



Safeguarding and Child Protection Policy

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Prepared by: JUH/SHCC

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Approved by: Governors

This Policy applies throughout the School from the EYFS to Year 6.

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Key contacts

Name of School

The Cavendish School

31 Inverness Street
London NW1 7HB

Tel: 020 7485 1958

Headteacher

Name: Miss Jane Rogers

Contact details: head@cavendish-school.co.uk

Designated safeguarding lead

Name: Isobel Boyt, Deputy Head (Pastoral). Head of Early Years

Contact details: iboyt@cavendish-school.co.uk

Should a looked after or previously looked after child (LAC) join the School, Isobel Boyt will be nominated as the designated LAC teacher.

Deputy designated safeguarding lead

Name: Jacqueline Peacock

Contact details: jpeacock@cavendish-school.co.uk

Nominated Governor for child protection

Name: Mary Robey

Contact details: chair@cavendish-school.co.uk

Deputy: Alice Gotto

Contact details: agotto@cavendish-school.co.uk

London Borough of Camden

Child protection lead officer and Local Authority Designated Officer (LADO):

Name: Kurt Ferdinand

Contact details: 020 7974 4556

Safeguarding lead officers

Name: Michelle O'Regan (Head of Service – Children in Need)

Tel: 020 7974 1905

Name: Tracey Murphy (Service manager) Tel: 020 7974 4103

Name: Patricia Williams (Service manager) Tel: 020 7974 1558

Children's Contact Service/MASH team

Manager: Jade Green/David Jaggs

Tel: 020 7974 1553/3317

Fax: 020 7974 3310

Online safety contact officer

Name: Jenni Spencer

Tel: 020 7974 2866

Prevent Education Officer

Name: Jane Murphy

Tel: 020 7974 1008

Islington

Northern Health Centre, 580 Holloway Road, London N7 6LB

LADO: Timur Djavit/Laura Eden

Email: lado@islington.gov.uk

Tel: 020 7527 8102

For all other child protection enquiries contact Islington Children's Social Care Team on 020 7527 7400

Haringey

2nd Floor, River Park House, London N22 8HQ

LADO: Sarah Roberts

Email: lado@haringey.gov.uk cc sarah.roberts@haringey.gov.uk

To consult the LADO before making a referral: 020 8489 2968/1186

Disclosure and Barring Service

PO Box 181, Darlington DL1 9FA

Tel: 01325 953795

Email: dbsdispatch@dbs.gsi.gov.uk

Department for Education and Teaching Regulation Agency

53-55 Butts Road, Earlsdon Park, Coventry CV1 3BH

Tel: 020 7593 5393

Email: misconduct.teacher@education.gov.uk

OFSTED Safeguarding Children

Tel: 0300 123 466 (Monday – Friday 08.00 to 18.00)

Email: whistleblowing@ofsted.gov.uk

DfE Counter-extremism hotline

Tel: 020 7340 7264

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

PART A: CORE OPERATIONAL POLICIES AND PROCEDURES

A1 Purpose of Policy

This Policy sets out how the School will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. The School will achieve this by providing a safe learning environment and ensuring School staff have the skills and knowledge to take action where pupils need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

Throughout this Policy parents, guardians and carers are referred to as ‘parents’.

A2 Roles and responsibilities

A2.1 The local authorities

Local authority provision includes children’s safeguarding and social work, early intervention and prevention and education divisions and these services will support the School to safeguard and promote the welfare of pupils by:

- Co-ordinating the delivery of integrated children’s services within the relevant borough, including an early help service
- Providing statutory social work services under the Children Act 1989
- Providing the School with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and online safety
- Dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- Taking responsibility for those children who are not in education, including children who are known to be home educated

A2.2 Governors

The Governors will ensure that the School meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- The School has the following policies in place and that these are regularly monitored, reviewed and updated where necessary:
 - Safeguarding policies and procedures covering early help and child protection that are consistent with local authority safeguarding children board procedures and internal policies
 - A staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media
 - A procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present
- The School is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that pupils’ plans are implemented and monitored

- There is a nominated Governor with responsibility for liaising with the relevant local authorities on safeguarding and child protection matters and who liaises with the LADO in the event of an allegation against the Headteacher
- A senior member of staff is appointed as the Designated Safeguarding Lead with responsibility for carrying out the statutory duties as set out in this Policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence
- That should a looked after child or previously looked after child join the School a designated teacher will be nominated to promote the educational achievement of looked after children and previously looked after children and this person will receive appropriate training for the role
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct
- Staff are confident that they can raise issues with the Senior Management Team, as appropriate, where there are concerns about safeguarding practice at the School. There are robust whistleblowing procedures in place to support this
- Steps are taken to ensure parents and pupils are aware of the School's safeguarding and child protection policies and procedures
- Governors take steps to ensure pupils are given opportunities within the curriculum to learn how to keep themselves safe, including online
- The School has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the School, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service (DBS) as required, and in the case of allegations against teaching staff to the Teaching Regulation Agency (TRA), and that these policies are consistent with statutory guidance and reviewed on an annual basis
- At least one Governor has undertaken accredited safer recruitment training
- All staff receive safeguarding and child protection training at least every two years and receive regular updates from the DSL to ensure they remain up to date with new legislation
- The School has procedures in place to deal with allegations made against other pupils
- Pupils' wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual pupils and there is a robust system in place for gaining feedback from pupils

A2.3 Headteacher

The Headteacher will ensure that the School meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly and have read all the School's safeguarding and child protection policies, behaviour policies and the relevant local authority children missing from education policies so that they are fully aware of their role in safeguarding pupils and are able to implement policies fully
- All staff are able to identify those pupils who need extra help and can make appropriate referrals to early help services
- All staff are vigilant to harm and abuse, are able to identify those pupils for whom there are child protection concerns and can make appropriate referrals to the local authority social work services

- Staff are able to work in partnership with other agencies to safeguard pupils, including providing early help support, contributing to assessments and the implementation of pupil plans, attending network meetings and case conferences, monitoring pupils' progress and liaising with social workers
- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff or volunteers, including reporting to the DBS as required, and in the case of allegations against teaching staff to the TRA
- The School offers a safe environment for staff and pupils to learn
- Safeguarding issues are brought to the attention of the Governors

A2.4 Role of the Designated Safeguarding Lead

The role of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL) is to take lead responsibility for safeguarding and child protection within the School and to be available during School hours for staff to discuss safeguarding concerns.

Additional procedures

The DSL and the DDSL are contactable by email or in person to provide advice on safeguarding matters during normal School hours (08.00 – 18.00). The DSL and DDSL can be contacted outside normal School hours in an emergency via email. Emails are monitored out of School hours.

The DSL and DDSL will:

- Liaise with and manage referrals to relevant agencies such as the local authority social work services, the LADO, the Channel Panel, the police and the DBS
- Keep the Headteacher and the Governors informed of on-going safeguarding and child protection issues and enquiries
- Provide advice and guidance for staff on safeguarding and child protection issues and making referrals
- Ensure the School's safeguarding and child protection policies are up to date and consistent with relevant local authority safeguarding children policies and that policies are reviewed annually
- Ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them
- Attend regular training, including Prevent awareness training
- Provide regular updates to all staff members and Governors on any changes in safeguarding or child protection legislation. The DSL will be responsible for communicating this information to staff in a timely manner; they may decide to hold workshops or discuss in staff meetings
- Have an awareness of those pupils who may be in need, young carers and pupils who have special educational needs and liaise with the Learning Support Co-ordinator when considering any safeguarding action for a pupil with special needs
- Should a looked after child or previously looked after child join the School, liaise with the designated teacher for looked after children should there be safeguarding concerns relating to a looked after child or previously looked after child

- Oversee child protection systems within the School, including the management of records, standards of recording concerns and referral processes
- Provide a link between the School and other agencies, particularly local authority social work services and local authority safeguarding children boards
- Ensure staff , including temporary staff, receive appropriate safeguarding and child protection training every two years
- Be responsible for monitoring and ensuring online safety
- Ensure parents are fully aware of the School policies and procedures and that they are kept informed of them
- Ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools to enable continued support the child on transfer

A2.5 Working with parents and carers

The School recognises the importance of working in partnership with parents 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 web-site or on request
- Provide opportunities for parents to discuss any problems with class teachers and other relevant staff
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers
- Provide advice and signpost parents to other services and resources where pupils need extra support

Additional procedures

The School is aware of the additional guidance available from the Department for Education on dealing with issues around parental responsibility:

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>

A2.6 Multi-agency working

The School will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and *Working together to safeguard children* 2018.

The School recognises its vital role in safeguarding school-age children and will co-operate with the relevant local authority safeguarding children board to ensure joint working with partner agencies in order to improve outcomes for pupils.

A3 Safeguarding children

The School will carry out its duty to safeguard children which is:

- 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

The School will refer to relevant local authority thresholds and eligibility criteria (Camden's criteria are available at the link below) to help make decisions on the pupil's level of need and the appropriate service to refer on for services. Staff will consult with the DSL for advice and to discuss the case prior to making any referral for services.

[Safeguarding children - Camden Council](#)

Referral procedure for Camden

All referrals for a children's social care service will be made by way of an e-CAF referral to Camden's Child and Family Contact team. The team is Camden's 'front door' for children's social care referrals and accepts referrals for all cases.

