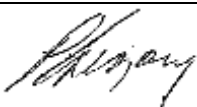
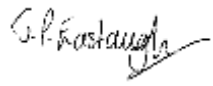
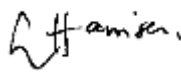
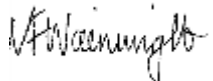




**St Mary Magdalene C of E School
with
Christ Church C of E Primary School**

CHILD PROTECTION POLICY (Safeguarding Children)

This policy was:	Written in	December 2016	
	Updated in	May 2018	
	Review date	May 2019	
	Approved by	Dr P Gregory	Mrs J Eastaugh
		Co-Chairs of Governors	
			
		Mrs C Harrison	Mrs V Wainwright
		Federation Co-Headteachers	
			

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Designated Senior Leaders for Child Protection for the Federation:

Claire Harrison and Victoria Wainwright

Deputy Designated Teacher for Child Protection:

St Mary Magdalene Woolwich	Amanda Wilson
St Mary Magdalene Peninsula	Dayo Ajayi
St Mary Magdalene Secondary Phase (Blackheath site)	Zoe Pett
Christ Church	Samantha Reid

Other Designated Members of Staff for Child Protection:

St Mary Magdalene Woolwich	Morayo Amao, Sarah Ringmo, Julia Hoon, Tainia Thomas
St Mary Magdalene Peninsula	Kyla Butterworth, Julia Hoon
St Mary Magdalene Secondary Phase (Blackheath site)	Raz Hussain, Anita Hinds
Christ Church	Alex Ermellino, Brenda Lamont, Melissa Graham

Designated Governors for Child Protection:

Pauline Sheath & Tracy White

Named Governors for Child Protection:

Pauline Sheath & Tracy White

Governor LAC Lead:

Pauline Sheath

Child Protection Policy Statement

The Koinonia Federation recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and follow our procedures to ensure that children receive effective support, protection and justice.

Introduction

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Greenwich Safeguarding Children's Board (GSCB) and locally agreed procedures.

The Koinonia Federation takes seriously its responsibility to protect and safeguard the children in its care and follows the guidance of "Working Together to Safeguard Children (March 2015) and "Keeping Children Safe in Education" (September 2016) and Section 175 of the Education Act, 2002. This guidance outlines the responsibilities of schools, colleges, independent schools, academies and free schools (by virtual of their funding agreement) in carrying out their duties to safeguard and promote the welfare of children by ensuring that "mechanisms are in place to assist staff to understand and discharge their role and responsibilities".

Purpose and Aims

The Koinonia Federation fully recognises its responsibilities for safeguarding children including those in need of protection.

Our policy applies to all staff, governors and volunteers working in the school.

There are **five main elements** to our policy:

- Ensuring we practice safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
- Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe
- Ensuring a suitably trained workforce, developing and then implementing robust procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to

observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Promote opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (September 2016)
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Working Together to Safeguard Children (March 2015)
- Procedures set out by the Greenwich Safeguarding Children Board.

More specifically, we will:

- Ensure we have a Designated Safeguarding Lead (DSL) for child protection, and deputy senior person (DDSL) for child protection, who have received appropriate training and support for their roles;
- Ensure we have a nominated governor responsible for child protection;
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name and role of the DSL;
- Have a comprehensive induction policy in place specifically outlining the school Safeguarding/CP policy; the staff code of conduct and role of the DSL;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL and have signed that they have read Keeping Children Safe in Education (September 2016) Annex A and Part 1;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus/website;
- Notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**;
- Contact the child's social worker directly if there is an unexplained absence of a child who is

Looked After. This may then trigger actions identified in the “Joint Police and Social Care Protocol for Dealing with Children Missing from Care”;

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences;
- Keep detailed, accurate, secure written records of concerns about children, even where there is no need to refer the matter immediately;
- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations (This could be electronic secure storage);
- Follow the procedures set out in section 14 of this document, if an allegation is made against a member of staff or volunteer;
- Ensure safe recruitment practices are always followed.

Safeguarding Training

All staff members will receive appropriate safeguarding and child protection training, which is regularly updated. In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training. In addition to the formal training, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

Any newly appointed DSL will attend the GSCB “Working Together to Safeguard Children” training and the local DSL training before taking lead responsibility for safeguarding. The deputy DSL will take a leading role on safeguarding for the short time that the DSL is waiting to receive training.

The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training annually.

The DSL will retain a training record indicating the attendance at safeguarding training so that absent staff can receive an update on their return. Additionally the DSL will retain a record showing staff have read Keeping Children Safe in Education (September 2016) Annex A and Part 1.

