding staff have a duty to report any concerns about the wellbeing of pupils or inappropriate conduct of staff. At all times, information must be treated sensitively and in accordance with the reporting arrangements set out in this policy.

22. Procedure to be followed on handling concerns about the welfare or safety of a pupil either

When a Child Wants to Confide in You.

In any interview with the child please follow the following guideline: -

- Listen
- Accept
- Record accurately

- Refer to the DSL/Headmaster as necessary

Do

- Be accessible and receptive
- Listen carefully to what the child says spontaneously
- Ask TED questions (tell...,? explain...?, describe...?)
- Observe the child's demeanour
- Take it seriously
- Reassure children they are right to tell
- Negotiate getting help and find help quickly from designated child protection colleagues.
- Make careful records of what was said and pass immediately to the DSL
- Ensure the child is safe and reassured following the confidence sharing

Do Not

- Offer absolute confidentiality
- Jump to conclusions
- Try to get the child to 'disclose'
- Ask leading questions
- Speculate or accuse anybody
- Make promises you cannot keep
- Confuse physical abuse with normal bruising (e.g. shins/knees)

Any member of staff who knows of or suspects an incident of abuse should refer the matter immediately to the DSL following up with a Report Form (Appendix 1). If the DSL is not available reports should be referred to the Assistant DSL or Headmaster.

The referral may come to you via the child's friend - this should be taken seriously.

If a pupil accuses (or we suspect) another pupil or pupils of abuse - physical, emotional or sexual, the matter should be referred to the DSL who will investigate. At such times, **all** pupils involved will be considered 'at risk'. If it is felt any pupil is suffering, or likely to suffer, significant harm, the DSL must refer to the local Safeguarding Children Team for guidance.

If a pupil misses school for periods of time, especially when this is a repeated occurrence, the pastoral leads within the school should be informed and consideration given to liaising with the DSL over potential emotional abuse

through radicalisation. This should happen even when we have written reasons for the absences and we should note that we are also able to make any referral connected to radicalization **without** having to have prior parental consent.

What will happen?

The DSL will consider all the current facts and make a decision regarding contact with children's social care services. If the child is suffering or is likely to suffer significant harm the DSL **must** make a referral and act on the advice provided.

Where significant harm criteria are not met the school must take steps to ensure the child's welfare is actively promoted. The school will be able to provide additional help and support in the form of early help or seek further support from children's services through the use of the Common Assessment Framework.

The DSL will keep a record of all actions taken and the responses from children's services.

If an adult in the school is implicated in the concerns expressed by a child the LADO must also be contacted.

NB. This must be done by the Headmaster in the case of member of staff or volunteer or by the Chair of governors if the implication relates to the Headmaster.

At all times the welfare of the child is paramount.

All information will be confined to the DSL, Headmaster and the teacher(s) responsible for the initial report. The DSL or Headmaster will liaise with the relevant local services or LADO where necessary.

Other colleagues may be informed, but only if it is felt necessary in order to safeguard the child; the focus is on confidentiality. The DSL will record all incidents and ensure all information is filed, locked and separated from any other pupil files.

Action may include any of the following:

- In the case of those pupils who have suffered or may be in danger of suffering significant harm, an immediate referral to Children's Social Care

- Refer to the Enfield Single Point of Entry (SPOE) for assessment by use of early help form
 - Further in-school observation and monitoring
 - In the case of suspected radicalization, thought will be given to the level of risk and advice sought from the local safeguarding board when choosing the correct next stage for referral
 - Advice sought from other agencies e.g. NSPCC, Children's Society
 - Recording of changes in behaviour patterns, injuries
 - Long term monitoring
 - In the case of a boy in the Early Years setting, Ofsted must be informed of any allegations of serious abuse as soon as possible (but within 14 days)
- National Business Unit number - 0845 640 4040

Making a referral

Although those with DSL training will have been given the appropriate training, it is important to note that **anyone** can make a referral. Details of the process and useful contact details can be found in Appendix 2.

If you make a referral and you are not the DSL then you should inform the DSL as soon as practically possible. You should record details of the date, time and name of person to whom you referred and pass this onto to the DSL with the other relevant information.

It is general practice to inform parents of referrals to children's services unless this is prejudicial to the welfare of the child or any subsequent enquiries. Children's services will always advise. Where a referral is made with regard to early help, parents/carers must always be informed in advance and give their consent.

School acts in loco-parentis; therefore the child can be interviewed in school as part of the unwritten agreement with the parents. However, a psychiatrist, a social worker or a policeman without the authority of someone with parental consent cannot interview the child, except for emergency medical treatment.

Parents must be told when a medical examination is necessary. This should also be explained in appropriate language to the child.

23. Procedure to be followed in managing allegations against adults working in the school

Any allegations raised against adults working in the school must be immediately reported to the Headmaster unless the allegations relate to the Headmaster. In that eventuality the report **must** be immediately made to the Chair of Governors who will take forward the necessary actions. In addition with this eventuality, the Headmaster **must not** be informed of the allegation prior to contacting the Chair or the LADO.

The principle of upward reporting must always be followed.

On receipt of a concern about the conduct or behavior of an adult in the school the Headmaster or Chair of Governors will immediately contact the LADO and act on their advice and guidance. Where it is felt a criminal offence may have been committed the police will also be informed. This is usually arranged through the LADO.

The school will attend any meetings associated with the investigation of the concerns, including strategy meetings and will contribute relevant information as part of effective interagency working set out in ESCB procedures.

Full, detailed records of issues raised, reports and actions will be maintained by the school and kept confidential.

The school will take necessary actions to safeguard all pupils in the school and to ensure that staff against whom allegations have been made are suitably supported (school's duty of care). Advice on suspension from duty as a precautionary measure will be considered in consultation with the LADO and HR managers.

24. Visitors to the School

All visitors to the school must sign in at the school office and should wear lanyards identifying them as visitors. Any visitors coming to address the pupils should be aware of the Visiting Speakers Policy and have signed the necessary declarations. Visitors should not be left alone with pupils unsupervised by a member of the school staff.

25. Children with Special Needs and Disabilities

Staff should be aware that children with special needs and disabilities are especially vulnerable to abuse. Care should be taken with noting changes of behavior and demeanor and staff working on a 1-1 basis with such children may well make disclosures in such sessions.

26. Mobile phone and camera use in the school

Teachers should not contact pupils on their mobile phones or give out their own number to pupils and nor should they store pupil numbers on their own telephones. Staff should not use their mobile phones in the teaching areas. In the EYFS mobile phones should not be in the classrooms but if they are required during the day for any reason then they should be kept in a locked location.

Cameras (including those on electronic devices) are often used to record evidence – especially in the EYFS. School equipment, ideally, should be used with images only downloaded at school and stored in the correct (secure) locations on the network. Personal devices may also be used but images etc. must also be uploaded to the network at school in a secure and timely fashion and the images must be permanently deleted from the device immediately after uploading.

27. PSHEE

Via specialist training in assemblies etc., the PSHE programme and the ICT curriculum, which deals with cyberbullying and e-safety, pupils will be supported in self-protection (including on-line) and assertiveness. All curricular areas and interactions should aim to raise self-esteem.

Monitoring and Evaluation

All stakeholders are responsible for the implementation of this policy. The governing body will review the policy annually and the DSL is responsible for the necessary updates between the annual reviews.

Links to Other Policies

These include Whistle-blowing, Staff Code of Conduct and Child Protection Guidance, Anti-bullying, Behaviour & Discipline, e-Safety, Safer Recruitment, Complaints Procedure, PREVENT, Attendance and the Staff Handbook.