Parental consent for referral will be sought but a referral will be made regardless of consent being given in cases where the child is at risk of significant harm.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

A3.1 Early help cases

Staff will identify pupils who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help. The categories of children needing early help most likely to be encountered at the School are:

- Children with disabilities and additional needs, including those with special educational needs
- Children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse
- Children who show early signs of abuse or neglect

The School is also aware that the following categories of children may be in need of early help

- Children at risk of radicalisation
- Children who frequently go missing from home, school or care
- Children who are misusing drugs or alcohol
- Children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime
- Children at risk of exploitation through modern slavery and trafficking
- Children who have returned home from care
- Privately fostered children

- Young carers

Where the pupil's extra needs require services, consideration will be given to what early help support can be offered to a pupil by the School.

If the pupil requires an early help service from another agency, the School will make a referral to the relevant local authority early help service for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

Where the pupil is receiving an early help service, the School will work as part of the Team around the Child and take up the role of lead professional where this is appropriate.

Early help provision should be monitored and reviewed to ensure outcomes for the pupil are improving. If the School believes that this is not the case, consideration should be given to making a referral for a statutory social work service.

3.2 Referral for a statutory social work service

Where there are concerns about a pupil's welfare, staff will act immediately by seeking the advice of the DSL. Following consultation the DSL should decide on whether to make a referral to the relevant local authority social work service via their contact service.

Where the referral raises concerns that the pupil is at risk of significant harm, the case will be passed on to the local authority MASH team to gather relevant information from other agencies.

The relevant local authority contact service should inform the School within one working day of the outcome of any referral and what action the local authority social work service will be taking. This may include any of the following:

- Carrying out a child and family assessment to identify the child's needs and establish if the child is a 'child in need' under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services
- Convening a strategy meeting under child protection procedures as set out in section 4 for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child
- Providing services for the child and their family in the meantime whilst work is ongoing (including details of services)

A4 Child protection procedures

A4.1 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 (DfE 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

What to do if you're worried a child is being abused (2015)

[What to do if you're worried a child is being abused - Publications - GOV.UK](#)

The London Safeguarding Children Board child protection procedures

[London Safeguarding Children Board: Child Protection Procedures](#)

Keeping children safe in education (September 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

In line with these policies and procedures, the School will:

- Identify those pupils where there are child protection concerns and make a referral to the relevant local authority social work service
- Attend child protection case conferences in order to share information about risk and harm effectively
- Contribute to the development and monitoring of child protection plans as a member of the core group
- Carry out the School's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

A4.2 Recognition

Staff have a responsibility to identify those pupils who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the DSL. Staff should refer to Appendix 1 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 DSL and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the MASH social worker on a no-names basis.

Concerns may be monitored over time and recorded. Details of any concerning incidents should also be recorded.

A4.3 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 pupil is saying
- Allow the child to talk freely

- Reassure the pupil but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to the relevant local authority social work service
- Reassure the pupil that what has happened is not their fault and that they were right to tell someone
- Not ask direct questions but allow the pupil to tell their story
- Not criticise the alleged perpetrator
- Explain what will happen next and who has to be told
- As soon as practically possible, make a formal record and pass this on to the DSL

A4.4 Referral

Where possible, a decision on whether or not to refer a pupil to the relevant local authority social work service should be made by the DSL following a discussion with the member of staff who has raised concerns. However this should not delay any referral and any member of staff may make a referral if this is necessary but staff should discuss the matter with a member of the Senior Management Team and take advice from the local authority child and family contact team social worker. The DSL should be informed as soon as possible.

Referrals to Camden should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the DSL. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.

Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the DSL may discuss the case on a 'no names' basis with the relevant local authority child and family contact team social worker 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, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.

If the pupil already has an allocated local authority social worker, the referral should be made directly to them. If the pupil is not already known to the relevant local authority social work service, referrals should be made to their local authority child and family contact team. The referral should be made to the pupil's home local authority.

All referrals should be acknowledged by the local authority child and family contact team manager within 24 hours and the referrer informed of what action will be taken.

If the School does not think the pupil's situation is improving within a reasonable timescale following referral, this should be taken up with the local authority social work service/early help services via the DSL.

A4.5 Attendance at case conferences and core groups

The DSL will liaise with the relevant local authority to ensure that all relevant information held by the School is provided to the relevant local authority social work service during the course of any child protection investigation.

The DSL 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 pupil best, such as a class teacher or Head of Section will be nominated to attend
- Failing that, the DSL or DDSL will attend
- If no-one from the School can attend, the DSL will ensure that a report is made available to the conference or meeting

A4.6 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 DSL
- All information will be recorded
- Records will be kept on the pupil's separate child protection file (that should be separate from the School record) and copies made available to all conferences and core group meetings
- The DSL will notify the allocated social worker if the pupil is removed from the School roll, excluded for any period of time or goes missing

A4.7 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 DSL is responsible for ensuring that records are accurate, up to date and that recording is of a high standard. 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 or to monitor the situation as appropriate
- Whether any follow-up action was taken
- And, if appropriate or relevant, 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.

A record must be made:

- Whenever concerns arise or there is a serious incident, or
- Where a pupil is being monitored, prior to a case conference or core group meeting

Where a pupil who is subject to a child protection plan transfers to another school, the DSL is responsible for ensuring that copies of all relevant records are passed to the DSL at the new school.

A4.8 Confidentiality and information sharing

All information obtained by School staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent.

If the pupil is under 12, consent to share information about them must be obtained from their parents. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. The School occasionally has an 'out of year' pupil who turns 12 in Year 6.

Where a pupil is at risk of suffering significant harm, the School has a legal duty to share this information with the relevant local authority social work service and make appropriate referrals. Equally, where a pupil is subject to a child protection investigation, the School must share any information about the pupil requested by the local authority social work service.

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 should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the pupil?

Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the pupil, interfere with a criminal investigation or cause undue delay in taking action to protect the pupil. However, the School should discuss this with the relevant local authority child and family contact team social worker on a 'no names' basis to gain advice on whether this course of action should be taken.

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 pupil 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 DSL or seek advice from the relevant local authority child and family contact team social worker.

A5 The Early Years Foundation Stage (EYFS)

A5.1 Legal and policy framework

As an early years provider delivering the EYFS, the School aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

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

A5.2 Safeguarding and child protection

All safeguarding and child protection policies listed in Sections 3 and 4 of this Policy will apply equally to children in our EYFS so far as they are relevant to that age group.

The following additional child protection policies apply to our EYFS:

Use of tablets, cameras and mobile phones in the EYFS

- Parents are asked to switch off tablets, cameras and mobile phones if they come into our EYFS and to leave the EYFS premises if they need to use their mobile devices
- Parents are generally prohibited from taking any photographs of children in our EYFS, but for special events such as School performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared
- Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum or for marketing purposes in accordance with the School's Taking, Storing and Using Images of Children Policy and Consent to Use of Images of Pupils by the School form
- Staff only use School equipment for this purpose
- Staff must not bring personal cameras, tablets or mobile phones into our EYFS and are responsible for leaving them in a specified secure place (currently the area adjacent to Room 22A) for the duration of the school day and using them only during breaks in the Staff Room

Allegations of serious harm or abuse

A procedure for notifying Ofsted in the event of an allegation of serious harm or abuse by any person working in our EYFS.

A5.3 Suitable people

The School will use safer recruitment procedures in accordance with its Staff Safer Recruitment Policy to ensure that staff and volunteers who are recruited to work in our EYFS are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff recruitment policies set out in the Staff Safer Recruitment Policy will apply equally to staff in our EYFS, and the School will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all School policies and the School's expectations regarding conduct and safe teaching practice.

Recruitment policies for Governors and volunteers set out in the Recruitment of Governors and Volunteers Policy and apply equally to Governors and volunteers when in our EYFS setting. The School will ensure they receive proper training and induction so that they are aware of their role and responsibilities, all School policies and the School's expectations regarding conduct and safe practice.

Whenever an allegation is made against a member of staff in our EYFS, the School will follow local authority guidance of the management of an allegation against a member of staff.

Where EYFS staff are taking medication that may affect their ability to care for young children, they must notify the Head of Early Years.

A5.4 Staff training, skills and supervision

The School will ensure that:

- All staff in our EYFS settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding and Prevent training in line with this Policy
- All policies set out in section A7 of this Policy will apply equally to our EYFS staff
- All our EYFS staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take
- All our EYFS staff are able to communicate effectively in English both orally and in writing
- At least one member of staff who holds a current paediatric first aid certificate is available on our EYFS premises at all times and accompanies children on educational visits
- Each child in our EYFS has a designated key person who liaises with parents to provide individual support for the child

A5.5 Staff ratios

The School will ensure that:

- Staff levels within our EYFS comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe
- Parents are kept informed of staff members and numbers
- Children are kept within staff sight and hearing at all times

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
- At least 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

For before and after school provision, the School will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

A5.6 Health

The School will:

- Promote the health of children attending our EYFS provision
- Take necessary steps to stop the spread of infection
- Administer medicines only in line with the School's First Aid Policy and Administration of Medication Authorisation Form
- Take appropriate action where children are ill
- Ensure any meals provided are nutritious and prepared in a hygienic manner
- Notify Ofsted of any serious accident, illness or death of any child on our EYFS premises as soon as reasonably practicable, but in any event within 14 days of the incident, and notify the relevant local authority children's services at the same time
- Notify the Health and Safety Executive of fatal injuries, specified injuries and dangerous occurrences to pupils under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

A5.7 Health and safety and suitability of premises

The School will ensure that all indoor and outdoor spaces and facilities used for our EYFS are safe and fit for purpose and comply with School policies and standards for site safety and health and safety as set out Section 8 of this policy. Additionally, the School will ensure that all potential hazards within the School and during School educational visits are regularly risk assessed.

The School has process in place for ensuring that records of parents' details and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parents' consent at the end of the day. The School also has a policy for dealing with uncollected children (The Non-collection of Pupils Policy).