All new members of staff will receive child protection training as part of their induction programme.

Briefings and updates on child protection and safeguarding procedures will be provided on a

regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy or in the national guidance materials as they occur.

At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post. (Royal Borough of Greenwich recommends this is updated every 5 years.)

Record of training (summary)

St Mary Magdalene Woolwich Campus

	Teacher or member of staff name	Date
Designated Teacher	Julia Hoon	September 2016
Deputy DSL	Morayo Amao	January 2016
Deputy DSL	Amanda Wilson	September 2017
Designated Teacher for Looked after Children	Julia Hoon	September 2016
Safer Recruitment	Victoria Wainwright Claire Harrison Amanda Wilson	Summer Term 2018
Annual Safeguarding/ CP training	All Staff	November 2017 January 2018
Safeguarding – Honour Based Violence (FGM, forced marriage etc.)	All Staff	November 2017 January 2018
Child Sexual Exploitation (CSE)	All Staff	November 2017 January 2018
Prevent	All Staff	November 2017 January 2018
Extremism awareness	All Staff	November 2017 January 2018
E-Safety training	All Staff	November 2017 January 2018

First Aid	Whole school New Staff	July 2016 January 2017
Positive Handling (physical restraint) Approach training	Rose Rogers Support staff and leadership	October 2016 24 th May 2018

St Mary Magdalene Peninsula Campus

	Teacher or member of staff name	Date
Designated Teacher	Dayo Ajayi	January 2016
Deputy DSL	Kyla Butterworth	January 2016
Deputy DSL	Victoria Wainwright	November 2016
Designated Teacher for Looked after Children	Dayo Ajayi	January 2016
Safer Recruitment	Victoria Wainwright Claire Harrison Dayo Ajayi	Summer 2018
Annual safeguarding/CP training	Whole school (incl. LSA's SSO, Admin staff etc.)	November 2017 January 2018
Safeguarding – Honour Based Violence (FGM, forced marriage etc)	All Staff	November 2017 January 2018
Child Sexual Exploitation (CSE)	All Staff	November 2017 January 2018
Prevent	All Staff	November 2017 January 2018
Extremism awareness	All Staff	November 2017 January 2018
E-Safety training	All Staff	November 2017 January 2018
First Aid	Dayo Ajayi Reece Main Lisa Harper Carolyn Shanahan New Staff	July 2016 January 2017
Positive Handling (physical restraint) Approach Training	Support staff Leadership team	24 th May

St Mary Magdalene Blackheath Campus

	Teacher or member of staff name	Date
Designated Teacher	Zoe Pett	January 2018
Deputy DSL	Raz Hussain	July 2016
Deputy DSL	Anita Hinds	January 2017
Designated Teacher for Looked after Children	Zoe Pett	January 2018
Safer Recruitment	Victoria Wainwright Claire Harrison Raz Hussain	Summer 2018
Annual safeguarding/CP training	Whole school (incl. LSA's SSO, Admin staff etc)	September 2016
Safeguarding – Honour Based Violence (FGM, forced marriage etc)	All Staff	November 2017 January 2018
Child Sexual Exploitation (CSE)	All Staff	November 2017 January 2018
Prevent	All Staff	November 2017 January 2018
Extremism awareness	All Staff	November 2017 January 2018
E-Safety training	All Staff	November 2017 January 2018
First Aid	Whole school	July 2016
Positive Handling (physical restraint) Approach Training	Some support staff Leadership team	24 th May 2018

Christ Church Campus

	Teacher or member of staff name	Date
Designated Teacher	Samantha Reid	September 2017
Deputy DSL	Brenda Lamont	September 2016
Deputy DSL	Alex Ermellino	January 2016
Designated Teacher for Looked after Children	Melissa Graham	September 2015
Safer Recruitment	Samantha Reid Victoria Wainwright Claire Harrison	Summer 2018
Annual safeguarding/CP training	All Staff	November 2017 January 2018
Safeguarding – Honour Based Violence (FGM, forced marriage etc)	All Staff	November 2017 January 2018
Child Sexual Exploitation (CSE)	All Staff	November 2017 January 2018
Prevent	All Staff	November 2017 January 2018
Extremism awareness	All Staff	November 2017 January 2018
E-Safety training	All Staff	November 2017 January 2018
First Aid	Whole school	July 2016
Positive Handling (physical restraint) Approach training	Brenda Lamont Some support staff leadership	September 2014 24 th May 2018

The Head Teacher's Roles and Responsibilities re: Safeguarding

In line with the statutory guidance (2016), the Head Teacher will ensure that systems and procedures to ensure all staff understand their role in safeguarding and promoting the welfare of children. The Head Teacher will ensure:

- The policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff;
- A clear and concise job description is in place for the DSL and that the DSL is a senior member of the School Leadership Team;
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies, where appropriate.
- There are arrangements in place for DSL availability to cover any out of hours or out of term time activities taking place.