A5.8 Managing behaviour

The School will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is never used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the School's Physical Restraint Policy.

A6 Safer recruitment

A6.1 General principles

The School recognises that safer recruitment practices are an essential part of creating a safe environment for pupils and will ensure that staff working in the School are suitable to do so and do not pose any kind of risk to pupils. The School has put in place a Staff Safer Recruitment Policy.

The School will follow the *Keeping children safe in education* (September 2018) guidance.

The School will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and Governors and those involved in the management of an independent school, in accordance with statutory requirements.

No staff member, volunteer, Governor or anyone involved in the management of an independent school will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed.

Checks with the DBS will be carried out at the level appropriate to the candidate's role in the School.

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 safer recruitment practices.

Staff and Governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training. Schools will take up the accredited safer recruitment training offered through the Camden Safeguarding Children Board or any other accredited training provider.

Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the Governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.

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.

Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.

The Bursar will be responsible for keeping a single central register of all staff and volunteers who work at the School. The register will be regularly reviewed by the delegated Governor responsible for safeguarding.

The single central register should include details of all checks carried out and the outcome of these checks or any certificates obtained.

Where the School has salaried trainee teachers, the School will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central register.

For trainee teachers that are fee-funded, the School will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.

Where staff are recruited via third parties such as employment agencies, the Headteacher and/or the Governors will:

- Seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
- Request written confirmation of the outcome of all checks
- Request written confirmation that an enhanced DBS certificate has been received by the agency
- Check the identity of agency staff when they first present for work to ensure they are the person against whom the checks were taken out

A6.2 Checks to be taken out

The School will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a separate barred list check will be obtained
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on the TRA Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order
- As we are an independent school, checks will be made to ensure any member of staff or Governor involved in the management of the School is not barred from doing so under a section 128 direction
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the TRA Teacher Services system

[Criminal records checks for overseas applicants - Publications - GOV.UK](#)

[Employing overseas-trained teachers from outside the EEA - Publications - GOV.UK](#)

Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.

The School will keep copies of the following documents on staff personnel files:

- Documents used as proof of identity such as passports or driving licences
- A record of the DBS certificate number - 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)

A6.3 References

Applicants will be asked to provide a full employment history and details of at least two referees, including previous and recent employers, and who should be a senior member of staff with the authority to provide references. References from colleagues will not be acceptable.

All references will be taken up and will be requested directly from the referee, including references for internal candidates. Referees will be contacted to resolve any issues that emerge from the references provided.

References will be taken up from current employers only; if the applicant is not currently employed, verification of will be sought from their previous school as to the dates the applicant was employed and the reasons for leaving the post.

Any information provided by applicants as part of an application process will be verified with independent sources and any reference received electronically will be checked to verify the originating source.

A6.4 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 apply to the DBS for police checks and other barred list information as part of the recruitment process.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity. This 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.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at the School or unpaid volunteers who regularly work unsupervised at the School and whose work means they have an opportunity for regular contact with children.

Other staff, contractors and supervised volunteers, including Governors, who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made

by whoever is responsible for recruitment in the School, for example the Headteacher or Bursar, and the following will be taken into consideration when deciding on this:

- 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

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.

A6.5 Volunteers

The Headteacher will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- All volunteers at the School are known to the School community. DBS and other checks appropriate and proportional to the duties assigned to them are undertaken
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children during library duty, or providing personal care to children should be subject to an enhanced DBS check, including barred list information
- New volunteers who are not carrying out regulated activity but who have an opportunity for regular contact with children will be subject to an enhanced DBS check but this may not include a barred list check
- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the Headteacher will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:
 - The nature of the role
 - What information is already known about the volunteer
 - What references from work or volunteering activity the volunteer has provided regarding suitability
 - Whether the role is eligible for an enhanced DBS check
- The School will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience
- Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils
- All volunteers will be fully inducted in relation to all relevant School policies and procedures

A6.6 Governors and independent school management

The School will take out an enhanced DBS check on Governors but a barred list check will only be taken out if the individual governor will be carrying out a regulated activity within the School.

The School will also take out a check with the Teaching Regulation Agency Teacher Services system to establish whether any individual seeking to take up a position in the management of an independent school has been disqualified and therefore unable to do so.

Additional policies

The School will take out checks on School management or Governors under section 128 of the Education and Skills Act to establish if the individual has been barred from being involved in the management of schools.

A6.7 Alternative education provision

Whenever the School places a pupil with an alternative education provider, the School will obtain written confirmation of the provider's safeguarding and child protection policies and ensure that appropriate safeguarding checks on individuals working at the establishment have been carried out.

A7 Staff practice and conduct

A7.1 Induction and training

The Headteacher will ensure that all staff are fully inducted in and have been given copies of and have read and understood the following policies of the School and that staff are fully aware of their role in implementing these:

- Safeguarding and Child Protection Policy including the role of the DSL and the identity of the DSL and DDSL
- Behaviour Policy
- Staff Code of Conduct
- Missing Child Policy
- Whistleblowing Policy
- Online Safety Policy
- Computer Studies and Acceptable Use Policy

Staff will be asked to confirm in writing that they have received and read all relevant staff policies, including *What to do if you are worried a child is being abused* (2015) guidance, Part 1 of *Keeping children safe in education* (September 2018), and for school leaders and staff who work directly with children (which at the Cavendish School we consider to be all staff), Annex A of *Keeping children safe in education* (September 2018).

The DSL 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 a two-yearly basis.

The HR & Compliance Officer will keep a central record of all statutory and other training undertaken by staff members, Governors and volunteers.

School staff and Governors will undertake multi-agency safeguarding training at the relevant level.

As well as basic safeguarding training, the DSL and DDSL will receive specific training on their role and other relevant multi-agency training courses.

School staff will also receive training on the use of the Common Assessment Framework assessment and referral process as part of their safeguarding training.

School staff will receive regular and timely updates on child protection and safeguarding issues via the DSL in order to ensure they remain up to date with new legislation.

A7.2 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 in accordance with the School's Safeguarding Code of Conduct attached as Appendix 2.

The Headteacher will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the School's expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

Staff and volunteers should be aware of current guidance on safe teaching practice contained in *Guidance for safer working practice for adults working with children & young people in education settings. (2015)*.

<https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

Staff will be expected to follow the School's Social Media Policy in terms of their use of social media, particularly in relation to professional standards and relationships with pupils. All staff and volunteers will sign an acceptable use agreement before being given access to the School's computer system.

A7.3 Providing intimate or personal care to pupils

Staff in 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 PE

The School has an Intimate Care Policy in place in order to promote safe working practices for staff and ensure pupils' privacy. Pupils 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 the School's Intimate Care Policy 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 pupil 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 pupil's emotional response and report any concerns to the designated teacher
- When pupils are changing, levels of supervision should be appropriate to the pupils' age
- Staff should avoid any physical contact unless a pupil needs help
- Staff should ensure that changing areas are private and that others are not able to enter whilst pupils are changing

A7.4 Behaviour management, physical intervention and restraint

The School has a Behaviour Policy and Physical Restraint Policy in place in line with government guidance and any use of physical intervention and restraint will be linked to the implementation of these policies. The School will use physical intervention and restraint only in line with its Physical Restraint Policy.

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 at:

[Behaviour and discipline in schools - Publications - GOV.UK](#)

The School's policy on physical intervention and restraint

In summary: physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property.

Decisions on when to use physical intervention is a matter of professional judgement, and any intervention or restraint should be proportionate, reasonable and necessary to the perceived risk and should continue only for as long as the risk remains. Should such an intervention be required the School should record the details, including any injury, and contact the parent on the same day to explain the circumstances involved.

Further details can be found in the School's Physical Restraint Policy.

A7.5 One-to-one tuition

It is recognised that teachers and other professional who deliver one-to-one tuition, for example, visiting music teacher, EAL teachers, speech and occupational therapists and educational psychologists, are vulnerable to allegations being made against them because they often work with pupils alone and the activity can involve some physical contact with a pupil.

One-to-one teachers and other professionals need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a pupil or taken out of context by other adults and:

- Ensure they behave in an appropriate manner and maintain professional boundaries at all times
- Only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed
- Make sure any physical contact cannot be misinterpreted by a pupil by explaining in advance what contact will be involved and why
- Ask the child's permission first and respect their wishes
- Report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken
- Never travel alone with pupils in a car
- Never contact pupils by mobile phone or email, for instance to rearrange a lesson or rehearsal: use home telephone contacts and make arrangements with parents.

The School carries out a risk assessment around one-to-one tuition. This includes:

- Providing rooms/spaces where the teacher can be easily observed by others, for example a door with glass in it
- Passing on any relevant information about pupils that may have a bearing on how they could react to physical contact so the teacher or other professional can adapt their practice accordingly
- Record any reported incidents or issues and deal with these within the framework of the School's own policies
- Make sure one-to-one teachers and other professionals are aware of the School's safeguarding and staff conduct policies prior to starting

A7.6 Allegations against staff

Procedures for dealing with allegations of abuse against staff are carried out in accordance with Part four of the DfE guidance *Keeping children safe in education* (September 2018) and the *London Child Protection Procedures* (May 2018). All staff are made aware of this guidance, the School's procedures, and other local guidance relating to this issue. All relevant contact details are set out in the key contacts section of this Policy. Guidance from Camden can be found below.