The Designated Safeguarding Lead for Child Protection's Roles & Responsibilities

Broad areas of responsibility proposed for the DSL for child protection.

- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies;
- Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police);
- Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies;
- Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services **unless** this may, either by delay or the behavioural response it prompts, place the child at risk of significant harm. Liaise with the head teacher or principal (where the role is not carried out by the headteacher or principal) to inform him or her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role;
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as the Royal

Greenwich Early Help Guidance;

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise;
- Ensure all staff are aware of the guidance 'What to do if you're worried a Child is being Abused';
- Feedback and reassure staff who have raised a child protection concern;
- Be able to keep detailed, accurate, secure written records of referrals and/or concerns;
- Maintain an up-to-date awareness of safeguarding developments and distribute these as appropriate to all staff in line with advice from the Greenwich Safeguarding Children's Board (GSCB);
- Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the governing body, management committee or proprietor regarding this;
- Ensure parents can see copies of the child protection policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this;
- Where children leave the establishment ensure their child protection file is provided for any new establishment as soon as possible but transferred separately and securely from the main pupil file;

Keeping Children Safe – Early Help, Safeguarding and Child Protection

Responding to Concerns

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

All staff must listen to what the child is saying without interruption and without asking leading questions. Respect the child's right to privacy but not promise confidentiality. Reassure the child that he/she has done the right thing in telling. Explain to the child that in order to keep him/her

safe from harm the information that has been shared must be passed on. Report what has been disclosed to the Designated Teacher in the school. Record, as soon as is practicable, what was said using the child's actual words. Sign and date the record.

The Designated Teacher for Child Protection will:

- Consider if early help can be offered to support and prevent the child or young person's needs escalating.
- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made.

The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to Greenwich's MASH Team when there are complex needs or child protection concerns. We will use the [Early Help and Safeguarding Thresholds](#) to inform our decision making.

If a referral to the MASH Team has not met the threshold for targeted support or statutory intervention the Designated Teacher for Child Protection will make full written record of the decision and outcome. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

Recognition and Response

Owing to the nature of the day-to-day relationship children at all sites within the Koinonia Federation have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

Types of abuse and neglect:

<p>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. They may be abused by an adult or adults or another child or children.</p>
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Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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

All staff will report any concerns to the Designated Teacher for Child Protection.

All adults working in the school will receive regular Safeguarding training in order that their awareness to the possibility of a child suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high.

We will ensure that the training our staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to:

- Child Missing from Education
- Child Sexual Exploitation (CSE) and see page 9Bullying including Cyberbullying
- Domestic Violence

- Drugs
- Fabricated or induced illness
- Faith Abuse
- Female Genital Mutilation (FGM) and see page 9
- Forced Marriage
- Gangs and Youth Violence
- Mental Health
- Peer on Peer Abuse
- Private Fostering
- Preventing Radicalisation (see page 10)
- Sexting
- Teenage Relationship Abuse
- Trafficking

Early Help, Safeguarding and child Protection in Specific Circumstances

Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence.
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- No member of staff will use force when dealing with a pupil's breach of our behavior policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- We will always record any occasion when physical intervention has been necessary
- We will always notify parents or carers of any such incident

Bullying

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying can take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

e-Safety

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

Health & Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

Child Sexual Exploitation (CSE)

We recognise that child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

We will consider the following CSE indicators:

- Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.
- Perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM. We are aware that this is a Mandatory reporting duty from October 2015.

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about:

- Being taken 'home' to visit family
- A special occasion to 'become a woman'
- An older female relative visiting the UK.
- She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

A girl or woman who's had FGM may:

- Have difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Have unusual behaviour after an absence from school
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

More information about FGM can be found on the NSPCC website.

If staff have a concern they should follow the Koinonia Federation's safeguarding procedures as contained in the Staff Handbook. A Record of Concern form (Appendix 1) should be completed and routed immediately to the Designated Teacher for Child Protection or another Designated Child Protection member of staff in their absence.

Peer on Peer Abuse

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

It is recommended that education setting uses The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develops robust risk assessments where appropriate
- Has relevant policies in place (e.g. behaviour policy).

Preventing Radicalisation

The Koinonia Federation is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

Extremism is views and actions that promote:

- violence against others
- hatred towards others
- undermining the rights of others.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate they may be in need of help or protection.

If staff have a concern they should follow the Koinonia Federation's safeguarding procedures as contained in the Staff Handbook. A Record of Concern form (Appendix 1) should be completed and routed immediately to the Designated Teacher for Child Protection or another Designated Child Protection member of staff in their absence.

Initial responses to allegations against, or concerns regarding, staff and volunteers – Basic procedures for Head Teachers, Chairs of Governor

Initial responses to allegations against, or concerns regarding, staff and volunteers: Basic procedure for Head Teachers, Chairs of Governors

Note:

The following basic procedure is based on guidance given in the government documents 'Working Together to Safeguard Children', 'Safeguarding Children and Safer Recruitment in Education' and the London Safeguarding Children Board Child Protection Procedures.

Initial responses to allegations against, or concerns regarding, staff and volunteers

Basic procedure for Head Teachers, Chairs of Governors

- 1) This procedure should be applied when there is an allegation or concern that any person who works with children has:
- 2) Behaved in a way that has harmed a child, or may have harmed a child;
- 3) Possibly committed a criminal offence against or related to a child;
- 4) Behaved towards a child or children in a way that indicates they are unsuitable to work with children.
- 5) Any allegation or concern regarding a member of staff or volunteer should be passed to the Head Teachers.
- 6) Any allegation or concern regarding the Head Teachers should be passed to the Chair of Governors.
- 7) The Head Teachers (or, where relevant, the Chair of Governors) must immediately inform the Child Protection Co-ordinator (Schools). This should be done before the commencement of any internal investigation, interviews with witnesses or interviews with the person against whom the allegation is made. The Child Protection Co-ordinator (Schools) can be contacted on 0208 856 9932.
- 8) The purpose of this initial conversation is to agree how the case is to proceed.
- 9) All subsequent Action will be in accordance with the Part 15 of the London Child Protection Procedures.

See Appendix 4 for further information on safer working practices for Adults in education settings and Appendix 5 for information specific to before and after school activities.

Reporting to/Working with Social Services

The Designated Teacher will decide whether the concerns should be referred to the IRAS team. If it is decided to make a referral to SSD this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm. When referrals are made the school (alongside parents if appropriate) will complete the Greenwich IRAS forms (Appendix 6).

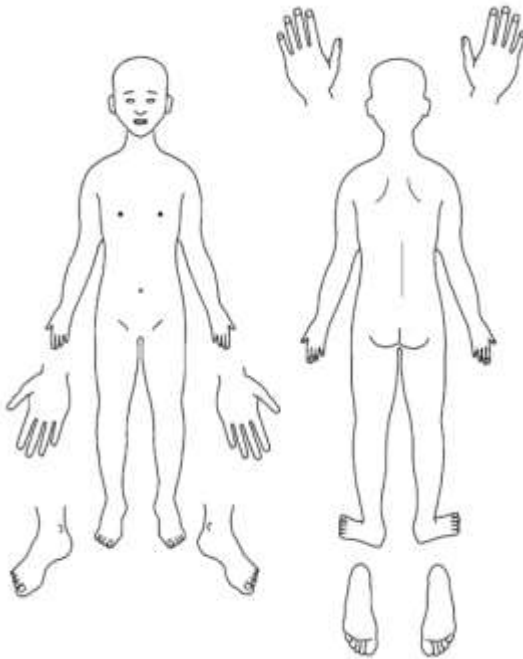
A Designated Senior Teacher for Child Protection will work with Social Services and the families. We will ensure a member of staff is represented at all Child Protection Conferences and other professional meetings. Class teachers will be asked to complete questionnaires on the pupils, which will be used to inform meetings (Appendix 7).

Confidentiality

Matters of Child Protection will be shared with relevant staff on a 'need to know' basis. Staff will keep any information confidential. If a child confides in a member of staff / volunteer and requests that the information is kept secret, it is important that the member of staff / volunteer tell the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or children safe. Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

When dealing with any Child Protection Issues we will do so in a manner, which acknowledges and takes account of race, religion, ethnicity, language, gender, sexual orientation, age, health and any disabilities.

Appendix 1: Cause for Concern Form

Child's Name:		
Child's DOB:		
Male/Female:	Ethnic Origin:	Disability Y/N:
Date and time of concern:		
<p>Your account of the concern: (what was said, observed, reported and by whom)</p>		
<p>Body Map:</p>  <p>The diagram shows two line drawings of a child, one from the front and one from the back. Surrounding the drawings are four hands (two on the left, two on the right) and four feet (two on the left, two on the right), which are intended to be placed on the corresponding body parts to indicate areas of concern or injury.</p>		
<p>Additional information: (your opinion, context of concern/disclosure)</p>		

Your response: (what did you do/say following the concern)	
Your name:	Your signature:
Your position in school :	Date and time of this recording :
Action and response of DSP/Headteacher :	
Feedback given to member of staff reporting concern:	Outcome of action taken by DSP/Headteacher (e.g. what was parental response? outcome of professional consultation/referral? etc.)
Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
Name: Date:.....	