[Policies / Guidance | Camden Safeguarding Children Board](#)

All School staff should take care to ensure that professional boundaries are maintained so that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (e.g. one-to-one tuition, engaging in inappropriate electronic communication with a pupil etc.). All activities with pupils or parents should be conducted in view of other adults. Where doors are fitted with glass panels, these must not be covered (other than in an Inside Lockdown as set out in the School's Lockdown Procedures). Staff are made aware that special care must be taken in any circumstances where work is undertaken on a one to one basis with a pupil and in any situation in which it may be necessary for an adult to make physical contact with a pupil, such as in music instrumental lessons or in sports coaching. These requirements apply equally to club supervisors and staff supervising

before and after school care. See also the advice to staff contained in Appendix 2 to this document.

We understand that a pupil may make an allegation against any member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher and the DSL (or in her absence the DDSL). The LADO will be informed within 24 hours of any allegation. The professional advice of the LADO will be of particular importance in these circumstances. Allegations against staff will also be notified to the DBS and, for teaching staff, the TRA. The Headteacher will, where appropriate, also discuss the allegation with the Chair of Governors. In the absence of the Headteacher the allegation should be passed directly to the Chair of Governors. The School will not undertake its own investigation before receiving advice from the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations.

Any allegation against the DSL or DDSL will be made directly to the Headteacher who will consult as above without notifying the DSL or DDSL (as applicable) first.

If a professional allegation is made against the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Headteacher first.

The purpose of the initial discussion is to consider the nature, content and context of the allegation and to agree a course of action, including whether to obtain any additional relevant information. Where this initial sharing of information and evaluation leads to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, the decision and a justification for it will be recorded by both the Headteacher or DSL and the LADO and agreement reached as to what information should be put in writing to the individual concerned and by whom. The Headteacher or DSL and the LADO will then consider what action will follow in respect of the individual and those who made the initial allegation.

Material which may lead to the identification of a member of staff who has been accused by, or on behalf of, a pupil (where that identification would identify the member of staff as the subject of an allegation), will remain confidential. Any such information will only be released if the member of staff is charged with an offence, or if the DfE or TRA publish the information.

Any professional allegation will precipitate a strategy meeting, which will involve representatives from the School and other relevant agencies, to decide on the most appropriate action. This is in accordance with the *London Child Protection Procedures* (May 2018).

Subject to the approval of the LADO or the police, where a member of staff is the subject of an allegation of abuse they will normally be informed of the concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the LADO or the police. We will follow our Capability and Disciplinary Procedure or Capability and Disciplinary Procedure for Employees on Probation (as appropriate) when managing such allegations. Disciplinary action will be considered in conjunction with discussions at the strategy meeting.

We would not normally send a pupil home, pending such an investigation, unless this advice is given exceptionally as a result of a strategy meeting.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration and will not be the default approach adopted. The decision to suspend will be based on information received at the strategy meeting, the information on potential risks to pupils and whether it compromises any criminal investigation.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.

Any allegation of abuse made against a member of staff will be dealt with quickly, in a fair and consistent way that provides effective protection for the pupil and at the same time supports the person who is the subject of the allegation.

After every occasion on which a problem arises regarding safeguarding and a member of staff, the School will review its procedures in the light of lessons learnt from the case and will amend them as necessary.

Where a pupil is found to have made a malicious allegation against a member of staff, this will be dealt with in accordance with the School's disciplinary procedures.

A7.7 Supporting Staff

We recognise that staff working in the School who have supported a pupil who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

A7.8 Whistleblowing

The School fosters a culture of openness in line with the *Freedom to speak up* review and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the School that may cause a risk to pupils.

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 the School is failing to safeguard and promote the welfare of pupils. Where it is not possible to raise concerns within the School, staff and volunteers may report concerns to the following:

- Local authority lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil
- The following numbers can be used where there are issues regarding the School's overall procedures around safeguarding

- Camden Council's confidential and independent help-line for protected disclosure on 0800 734199
- the Ofsted whistle-blowing line on 0300 123 3155
- the NSPCC whistleblowing helpline on 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.

Linked policies

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Anti-bullying Policy for Pupils ● Anti-bullying Policy for Staff ● Attendance Registration Procedure ● Code of Conduct ● Code of Conduct for Other Adults ● Complaints Procedure ● Computer Studies & Acceptable Use Policy ● Contractor Policy ● Educational Visits Policy ● Equal Opportunities Policy for Employees ● Equal Opportunities Policy for Pupils ● Online Safety Policy ● First Aid Policy ● Health and Safety Policy ● Intimate Care Policy | <ul style="list-style-type: none"> ● Lockdown Procedures ● Non-collection of Pupils Policy ● Physical Restraint Policy ● Prevent Policy ● Procedures for Evacuation of People with Disabilities ● PSHCE Policy ● Risk Assessment Policy ● Safeguarding Information for Volunteers ● SRE Policy ● Staff Safer Recruitment Policy ● Supervision of Pupils Policy ● Taking, Storing and Using of Images of Children Policy ● Visitors and Visiting Speakers Policy ● Whistleblowing Policy |
|--|---|

A8 Health and safety and risk assessments

A8.1 Responsibility for health and safety

The Governors and Headteacher will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the School environment.

The School's Health and Safety Policy, prepared under the guidance of the School's Health and Safety Consultant will be based on government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279429/DfE_Health_and_Safety_Advice_06_02_14.pdf

Day-to-day responsibility for health and safety issues in the School will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is the Bursar:

Name: Sharon Chen Cooper

Designation: Bursar

Contact details: bursar@cavendish-school.co.uk

Tel: 020 7482 9203

A8.2 Risk assessments

The School will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- On an annual basis for the School environment as a whole
- For all School educational visits and sports fixtures
- For pupils travelling between locations during the School day
- 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

A8.4 Site security and visitors

The Governors are 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 Bursar will decide whether or not 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.

Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the School liaises with the organisation to ensure that appropriate checks have been carried out by the organisation.

All visitors and contractors will be:

- Informed to report to reception on arrival
- Expected to provide proof of identity
- Expected to wear a name badge at all times when on the School premises
- Suitably supervised by School staff at all times
- Made aware of School health and safety procedures.

In accordance with the School's Contractor Policy, The Bursar 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 with class teachers in advance what level of supervision or contact they will have with pupils.

A8.5 Use of the School premises by other organisations

The School will only allow use of the School premises by other organisations outside of School hours if:

- The School's incorporation document allows this
- The organisation provides an overview of what it intends to teach so that the Senior Management Team is able to make a judgement on whether this is in line with the promotion of fundamental British values
- The organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks
- Reasonable due diligence checks are taken out on the organisation by the School

A8.6 Monitoring and review

To enable the School to monitor the safety of the premises and the School environment, as well as the implementation of policies, the Headteacher and the Governors will ensure that;

- All School policies are monitored (including where relevant by the DSL) and regularly (and where appropriate annually) reviewed by the Headteacher and the Governors
- 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
- Serious accidents and incidents are reported to the Governors
- The DSL ensures a high standard of recording of all concerns held about pupils
- All accidents and incidents and near misses are scrutinised on a regular basis by the Governors to identify any problems or weaknesses in School safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action

Part B: ADDITIONAL SAFEGUARDING POLICIES AND PROCEDURES

B1 Non-collection of pupils from School

The School has put in place a policy regarding handing over children to pupils who are not their parent or known carer at the end of the School day (the Non-collection of Pupils Policy). Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the School in advance if this changes, giving details of the person authorised to collect the pupil. The School will also ensure that the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

Parents will also be asked to inform the School where their children are subject to court orders that limit contact with a named individual. A copy of the court order will be requested and kept on file.

In the event that anyone who is not authorised to do so attempts to collect a pupil, the School will not allow the pupil to leave but will contact a parent immediately.

If a pupil is uncollected at the end of the School day, the School will follow the procedure set out in the Non-collection of Pupils Policy.

B2 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 has put in place a Missing Child Policy which states who needs to be notified and what action should be taken and any relevant timescales. Parents are asked to provide contact details for at least two or more people who can be contacted in the event that a pupil does not attend School.

Further guidance is available in Camden's 'Children missing from education' policy and the Camden Safeguarding Children Board missing children protocol for further details available at: [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board](#)

Where a parent notifies the School that they are removing a pupil 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 pupil is already known to the relevant local authority social work service, their allocated social worker should be notified immediately
- If the pupil is not known to the relevant local authority social work service, but the School has concerns about their welfare, the DSL should make a referral to the local authority social work service

B3 Peer-on-peer abuse

What is peer-on-peer abuse?

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Research suggests that peer-on-peer abuse is one of the most common forms of abuse affecting children in the UK.

Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence, sexting (youth-produced sexual imagery), initiation/hazing type violence and rituals. These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns.

We consider that the examples of peer-on-peer abuse given above (other than serious bullying and cyber-bullying) are unlikely to be experienced by our School cohort.

However, behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital, and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies.

Peer-on-peer abuse is not tolerated in our School and should not be dismissed as 'banter', 'horseplay' or 'teasing'.

How can staff identify peer-on-peer abuse?

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the ways in which pupils will disclose or present with behaviours as a result of their experiences will differ. Signs that a pupil may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse (see Appendix 1 for indicators of abuse) and can include:

- Failing to attend School, disengaging from classes or struggling to carry out School-related tasks to the standard ordinarily expected
- Physical injuries
- Experiencing difficulties with mental health and/or emotional wellbeing
- Becoming withdrawn and/or shy
- Experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- Abusive behaviour towards others
- Broader changes in behaviour including over or under eating or (much less likely) alcohol or substance misuse

Abuse affects children very differently. The above list is by no means exhaustive or definitive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that pupils present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage pupils to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents so that the causes of their behaviour can be investigated. Where a pupil exhibits any behaviour that is out of character or abnormal for their age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the pupil is being harmed or abused by their peers or anyone else) and, if so, what the concern is and how the pupil can be supported.