Checklist for DSP or SLT

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ Record of concern passed to DSP in a timely manner?
- ✓ DSP has completed their sections in full-action taken and outcome, feedback to staff and information sharing?

Audit date:		Audited completed by:	
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

RED	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
AMBER	Indicates that key information is included but recording could be further improved
GREEN	Indicates that the recording meets the above required standards

If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1 , i.e. the actual record of concern form which contains confidential details.

Appendix 2: Indicators of Possible Significant Harm

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

POSSIBLE SIGNS OF SEXUAL ABUSE

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities

- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.

Appendix 3: Dealing With a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children Schools and Families
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Teacher without delay

Appendix 4: Guidance for Safer working practice for adults who work with children and young people in education settings.

This guidance is updated from an original IRSC ¹document - ‘*Guidance for Safe Working Practice for the Protection of Children and Adults in Education Settings*, commissioned by DfES².

For further information, please contact your Local Authority Designated Officer (LADO) in your local Children’s Services department or the safeguarding team at your local Government Office.

¹ Investigation Referral and Support Co-ordinators network

² Department for Education and Skills. now known as Department for Children, Schools and Families (DCSF)

Section 1: Overview

1.1. Background

All adults who come into contact with pupils in their work have a statutory duty of care³ to safeguard and promote their welfare.⁴ This duty is clearly outlined in Sections 175 and 157 of the Education Act 2002... The Children Act 2004, through the Stay Safe outcome of the Every Child Matters Change for Children programme⁵, also places a duty on other organisations to safeguard⁶ and promote the well-being of children and young people.

These statutory provisions also seek to ensure that all adults who work with or on behalf of pupils in all settings are competent, confident and safe to do so.

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for pupils in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard pupils and ensure that the adults working with them are safe to do so.

Some concerns have been raised about the potential vulnerability of adults working in education settings. It has been suggested that there is a need for clearer advice about what constitutes illegal behaviour and what might be considered as misconduct. This document has been produced in response to these concerns and provides practical guidance for anyone who works with, or on behalf of pupils regardless of their role, responsibilities or status. It seeks to ensure that the duty to promote and safeguard the wellbeing of children is in part, achieved by raising awareness of illegal, unsafe and inappropriate behaviours.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that this guidance cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances adults will always advise their senior colleagues of the justification for any such action already taken or proposed.

³ The duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with pupils in any capacity is considered, both legally and morally, to owe them a duty of care

⁴ Education Act 2002, Section 175, Section 157 (Independent Schools)

⁵ www.everychildmatters.gov.uk

⁶ Process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables them to have optimum life chances... Working Together to Safeguard Children: 2006 HM Government

It is also recognised that not all adults who work with pupils work are paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by an adult whose work brings them into contact with pupils.

The guidance contained in this document has due regard to current legislation and statutory guidance. It has been updated from a previous 2006 version.

1.2. What to do if you are worried a child is being abused⁷

Everyone working with pupils should be familiar with Local Safeguarding Children Board (LSCB) procedures and protocols for safeguarding the welfare of pupils. Adults have a duty to report any child protection or welfare concerns to a designated member of staff in their school/service and/or report any concerns to the local social care office. Anyone who has concerns or is in doubt should refer to the document '**What To Do If You're Worried a Child Is Being Abused**' and follow that guidance.

⁷ What to do If You are Worried a Child is Being Abused HM Government 2006

Section 2: Using the Guidance

2.1. Status of Document

This updated guidance document has been commissioned by the Department for Children, Schools and Families. (DCSF). It does not replace or take priority over advice or codes of conduct produced by employers or national bodies.

It is a document that should complement existing professional procedures, protocols and guidance which relate to specific roles, responsibilities or professional practices. It should be read alongside existing statutory guidance.⁸

2.2. Purpose of Guidance

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities in all education settings. The guidance aims to:

- keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- support Headteachers, Governing bodies and managers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
- support Headteachers, Governing bodies and managers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- support safer recruitment practice;
- minimise the risk of misplaced or malicious allegations made against adults who work with pupils;
- reduce the incidence of positions of trust being abused or misused.

Headteachers, Governing bodies and managers should be familiar with, and know how to access, their Local Safeguarding Children's Board's policy and procedures for managing allegations against staff.

2.3. Underpinning Principles

- The welfare of the child is paramount.⁹

⁸ Safeguarding Children and Safer Recruitment in Education January 2007
Working Together to Safeguard Children 2006

⁹ Children Act 1989

- It is the responsibility of all adults to safeguard and promote the welfare of pupils. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with pupils.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document.

2.4. Definitions

Pupils/Students/Children and Young people: Throughout this document references are made to "pupils, students and children and young people". These terms are interchangeable and refer to children who have not yet reached their 18th birthday.

Adults: References to 'adults' or 'volunteers' refer to any adult who is employed, commissioned or contracted to work with or on behalf of, pupils, in either a paid or unpaid capacity.

Appendix 5: Extended schools and before and after school activities - Brief guidance and example agreement

Extended schools and before and after school activities

Brief guidance and example agreement

Each school should have in place robust safeguarding policies and procedures for use by staff and volunteers during the normal school day and during any extended activity directly controlled by the school or under the management or supervision of school staff.

Where the school is being used for an activity not controlled by the school, there should be a clear, written agreement stating who is responsible for each element of the child protection procedures and whose procedures should be followed. All procedures must comply with guidance given in ‘Safeguarding Children and Safer Recruitment in Education’ which came in to force in January 2007, and with the London Safeguarding Board Child Protection Procedures.

Contents

- Guidance - Responsibilities of School Governing Bodies and Head Teachers
- Example Agreement
- Guidance Responsibilities of School Governing Bodies and Head Teachers

The responsibilities of Governing Bodies are set out in the document ‘Safeguarding Children and Safer Recruitment in Education’ which came in to force in January 2007.

The guidance states:

“The governing body of a school controls the use of the school premises both during and outside school hours, except where a trust deed allows a person other than the governing body to control the use of the premises, or a transfer of control agreement has been made.

Governing bodies can enter into transfer of control agreements in order to share control of the school premises with another body, or transfer control to it. The other body, known as the ‘controlling body’, will control the occupation and use of the premises during the times specified in the agreement. Transferring control of the premises to local community groups, sports associations and service providers can enable school facilities to be used without needing ongoing management or administrative time from school staff.

Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the governing body should seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate."

The following extract from the guidance helps to further clarify the above:

Many primary and secondary schools already offer breakfast and after school clubs and other services. This provision is developing further as part of the extended schools agenda, with all schools offering a wide range of services by 2010, including childcare, study support, a range of family learning and parental support, swift and easy referral to a range of specialised services for pupils and community use of the school's facilities such as sports and ICT. These services will be offered either on the school site, on other school sites, or through other providers.

Requirements placed upon schools relating to existing staff and volunteers at the school will extend to incorporate those involved in the provision of extended services. So where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for appointments, recruitment and vetting checks and record keeping will apply. Where schools are planning to deliver childcare directly, they should contact Ofsted for information about the registration process as childcare provision for children aged under eight must currently be registered separately by Ofsted.

Where a third party is responsible for running the services there should be clear lines of accountability and written agreements setting out responsibility for carrying out the recruitment and vetting checks on staff and volunteers. This also applies in the case of Sure Start Children's Centres which will increasingly be situated on school sites. Local authorities can advise schools on registered providers with whom they might link to provide services.

Schools that choose to provide their childcare through private or voluntary sector providers should use Ofsted registered providers for provision for children aged under eight years. Ofsted will apply to the CRB for Enhanced Disclosures in the case of the registered childcare provider (including the people who make up the provider in the case of corporate bodies or unincorporated associations) and the manager. It is the responsibility of the childcare provider to make sure that any new members of staff, or new people who live or work on the premises are suitable to care for or have regular contact with children. The registered childcare provider must ensure that their staff and volunteers are not listed on PoCA by applying to the CRB for an Enhanced Disclosure. Under the national standards for under eights day care and childminding the registered person ensures that a person who has not been vetted is never left alone with children. Where the provider is not registered with Ofsted (i.e. where the provision is for children over eight only), the school should check that the provider has made such checks and has arrangements in place to carry them out.

Written agreements should be in place with any third party providers or groups using the site. These should set out the respective responsibilities of the governing body and those of the provider or group. Local authorities are well placed to advise on the practical implementation of extended services, and to share written agreements that have worked well elsewhere. These should set out responsibility for areas such as health and safety, recruitment and vetting checks. Where services are being developed, the schools' insurance provider should be consulted to

ensure that the provision is covered adequately. All staff and providers working on or managing the site out of hours should have training on issues such as emergency evacuation procedures. Staff and their professional associations must know who they are accountable to and for what and must be consulted when services are developing.