The power dynamic that can exist between pupils is also very important when identifying and responding to their behaviour: in all cases of peer-on-peer abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the pupil responsible for the abuse and the pupil being abused. It may, for example, be the result of particular class dynamics. Equally, while pupils who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Are some pupils particularly vulnerable to abusing or being abused by their peers?

Any pupil can be vulnerable to peer-on-peer abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all pupils. Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a pupil could be shared, following which they could become more vulnerable to peer-on-peer abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a pupil's vulnerability to such abuse. For example, pupils who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to peer-on-peer abuse. Pupils who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers.

Gendered nature of peer-on-peer abuse

The School is aware of the gendered nature of peer-on-peer abuse and recognises that this will play out differently in our single sex environment from a mixed or gender-imbalanced environment, but should not be dismissed or taken less seriously as a result.

Procedures to minimise the risk of peer-on-peer abuse

The School actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by educating all Governors, Senior Management Team, staff and volunteers, pupils and parents about this issue. This includes:

- Training all Governors, SMT, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it. This includes the identification and classification of specific behaviours, the importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as 'banter', 'horseplay' or 'teasing'

- Ensuring that pupils know what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. Pupils are regularly informed (for example during PSHCE) about the School's approach to such issues, including its zero tolerance policy towards all forms of peer-on-peer abuse
- Engaging parents by raising awareness of the possibility of this issue
- Ensuring that all peer-on-peer abuse issues are fed back to the DSL/DDSL so that they can spot and address any concerning trends and identify pupils who may be in need of additional support
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom)
- Working with Governors, SMT, all staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships
- Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to
- Responding to cases of peer-on-peer abuse promptly and appropriately

Responding to concerns or allegations of peer-on-peer abuse

Concerns or allegations of peer-on-peer abuse (over and above the behaviour typical of primary aged children) will be taken very seriously.

If there are concerns about peer-on-peer abuse or an allegation is made, the member of staff who is concerned or who receives the allegation will immediately inform the Headteacher and the DSL. The Headteacher will in most instances and where appropriate discuss the content of the allegation with the Chair of Governors.

Where a pupil's behaviour is likely to cause significant harm to other pupils, for example through bullying, cyberbullying, physical violence or (very unlikely in our School community) initiation rites, the School will refer the perpetrator and the victim to the local authority child and family contact team under their peer-on-peer abuse protocol. The DSL may take advice from MASH social workers before making a decision.

Where the harm is attributable to sexually abusive behaviour or sexual harassment, the School will follow the relevant local authority social work service protocol on harmful sexual behaviour; further details can be found in section B4 below.

A serious concern or allegation of peer-on-peer abuse will normally be referred to a strategy meeting, involving representatives from the School and the relevant local authority social work service. A strategy meeting also covers any urgent formal strategy discussion which may take place between the police, the relevant local authority social work service and education managers prior to the first meeting.

The School would not normally send a pupil home, pending such an investigation, unless this advice is given exceptionally as a result of a strategy meeting.

Suspension of a pupil, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice from relevant agencies before deciding on the course of action to be taken.

A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a pupil is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and to the relevant local authority social work service.

If there is a disclosure about peer-on-peer abuse all pupils involved, whether alleged perpetrator or victim, will be treated as being 'at risk'.

The School will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

B4 Harmful sexual behaviour, sexual violence and harassment

Policy

The School recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated. Taking into account factors such as the age of our pupils, the School considers that it is unlikely, although still possible, for this to happen in our School community. School behaviour management and anti-bullying policies reflect the School's approach and staff and pupils will be made aware of the standard of behaviour expected and the likely responses to any incidents of sexual violence and harassment.

The School will follow the statutory guidance *Sexual violence and sexual harassment between pupils* (May 2018) and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

The School will take all necessary steps to put in place a planned PSHCE curriculum to convey the School's commitment to raising age appropriate awareness of preventing harmful sexual behaviour both now (which we consider unlikely but possible) and in the future, and to promoting respectful behaviour between pupils with regards to sexual conduct.

The School will promote an environment where victims feel empowered to raise concerns and report incidents. Any reports of sexual violence or harassment will be taken seriously and thoroughly investigated by the School and appropriate referrals made to the police and the relevant local authority social work service.

The School will ensure that staff and Governors receive relevant training to help them ensure an effective response to incidents that protects individual victims and safeguards the welfare of all pupils and staff.

The School will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

Procedures

The School will ensure there is a robust response to all incidents and will follow the procedures set out in Part 5 of the statutory guidance *Keeping children safe in education* (September 2018).

Reported incidents will be investigated by the member of staff to whom the pupil discloses in partnership with the DSL, who will also carry out a risk assessment to look at any continued risk to the victim or other pupils and staff from the alleged perpetrator within the School environment.

Where the allegation involves material posted online, the School will request that the electronic device is handed over as part of the investigation and will use legal powers to search and confiscate property as set out in the statutory guidance *Searching, screening and confiscation advice for schools* (January 2018). Additionally, pupils who bring their personal electronic devices into School are required to leave them in the School Office: not to do so would be a breach of School rules.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

The member of staff and DSL will write up a record of the investigation that will set out how the School will respond to the incident.

Decisions on responses will be based on the harmful sexual behaviour risk assessment and thresholds set out in the relevant local authority social work service's harmful sexual behaviour protocol. The DSL may take advice from MASH social workers before making a decision. Possible outcomes include referral to early help services, local authority social work services or the police, or managing the matter internally under School behaviour policies.

Where a referral will be made to local authority social work services or the police under the protocol, the DSL will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents.

The School will take any necessary action to continue to safeguard the victim and other pupils within the School environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of ongoing police and local authority social work service investigations to take account of any changes in the status of investigations. Where necessary and appropriate, the School will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf under the relevant local authority social work service's harmful sexual behaviour protocol.

Additional procedures

Sexual violence is defined as any act which is an offence under the Sexual Offences Act 2003, including rape, assault by penetration or sexual assault without the consent of the victim.

Sexual harassment is defined as unwanted sexual conduct likely to violate the victim's dignity and/or make them feel intimidated, degraded or humiliated or create a hostile, offensive or sexualised environment. This includes making sexual comments or jokes, physical contact such as touching or interfering with clothing or displaying sexual images. It also includes online harassment.

When dealing with incidents, the School will ensure that the written report of the incident contains objective facts and sets out clearly the next steps to be taken, with the views of the victim clearly recorded.

The School is aware of its equality duty as victims of sexual violence and harassment are more likely to be female but should follow the same procedures and ensure the same level of response for incidents involving male pupils or incidents where victim and perpetrator are the same sex.

Cases may be managed internally by the School without referral to other agencies where the incident involves low-level concerns and is a 'one-off' occurrence where there is no further risk to the victim or other pupils. A typical example of this in our School would be a pupil pulling down another pupil's pants.

The School gives careful thought to the day to day management of risk and support for the victim, taking into account the victim's views and possible parental views if appropriate when considering practical issues such as separating the victim and perpetrator. However the School must be able to justify any measures taken and ensure that they do not interfere with the educational opportunities of either party.

The School will ensure that staff and Governors are able to take up training and support around age appropriate relationships and peer-on-peer abuse and how these messages should be delivered within the PSHCE curriculum. Sexualised behaviour, sexual violence and harassment will also be addressed in whole-school safeguarding training

B5 Prevention of radicalisation

The School's safeguarding duty includes the duty to promote fundamental British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism. While we consider that the risk of our pupils being subject to radicalisation or drawn to terrorist/extremist activity is not significant, we understand our obligation to prevent this.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Under the Counter-Terrorism and Security Act 2015, the School also has a duty to refer pupils on to the relevant local authority Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

Where the School has concerns that a pupil might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist

ideologies, or that a pupil may be at risk due to their parents' radicalisation, the School will follow the guidance set out in the local authority's safeguarding children board guidance.

Camden's *Safeguarding children and young people from radicalisation and extremism* is available here:

<http://www.cscb-new.co.uk/wp-content/uploads/2016/03/CSCB-guidance-on-radicalisation-and-extremism.pdf>

School should always be a safe space for pupils to explore new ideas and perspectives, and develop their critical thinking skills. Where there are concerns about radicalisation and a referral to the relevant local authority Channel Panel is being considered, the School will discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The DSL should be consulted for internal advice on making a referral. Prior to making a referral the School may also speak to and get advice from their police schools' officer. In Camden, advice is available from:

- The Police Prevent Engagement Officer: Mark Fowler, Mark.P.Fowler@met.pnn.police.uk, Tel: 0208 733 6014
- Camden's Prevent co-ordinator: Karina Kaur, karina.kaur@camden.gov.uk, Tel: 020 7974 6050
- The Prevent Education Officer: Jane Murphy, jane.murphy@camden.gov.uk, Tel: 020 7974 1008

Additional procedures

The School has put in place a Preventing Extremism and Radicalisation Policy.

B6 Mandatory reporting of Female Genital Mutilation (FGM)

The School will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM:

[Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK](#)

Where a pupil makes a disclosure of FGM, the School will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the relevant local authority social work service guidance. Camden's guidance is available at:

<http://www.cscb-new.co.uk/wp-content/uploads/2015/10/FGM-mandatory-reporting-guide.pdf>

Mandatory police reports should be made to the Metropolitan Police Child Abuse Investigation Command/Project Azure, projectazure@met.police.uk Tel: 020 7161 2888, or if the threat is imminent, 999

All concerns around FGM, including any disclosure made by a pupil, will be discussed with the DSL before any action is taken.

Warning signs relating to FGM

The multi-agency practice guidelines identify a number of warning signs that a pupil may be at risk of undergoing FGM or may have already undergone it. These include:

- Professionals overhearing pupils talking about FGM
- Disclosure by a pupil or one of her friends
- A pupil going abroad to a country where FGM is known to be prevalent for an extended period
- A pupil who presents with medical difficulties such as frequent urinary infections or severe menstrual problems
- Prolonged unexplained absence from School
- Behavioural changes such as withdrawal or depression
- Reluctance to agree to routine medical examination

Implications for The Cavendish School

All adults who work with girls and young women must be alert to the risk of FGM

A small number of pupils at the School may belong to communities in which FGM has traditionally been practised and have close family links with countries abroad where it is prevalent and so are potentially at risk

As set out above, from October 2015, teachers have a mandatory duty under the Serious Crime Act 2015 to report to the police when they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out in a girl under 18. Those failing to report such cases face disciplinary action. Teachers should still consider and discuss such cases with the DSL and involve local authority children's social care as appropriate.

For these purposes, 'teacher' includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions.

In addition to being vigilant and aware of the possibility of FGM affecting our pupils, the School will take proactive, age appropriate measures to raise pupils' awareness of the issue, and to foster an atmosphere in which pupils will be able to voice concerns, by including FGM in PSHCE and elsewhere in the curriculum where appropriate.

B7 Self-harm

Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with pupils who self-harm
- To provide support to pupils who self-harm and their peers and parents

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours. Schools can play an important role in preventing self-harm and also in

supporting pupils, peers and parents of pupils currently engaging in self-harm. The following describes the School's approach to self-harm.

Definition of self-harm

Self-harm is any behaviour the intent of which is deliberately to cause harm to one's own body, for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

Risk factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual factors

- Depression/low mood/anxiety
- Poor communication skills
- Low self-esteem
- Precocious puberty/onset of puberty/puberty
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social factors

- Difficulty in establishing friendships/loneliness
- Being bullied or rejected by peers

Warning signs

Staff may become aware of warning signs which indicate a pupil is experiencing difficulties which may lead to thoughts of self-harm or suicide. These warning signs should always be

taken seriously and staff observing any of these warning signs should seek further advice from the DSL or the Headteacher. If in doubt, any concerns should be aired with one of them.

Possible warning signs include:

- Changes in eating/sleeping habits (e.g. pupil may appear overly tired if not sleeping well)
- Increased isolation from friends, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Alteration in personal care
- Changes in clothing

Staff roles in working with pupils who self-harm

Pupils may choose to confide in a member of School staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a pupil, such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to pupils it is important to maintain a supportive and open attitude and avoid giving any impression of being judgmental. A pupil who has chosen to discuss concerns with a member of School staff is showing a considerable amount of courage and trust.

As with all disclosures made to staff, the pupil concerned needs to be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a pupil is at serious risk of harming themselves then confidentiality cannot be kept. It is important not to make promises of confidentiality which cannot be kept even if the pupil puts pressure on you to do so. If a member of staff tells a pupil that they cannot promise confidentiality and the pupil then declines to continue to discuss or disclose, this should be taken as a warning sign and needs to be recorded.

Any member of staff who is aware of a pupil engaging in or suspected to be at risk of engaging in self-harm should report it to the DSL or the Headteacher.

Following such a report, the DSL etc., will decide on the appropriate course of action. This may include:

- Contacting parents
- Arranging professional assistance e.g. medical, local authority social care, as appropriate
- Advising parents to seek appropriate counselling, with guidance from the School
- Immediately removing the pupil from lessons if remaining in class is likely to cause further distress to the child and/or her or his peers
- In the case of an acutely distressed pupil, the immediate safety of the pupil is paramount and an adult should remain with the pupil at all times

- If a pupil has self-harmed while at School a first aider should be called for immediate help

Further Considerations

Any meeting with a pupil, their parents or peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in a confidential child protection file.

It is important to encourage all pupils to let you know if one of their peer group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The members of the peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult the DSL. When a pupil is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of pupils in the same peer group are harming themselves.

B8 Eating disorders

Aims

- To increase understanding and awareness of eating disorders
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students suffering from eating disorders
- To provide support to pupils currently suffering from or recovering from eating disorders and their peers and parents

Anyone can get an eating disorder regardless of their age, sex or cultural background. People with eating disorders are preoccupied with food and/or their weight and body shape, and are usually highly dissatisfied with their appearance. The majority of eating disorders involve low self-esteem, shame, secrecy and denial.

The major eating disorders are anorexia nervosa and bulimia nervosa. People with anorexia live at a low body weight, beyond the point of slimness and in an endless pursuit of thinness by restricting what they eat and sometimes compulsively over-exercising. In contrast, people with bulimia have intense cravings for food, secretly overeat and then purge to prevent weight gain (by vomiting or use of laxatives, for example).

School staff can play an important role in preventing eating disorders and also in supporting pupils, peers and parents of pupils currently suffering from or recovering from eating disorders.

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to developing an eating disorder:

Individual Factors:

- Difficulty expressing feelings and emotions
- A tendency to comply with other's demands
- Very high expectations of achievement
- A need for control

Family Factors

- A home environment where food, eating, weight or appearance have a disproportionate significance
- An over-protective or over-controlling home environment
- Poor parental relationships and arguments
- Neglect or physical, sexual or emotional abuse
- Overly high family expectations of achievement

Social Factors

- Being bullied, teased or ridiculed due to weight or appearance
- Pressure to maintain a high level of fitness/low body weight for e.g. sport or dancing

Warning Signs

School staff may become aware of warning signs which indicate that a pupil is experiencing difficulties that may lead to an eating disorder. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from the DSL.

Physical Signs

- Weight loss
- Dizziness, tiredness, fainting
- Feeling Cold
- Hair becomes dull or lifeless
- Swollen cheeks
- Callused knuckles
- Tension headaches
- Sore throats / mouth ulcers
- Tooth decay

Behavioural Signs

- Restricted eating
- Skipping meals
- Scheduling activities during lunch
- Strange behaviour around food
- Wearing baggy clothes
- Wearing several layers of clothing
- Excessive chewing of gum/drinking of water
- Increased conscientiousness
- Increasing isolation/loss of friends
- Believes they are fat when they are not
- Secretive behaviour
- Visits the toilet immediately after meals

Psychological Signs

- Preoccupation with food
- Sensitivity about eating
- Denial of hunger despite lack of food
- Feeling distressed or guilty after eating
- Self-dislike
- Fear of gaining weight
- Moodiness
- Excessive perfectionism

Staff Roles

Pupils all take their lunch in the Dining Room where they are supervised by teaching staff and are encouraged to choose a balanced meal. Staff are alert to the possibility of pupils disposing of disproportionate amounts of food.

The most important role School staff can play is to familiarise themselves with the risk factors and warning signs outlined above and to make the DSL or Headteacher aware of any child causing concern. Following the report, the DSL etc., will decide on the appropriate course of action. This may include:

- Contacting parents
- Arranging professional assistance e.g. doctor, nurse (either directly or in conjunction with parents, as appropriate)
- Advising parents to seek appropriate counselling, with guidance from the School
- Advising parents to arrange a referral to CAMHS
- Giving advice to parents, teachers and other pupils

As with all disclosures made to staff, the pupil concerned needs to be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a pupil is at serious risk of harming themselves then confidentiality cannot be kept. It is important not to make promises of confidentiality which cannot be kept even if the pupil puts pressure on you to do

so. If a member of staff tells a pupil that they cannot promise confidentiality and the pupil then declines to continue to discuss or disclose, this should be taken as a warning sign and needs to be noted.

Pupils undergoing treatment for/recovering from eating disorders

The decision about how, or if, to proceed with a pupil's schooling while they are suffering from an eating disorder should be made on a case by case basis. Input for this decision should come from discussion with the pupil, their parents, School staff and members of the multi-disciplinary team treating the pupil.

The reintegration of a pupil into School following a period of absence should be handled sensitively and carefully and again, the pupil, their parents, School staff and members of the multi-disciplinary team treating the pupil should be consulted during both the planning and reintegration phase.

Further Considerations

Any meetings with a pupil, their parents or their peers regarding eating disorders should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the pupil's child protection file.

B9 Online safety

As part of its duty to provide a safe learning environment and ensure pupils know how to remain safe online, the School has put in place an Online Safety Policy using the model provided by Camden Safeguarding Children Board. This covers online safety issues, strategies, policies, responding to incidents and sanctions. We talk to the pupils about online safety and it is embedded in the School curriculum.

B10 Looked after and previously looked after children

The School recognises that looked after and previously looked after children are particularly vulnerable due to their status and their pre-care experiences.

Should a looked after child join the School, the School will ensure that a designated teacher for looked after children is nominated who will have responsibility for their welfare and progress and who will obtain up-to-date assessment information from the relevant local authority, the most recent care plan, contact arrangements with parents and delegated authority to carers. The designated teacher will be the DSL who should be consulted for advice whenever there are concerns about the welfare of a looked after child.

The School is also aware of the need to promote the education of previously looked after children; these are defined as children who have left the care system as a result of adoption

or special guardianship order. It is recognised that these children may face the same difficulties and have the same vulnerabilities as looked after children.

The statutory guidance to local authorities on how they are to support schools with the care and education of these children can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

B11 Pupils with special education needs or disabilities

The School is aware that pupils with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communication difficulties and professionals may miss vital indicators.

School policies reflect these issues and recognise that staff need to be able to help individual pupils to overcome barriers to seeking help. The School follows local authority guidance on safeguarding children with disabilities.

Additional procedures

The School has put in place a Learning Difficulties & Disabilities/Special Educational Needs (SEN) Policy and Procedures for Evacuation of People with Disabilities.