Child and user safety is paramount. Schools should only work with providers that can demonstrate that they have effective procedures, training and vetting arrangements for their staff, appropriate child/adult ratios and contingency arrangements in place for emergencies or the unexpected e.g. arrangements for managing in the event that a child is not picked up after a session run by a provider. If a registered childcare provider for under eights is used, then these areas are covered by the provider's adherence to the national standards which can be found at <http://www.surestart.gov.uk/improvingquality/ensuringquality/standardsregulation/>

These examples do not make up definitive guidance, but show how risk can be considered in deciding whether a CRB Disclosure is appropriate.

Case Study:

A primary school in Reading provides an after school club for 1.5 hours every week day. The school governors ensure that checks (including CRB) are undertaken on all the staff other than those who already work in the school and where checks have already been done. The governor with special responsibility for child protection issues makes sure that appropriate records are kept, that they are secure but accessible to anyone authorised to see them.

Where services or activities are provided separately by another body, the governing body should be satisfied that the provider concerned has appropriate policies and procedures, including those for staff appointments in place in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Case Study:

Mr Higgins has a contract with the governing body of a primary school in Redditch to provide a breakfast club, called Great Nosh for Hungry Kids. Before the contract with Mr Higgins was signed, the school governors asked to see a copy of his recruitment and checking procedures and child protection policy and made arrangements to review these annually. Mr Higgins was also asked to include in his procedures that he would pass on to the school any child protection concerns that he might have. The governors agreed that they would reciprocate in providing such information to Mr Higgins if there were similar concerns that might impact on the club.

2. Example Agreement

The following example agreement is suggested for use in all cases.

Where the school is providing services or activities directly under the supervision or management of school staff, the school's policies must be used and designated school staff should be named as the lead in all elements of the agreement.

In other cases, the example agreement will promote clarity about the policies to be used and will enable schools to meet their responsibilities.

Use of School Premises/Services Provided by _____

Between (date) _____ and (date) _____

Child Protection Arrangements

1. Recruitment, selection and vetting of staff and volunteers

The recruitment, selection and vetting of staff/volunteers involved in the activity/service will be in accordance with the guidance given in 'Safeguarding Children and Safer Recruitment in Education' which came in to force in January 2007 and with the London Safeguarding Board Child Protection Procedures.

The procedures to be used for the recruitment/selection/vetting of staff and volunteers are those of the:

school/premises user/service provider (delete as necessary)

The person responsible for ensuring that the relevant procedures are followed is:

Full Name _____

Job Title _____

School/Agency _____

In addition, where the school is not directly responsible for recruitment/selection/vetting of staff and volunteers:

The user of the premises/service provider has provided a copy of their recruitment/selection/vetting procedures.

These were checked on (date) _____

By (Name of school representative) _____

who is satisfied that the document complies with guidance given in 'Safeguarding Children and Safer Recruitment in Education' which came in to force in January 2007 and with the London Safeguarding Board Child Protection Procedures.

2. Dealing with concerns about children

All staff and volunteers should be given clear instructions regarding what to do if they have concerns about a child's safety or welfare. These arrangements must comply with guidance given in 'Safeguarding Children and Safer Recruitment in Education' which came in to force in January 2007; with the London Safeguarding Board Child Protection Procedures and; with the Government publication 'What to do if you are worried a child is being abused'.

The procedures to be used for dealing with concerns about children are those of the:

school/premises user/service provider (delete as necessary)

All staff and volunteers will be required to immediately notify any concerns regarding children to:

Full Name _____

Job Title _____

School/Agency _____

Where the above named person is not a school employee, the following designated person within the school will also be immediately notified of any concerns regarding children:

Full Name _____

Job Title _____

The person responsible for ensuring that all staff and volunteers are aware of the signs and symptoms of child abuse and know who to contact if they have a concern is:

Full Name _____

Job Title _____

School/Agency _____

In addition, where child protection procedures other than the school's procedures are to be used: The user of the premises/service provider has provided a copy of their child protection procedures.

These were checked on (date) _____

By (Name of school representative) _____

who is satisfied that the document complies with guidance given in 'Safeguarding Children and Safer Recruitment in Education' which came in to force in January 2007; with the London Safeguarding Board Child Protection Procedures and; with the Government publication 'What to do if you are worried a child is being abused'.

3. Dealing with allegations or concerns about colleagues

All staff and volunteers should be given clear instructions regarding what to do if they have concerns about the behaviour of a colleague. These arrangements must comply with guidance given in 'Safeguarding Children and Safer Recruitment in Education' which came in to force in January 2007 and with the London Safeguarding Board Child Protection Procedures.