B12 Safeguarding vulnerable groups

The School is aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from early help services, the local authority social work service or other agencies in order to overcome problems or keep them safe.

The School will adhere to the following policies in order to respond to the needs of these vulnerable groups.

Children at risk of forced marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

We consider that, because of the age and cultural background of our intake, and the ethos of the School, the risk of forced marriage for pupils at the School is low. However, our pupils may be related to or know people who are at risk of forced marriage, so it is important for staff to be aware of its existence in case of any impact on our pupils.

[Forced marriage - Detailed guidance - GOV.UK](#)

Children at risk of Honour Based violence (HBV)

For a summary of Honour Based Violence and relevant legislation see the Crown Prosecution Website at:

http://www.cps.gov.uk/legal/h_to_k/honour_based_violence_and_forced_marriage/#a04

There is no specific offence of 'honour based crime'. It is an umbrella term to encompass various offences covered by existing legislation. HBV can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

The Crown Prosecution Service, the Association of Chief Police Officers and support groups have a common definition of HBV:

HBV "is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community."

Some pupils at The Cavendish School could be related to or know people who are at risk of HBV or could witness HBV in their families or communities.

Domestic abuse and/or sexual violence

Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship.

Children of all ages living with a parent, most often the mother, who is experiencing domestic violence, are vulnerable to significant harm through physical, sexual, emotional abuse and/or neglect. The legal definition of significant harm includes “the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home.” Supplementary guidance is contained in the London Safeguarding Children Board Child Protection Procedures No.28 - *Safeguarding Children Abused through Domestic Violence*:

http://www.londoncp.co.uk/chapters/sg_ch_dom_abuse.html?zoom_highlight=domestic+abuse

and at:

<https://www.cscb-new.co.uk/wp-content/uploads/2017/07/CSCB-domestic-abuse-guidance.pdf>

The School can refer pupils who live in Camden affected by domestic or sexual violence to the specialist worker based in the Camden Safety Net on 020 7974 1864 for advice and support.

Privately fostered children

Definition: private fostering is an arrangement where a child or young person under the age of 16 (or under 18 if they are disabled) is looked after full time for more than 27 days by an adult who is not their:

- Parent, step-parent or legal guardian
- Grandparent
- Brother or sister
- Aunt or uncle

Further information on private fostering can be found at:

https://cscb-new.co.uk/?page_id=8261

Schools have a legal duty to notify the local authority of any pupil they know to be privately fostered. The School should contact the local authority fostering team of any private fostering arrangements that come to their notice.

Young carers

If the School has concerns about a pupil they believe to be a young carer, they can contact Family Action on 020 7272 6933 for advice and can refer the pupil on for services and support. Further details can be found on the following websites.

www.family-action.org.uk

https://cscb-new.co.uk/?page_id=8264

B13 Contextual safeguarding for young people

The School is aware that as pupils grow older and more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at School or from their own peer group. The School is also aware that many of these forms of exploitation are linked and that going missing from home or from education can be an indicator that young people are involved in child sexual exploitation, gang activity, modern slavery and trafficking.

Children at risk of child sexual exploitation

Definition

“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants and/or (b) the financial advantage of increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.” (DfE)

Camden’s guidance on child sexual exploitation, including indicators of child sexual exploitation can be found here:

[Child Sexual Exploitation | Camden Safeguarding Children Board](#)

The age of our pupil intake means that many of the risks and indicators included in the Camden guidance are unlikely to apply, but nevertheless, staff are aware of the possibility and are alert to indicators such as:

- Absence from School
- Difficult or distrustful relationships with parents or other adults
- Unexplained gifts, money or new mobile phone
- Secretive when using mobile phone or internet
- Evidence of online grooming
- Increase in level of personal grooming and appearance, new clothes etc.
- Older boyfriend
- Speaks of attending parties with possible adult perpetrators

Where child sexual exploitation is suspected, the School, via the DSL, will follow the relevant local authority protocol making a referral for early intervention or preventative services, targeted support including a referral for a Child in Need service or a statutory intervention under child protection or child sexual exploitation procedures as appropriate.

Young people at risk from gang activity or serious youth violence

[Safeguarding children and young people who may be affected by gang activity - Publications - Inside Government - GOV.UK](#)

Camden has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on 020 7974 6174 for advice.

Modern slavery and trafficked children

https://cscb-new.co.uk/?page_id=7271

The local authority protocol provides guidance for agencies where it is thought children have been trafficked into or within the UK or where they are vulnerable to modern slavery/forced labour. This includes young people who are criminally exploited under the county lines model.

Children who run away/go missing

[Policies / Guidance | Camden Safeguarding Children Board](#)

B14 Additional guidance and resources

The age and cultural background of our pupil intake makes the risk of exposure to many of the issues covered in the links below relatively low. However, our central London location makes it likely that pupils will on occasion witness instances of, for example, substance abuse, violence and crime and. Staff will need to be aware of these issues so that they can address them in an age appropriate way.

Schools can access guidance at www.nspcc.org.uk and [Department for Education - GOV.UK](http://www.gov.uk)

Alternative provision

<https://www.gov.uk/government/publications/alternative-provision>

Attendance

<https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

Behaviour and discipline

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Bullying (including cyberbullying)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf

Children missing from school

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf

Drugs/substance misuse

[Drugs: advice for schools - Publications - GOV.UK](#)

<https://www.gov.uk/government/publications/school-exclusion>

Fabricated or induced illness

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding Children in whom illness is fabricated or induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

Faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Supporting children with medical conditions

[Supporting pupils at school with medical conditions - Publications - GOV.UK](#)

Mental health

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental Health and Behaviour - advice for Schools 160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

Physical intervention

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use of reasonable force - advice for headteachers staff and governing bodies - final july 2013 001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

Private fostering

<https://corambaaf.org.uk/fostering-adoption/kinship-care-and-private-fostering/private-fostering>

Promoting British values/Radicalisation and violent extremism

[Promoting fundamental British values through SMSC - Publications - GOV.UK](#)

Sexting

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting in schools and colleges UKCCIS 4 .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4_.pdf)

Trafficking

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

APPENDIX 1: CHILD PROTECTION: DEFINITIONS AND INDICATORS

Definitions

The following definition is taken from *Keeping children safe in education* (September 2018)

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.”*

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, local authority social work services 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: failure to provide basic care to meet the child’s physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

The following definition is taken from *Keeping children safe in education* (September 2018)

“...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, for example, 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.”

Physical abuse: causing physical harm or injury to a child.

The following definition is taken from *Keeping children safe in education* (September 2018)

“...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.”

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

The following definition is taken from *Keeping children safe in education* (September 2018)

“...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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.”

Emotional abuse: failure to provide love and warmth that affects the child’s emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

The following definition is taken from *Keeping children safe in education* (September 2018)

“...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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.”

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from School • Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals

APPENDIX 2: SAFEGUARDING CODE OF CONDUCT

Introduction

All staff accept responsibility for the welfare of pupils with whom they come into contact in the course of their work, and will report any concerns about a pupil or somebody else's behaviour, using the procedures laid down in the School's Safeguarding and Child Protection Policy. Staff must have due regard to the Prevent duty, both as part of their safeguarding responsibilities and part of their professional conduct as stipulated by the Teachers' Standards part 2

<https://www.gov.uk/government/publications/teachers-standards>

The School's DSL is Isobel Boyt. She will take action following any expression of concern in accordance with the process laid out in the School's Safeguarding and Child Protection Policy. Her deputy is Jacqueline Peacock.

The Headteacher and the DSL know how to make appropriate referrals to statutory child protection agencies.

All staff must adhere to the School's Safeguarding and Child Protection Policy, the procedure for reporting safeguarding concerns and have regard to any other relevant guidance issued by the School. Failure to comply with these obligations may result in disciplinary action in accordance with the School's Capability and Disciplinary Procedure or Capability and Disciplinary Procedure for Employees on Probation (as appropriate). Teaching staff are also expected to observe the Teachers' Standards issued by the DfE at all times.

Information relating to any allegation or disclosure must be clearly recorded as soon as possible, as outlined in the Safeguarding and Child Protection Policy.

The Children Act 1989 states that the "welfare of the child is paramount". This means that considerations of confidentiality which might apply to other situations should not be allowed to over-ride the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.

The Safeguarding and Child Protection Policy will be referred to or included in recruitment, training and policy materials, where appropriate, and will be openly and widely made available to members and staff and volunteers and actively promoted within the School.

A culture of mutual respect between pupils and staff will be encouraged, with adults modelling good practice and professional behaviour at all times.

It is part of the School's acceptance of its responsibility of duty of care towards pupils that members of staff who encounter child protection concerns in the context of their work will be supported when they report their concerns in good faith. Staff must also be aware of the procedures for whistleblowing as detailed in the School's Whistleblowing Policy.