The procedures to be used for dealing with allegations or concerns about colleagues are those of the:

school/premises user/service provider (delete as necessary)

All staff and volunteers will be required to immediately notify any allegations or concerns regarding colleagues to:

Full Name _____
(Head or Manager)

Job Title _____

School/Agency _____

Where the subject of the allegation/concern is the Head Teacher, the Chairperson of the school's Board of Governors will be contacted instead of the Head Teacher.

Where the above named person is not a school employee, the Head Teacher will also be immediately notified of any allegations or concerns.

The person responsible for ensuring that all staff and volunteers are aware of their responsibility to report an allegation/concern about a colleague is:

Full Name _____

Job Title _____

School/Agency _____

In addition, where procedures other than the school's procedures for dealing with allegations or concerns about colleagues is to be used:

The user of the premises/service provider has provided a copy of their procedures.

These were checked on (date) _____

By (Name of school representative) _____

who is satisfied that the document complies with guidance given in 'Safeguarding Children and Safer Recruitment in Education' which came in to force in January 2007 and with the London Safeguarding Board Child Protection Procedures.

4. Codes of conduct, including physical contact with pupils and restraint

Where codes of conduct, other than those of the school, are to be used:

The user of the premises/service provider has provided a copy of their codes of conduct.

These were checked on (date) _____

By (Name of school representative) _____

who is satisfied that the documents comply with guidance given in 'Safeguarding Children and Safer Recruitment in Education' which came in to force in January 2007; with the London Safeguarding Board Child Protection Procedures.

5. Contact between child and adult service users

The use of school buildings and facilities for the provision of extended services will mean that there may be times when child and adult service users will come into contact with each other. It is important that such contact does not place children in risky or unsafe situations.

Each school should make clear to all child and adult service users, staff and volunteers:

- which areas are ‘out of bounds’ to particular groups at particular times;
- the arrangements for appropriately supervising contact between child and adult service users;
- who children or adults should notify if they have concerns about the behaviour of an adult service user.

The user of the premises/service provider has confirmed that satisfactory arrangements are in place.

These arrangements were checked on (date) _____

By (Name of school representative) _____

6. Signatories to the Agreement

On behalf of the school:

Name (print) _____

Signature _____

Date _____

On behalf of the user/service provider:

Name (print) _____

Signature _____

Date _____

Appendix 6:Link to website for Inter-Agency Referral form:

http://www.royalgreenwich.gov.uk/downloads/download/449/inter-agency_referral_form

Appendix 7: Report to Child Protection Conferences form



Confidential

Report to Child Protection Conferences ***Schools/Colleges***

It is important when attending Child Protection Conferences to supply as much relevant information as possible about our pupils:

- **For an Initial Child Protection Conference** it is important to give an overview of the child since joining the school, as well as highlighting the current situation.
- **For a Review Child Protection Conference** it is important to highlight any changes or developments since the last Conference as well as reporting on the child's current situation.
- Reports should be shared with parents/carers **prior** to the Conference.
- Before completing this report it essential to consult with other adults who are involved with the child, such as Learning Mentors, Nursery Nurses, LSAs, TAs, Lunch-time Supervisors, SENCOs, Attendance Co-ordinators, Breakfast and After School Club Co-ordinators etc.

Name of school:

Name of pupil:

DOB:

Year group:

Attendance and punctuality:

As well as highlighting any issues please state known reasons for poor attendance or punctuality and provide percentages.

Educational attainment and progress:

Physical presentation:
e.g. personal hygiene, dress, appearance

Emotional and Behavioural issues:
Comment on the child in both classroom and playground situations and how this compares with their peer group.

Relationship with peers:

Relationship with adults in the school:

Relationship between school and parents/carers:

Any other relevant information or observations about the child or their parents/carers:

Report compiled by:

Job title:

Signed:

Date:

Appendix 8: Safeguarding Record - Front Sheet

Date File Opened:		
Child Name:		
Any other names by which the child is known/has been known:		
Status: CIN, CP, CIC		
Address:		
Other family members: (include full name, relationship, if under 18 include school and where known)		
Any other Safeguarding files held in the school relating to another child closely connected to this child?	Yes (name of other children) • No •	
Name and contact number of any key workers:		
Name and contact details of GP:		

Appendix 9: File Transfer Record and Receipt

PART 1: To be completed by sending/transferring school

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SCHOOL SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND • SECURE POST • ELECTRONICALLY •
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANSFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving school or college

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving school: Please complete Part 2 and return this form to the Designated Safeguarding Led listed in Part 1 above. You are advised to keep a copy for your own reference.

Appendix 10: Safeguarding Record - Case Chronology

NAME OF CHILD:	
DOB:	

DATE	EVENT	NOTES