Staff and volunteers must avoid

- Inappropriate physical contact with pupils: physical contact is only appropriate in very limited circumstances. For more detailed advice please see the School's Physical Restraint Policy and Intimate Care Policy. Copies will be supplied to all staff as part of their induction training along with the Safeguarding and Child Protection Policy, and its annexes (including this Staff Safeguarding Code of Conduct) and the DfE guidance, *What to do if you're worried a child is being abused* (March 2015) as well as a copy of *Keeping children safe in education* (September 2018)
- Taking the lead from pupils in their behaviour or engaging in any behaviour that may be seen as in breach of the Teachers' Standards, be perceived as unprofessional, may bring the School into disrepute or may be misrepresented
- Using confidential or sensitive information about a pupils or their family for their own benefit or to humiliate or embarrass a pupil. Confidential information about pupils or the School should not be shared casually, however, information that might suggest that a pupil is in need or at risk of significant harm must be shared with the DSL or the Headteacher, in accordance with safeguarding and child protection procedures
- Taking photos of pupils: photographs and films taken for official School use may be covered by data protection law e.g. if the images are going to be stored with other personal data. Appropriate parental consents should be obtained. Names of pupils must not be published with photographs or films
- Establishing or seeking to establish any social contact with a pupil or parents. Unplanned or other social contact which happens outside the School setting should be reported to the Headteacher. Staff should not give their personal telephone numbers or email addresses to pupils or their parents. No member of staff will enter into extra or private tuition or childcare arrangements with parents without the prior written permission of the Headteacher. Staff should notify their line managers of any existing or previous family or social relationship with a pupil or parents
- Making suggestive or inappropriate remarks to or about a pupil, even in fun, as this could be misinterpreted. Inappropriate remarks include innuendo, swearing, and discussing their or your own intimate relationships
- Other than for routine classwork related matters, communicating directly with children by email or text messages and only then with the prior consent of the pupil's parent. If electronic communication is necessary best practice would be to communicate directly with parents and to copy in a senior colleague. Further guidance on electronic communications with pupils is to be found (below)
- Communicating with pupils via twitter, Facebook or other social media. Please see the School's Social Media Policy for further guidance.
- Engaging in behaviour which could be construed as 'grooming' a pupil (for example giving a pupil money, presents or favours or talking or behaving in an inappropriate or unprofessional manner towards pupils)
- Communicating to the public, press, television or any outside agency the contents of any documents relating to the School or the proceedings of any safeguarding matters which is confidential information unless required by law or authorised by an appropriate official to do so
- KS1 and KS2 staff should not make use of personal mobile phones or tablets during the working day other than in the Staff Room during breaks and off the School

premises or when there is an urgent need to contact someone in an emergency. If family and friends need to contact staff urgently, they should do so through the School Office

- It is not unusual for pupils or, sometimes, their parents to develop infatuations or 'crushes' on staff. Staff must not keep this a secret. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening reported to the Headteacher. In addition, the object of the pupil or parent's affections may not even be aware of this. In this case, colleagues must bring this to their colleague's attention and report it to the Headteacher
- It is not permissible to take pupils alone in a car on journeys, however short, unless with the prior consent of the pupil's parent, and then only in exceptional circumstances with prior authorisation from the Headteacher

Staff and volunteers must

- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Dress appropriately while at work so that confidence of pupils, parents and the general public is maintained. While the School values diversity and is not seeking to achieve a complete uniformity of dress style, the School does expect all employees' clothing at work to be neat, clean and appropriate
- Take a disclosure of abuse from a pupil seriously. It is important not to deter pupils from making a disclosure of abuse through fear of not being believed, and to listen to what they have to say. Guidance on responding to an allegation of abuse is set out in Section A7.6 (Allegations against staff), B3 (Peer-on-peer abuse) and B4 (Allegations of abuse by one or more pupil(s) against another pupil) of this Safeguarding and Child Protection Policy. If the allegation gives rise to a child protection concern it is important to follow the School's procedure for reporting such concerns, and not to attempt to investigate the concern yourself
- Always report any concerns immediately to the School's DSL or Headteacher regarding the conduct of another staff member in relation to pupils
- Remember that those who abuse children can be any age (even other children), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place
- Remember that good practice includes valuing and respecting pupils as individuals, and the adult modelling of appropriate conduct - which will always exclude bullying, shouting, racism, sectarianism or sexism
- Notify the School immediately of anything that may affect their suitability to work with children. This will include notification of any convictions, cautions, court orders, reprimands or warnings they may receive. Staff who are disqualified from childcare or registration may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed
- In accordance with the School's Taking, Storing and Using of Images of Pupils Policy, ensure that written permission from parents of all children in the School, including the EYFS, is obtained before taking photographs or films on any devices including cameras and tablets. All images and films must be stored appropriately and securely

and only used by those authorised to do so. Staff should be able to give account of the rationale behind any images of pupils in their possession

- Staff in the EYFS are individually responsible for placing their personal cameras, tablets and mobile phones in a specified secure place (currently the area adjacent to Room 22A) for the duration of the School day and using them only during breaks in the Staff Room. Furthermore, staff are required to use the School's cameras and tablets when, under supervision, capturing children's learning and development
- Always follow the advice and guidance on child protection and safeguarding issues available in this School's Safeguarding and Child Protection Policy which can be found via link in the Employee Handbook and on the School website

Guidance on responding to a pupil making an allegation of abuse

- Stay calm
- Listen carefully to what is said and show that you are taking it seriously
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets
- Tell the pupil that the matter will only be disclosed to those who need to know about it
- Allow the pupil to continue at their own pace
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer
- Reassure the pupil that they have done the right thing in telling you
- Tell the pupil what you will do next, and with whom the information will be shared (in School this will be the DSL)
- Make no judgement about what you have heard
- Record in writing what was said, using the pupil's own words as closely as possible, and as soon as possible - note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Where the allegation relates to harmful sexual behaviours, ideally, and where this would not inhibit disclosure, the disclosure should ideally be managed with two members of staff present, one of them preferably being the DSL.
- Remember that while you may have been the first person encountering an allegation of abuse it is not your responsibility to decide whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the School's DSL

Guidance on avoiding behaviour which could be misinterpreted

All adults who work with children are at risk from false accusations of abuse or inappropriate behaviour. This is particularly true in the current climate of increasing parental empowerment and litigiousness and when reporting of abuse in the media is frequent. All staff are advised to exercise common-sense and caution to ensure as far as possible that behaviour is never open to misinterpretation. This is especially true of male staff working in a girls' school, but it is also applicable to female staff.

Much of the advice included in the Safeguarding and Child Protection Policy is simply sound common sense and is routinely followed by all staff. It is related to the maintenance of the

appropriate boundaries, which are intrinsic to the profession. The culture of this School is intended to be supportive of the pupils and traditionally relations between staff and pupils here are friendly. Nobody would wish for these positive aspects of School life to be replaced by excessive formality, or for there to be a climate of suspicion and distrust, but it is essential that a proper distance is maintained between staff and pupils.

The following points should be borne in mind

- Avoid being alone with a pupil unless it is really necessary or inevitable
- If you are alone with a pupil, position yourself so that both you and the pupil are visible through the glass panel in the door
- Except when absolutely necessary, for example when assisting a pupil in PE or when teaching a musical instrument, avoid all physical contact with pupils. If you do need to touch a pupil, explain in advance that you are going to do so, and why
- It is certainly necessary to avoid any physical contact when you are alone with a pupil. Sadly, even a consoling hug can be misinterpreted or misrepresented
- Take care over commenting on a pupil's appearance. A casual remark can also be misinterpreted or misrepresented
- Ensure that any supervision in changing rooms is respectful to the pupils

Guidance on teacher/pupil boundaries

- It is important to ensure that the School retains its friendly and open atmosphere and that a climate of unwarranted suspicion does not develop
- Sadly, some pupils on some occasions either misinterpret or even maliciously misrepresent the behaviour of adults. It is very important to observe appropriate professional boundaries and to avoid putting oneself in a vulnerable position
- Pupils can develop 'crushes' on their teachers. All teachers need to be aware of this possibility and to seek advice from senior colleagues if they feel that they are being inappropriately focused on by a pupil
- In addition to exercising caution when seeing pupils there may well be occasions on which it is better to have another colleague with you when you see an individual pupil, just as at times it is more appropriate not to see parents on one's own
- Contact between teaching staff and pupils away from the School in contexts other than on organised School activities is only very rarely likely to be appropriate. Members of staff should always consult senior staff about any possible contact of this kind and should always ensure that it is known about and approved of by the pupil's parents
- If you are asked to give a pupil extra tuition or a private lesson in their own home, you should obtain the prior written consent of the Headteacher before agreeing
- Inviting a pupil to your own home for extra teaching or any other purpose is fraught with difficulty and should only happen after discussion with and the agreement of the Headteacher
- It is important to be especially cautious at social occasions at which staff and pupils are both present. It may be tempting to step out of role at informal events, but it must be emphasised that pupils remain under our care and on the School roll until they have formally left School

- Staff should never give alcoholic drink to pupils and should avoid situations in which their presence could be interpreted as permitting or encouraging pupils to drink
- Do not be afraid to ask for advice from or to express concern to the DSL or other senior members of staff

Guidance on online behaviour

This guidance applies to electronic and digital media, mobile phone technology, including 3G, 4G and 5G, and social media

- Be extremely careful over the use of Facebook, Instagram, YouTube and any other social media
- Make sure your privacy settings on social networking sites are at the highest possible level to avoid IT-savvy pupils being able to access any private material
- Never accept a pupil, parent or a recent leaver as a 'friend' on any social media
- If you need pupils, parents or recent former pupils to contact you via Facebook, twitter or the like for a School related activity (e.g. for an educational visit or sports fixture), set up a special separate site and let the DSL and Headteacher know what you have arranged and why
- Always use your School email address and pupils' School email addresses when communicating with pupils by email
- Always use your School email address when communicating with parents by email
- For anything apart from the most routine delivery and return of work or any learning-related queries, copy in your Head of Section, Subject Co-ordinator or another appropriate colleague to all email exchanges with pupils and parents
- Use a School phone rather than your private phone for School activities and contacting pupils and parents
- Only contact a pupil on their mobile phone or keep their number on record if there is a real need to do so - in our School this is only likely to apply to a Year 6 pupil who is travelling to or from School unaccompanied with written parental permission - and make sure that you inform the DSL, Headteacher or another appropriate colleague about why you are doing so
- Apply common sense and professional judgment in all your electronic contacts with pupils and parents