

Safeguarding Children and Child Protection Policy

CONTENTS

1. Introduction
2. Policy statement, principles and aims
3. Terminology
4. Key personnel in the school
5. Roles and responsibilities
6. Good practice guidelines
7. Abuse of trust
8. Children who may be particularly vulnerable
9. Support for those involved in a child protection issue
10. Complaints procedure
11. If you have concerns about a colleague
12. Allegations against staff
13. Staff training
14. Safer recruitment
15. Safeguarding and Child Protection Procedures
 - Recognising Abuse
 - Physical, Emotional and Sexual Abuse
 - Neglect
 - Peer on Peer Abuse
 - Bullying
 - Online Safety, Sexting, Cyber Bullying and Exploitation
 - Child Sexual Exploitation
 - Domestic Violence and Abuse
 - Indicators of abuse
 - Impact of abuse
 - Gangs and Youth Violence
 - Private Fostering
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Honour Based Violence (HBV)
 - Radicalisation
 - Children Missing in Education

Safeguarding Children and Child Protection Policy

16. Procedures for Staff

- If you suspect a child is at risk
- If a child discloses abuse
- Notifying parents
- Children with sexually harmful behaviour
- Confidentiality and information-sharing
- Reporting directly to child protection agencies
- Key Contacts

Appendix 1	Code of ethical practice for school staff
Appendix 2	Whistle Blowing Code
Appendix 3	Confirmation of Receipt of Safeguarding Policy
Appendix 4	Photographic Consent Form
Appendix 5	Record of Concern Form

Safeguarding Children and Child Protection Policy

1. Introduction

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are and feel safe make more successful learners
- Representatives of the school community will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.
- The policy statement will guide the school's safeguarding measures.

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

2. Policy statement, principles and aims

The procedures contained in this policy apply to all staff and governors and are consistent with those of Richmond upon Thames Local Safeguarding Children Board (LSCB). They have regard to DfE guidance *Keeping children safe in education* 2015, 2016 as well as 2018.

Principles

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance as soon as concerns arise.
- The school's safeguarding approach is child-centred. Staff consider, at all times, what is in the best interest of a child.
- Our approach is also contextual, considering wider environmental factors which are present in a child's life that are a threat to their safety and/or welfare.
- When there is a safeguarding concern, the school will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so.

Aims

Safeguarding Children and Child Protection Policy

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children

3. Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working together to safeguard children: March 2015 and July 2018, A guide to inter-agency working to safeguard and promote the welfare of children and Keeping Children Safe in Education July 2016 as well as September 2018](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

4. Key personnel

The **designated senior person** for child protection in this school is Stefanie Haberland (stefanie.haberland@dslondon.org.uk).

Deputy senior person for child protection and for **Pre-School and Kindergarten** is Jutta Hepworth (jutta.hepworth@dslondon.org.uk).

For **Primary School**: Kristina Kleiner (kristina.kleiner@dslondon.org.uk)

The **nominated child protection governor** for this school is Colin Thomann (colin.thomann@dslondon.org.uk).

The head teacher is Christian Nitschke (christian.nitschke@dslondon.org.uk).

Safeguarding Children and Child Protection Policy

5. Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The local authority maintains a list of all **designated senior persons (DSPs)** for safeguarding and child protection.

The school has ensured that the DSP:

[See The Role of the safeguarding Lead, pp.18 and Annex B of *Keeping children safe in education 2018*]

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure (see below at footnote and pp.42-43 of the DfE guidance)
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation, preferably on the first day of absence and at the latest on the second day of absence
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and head teacher (where the role is not carried out by the head teacher) as appropriate
- keeps a record of staff attendance at child protection training – (please note that this is also reported to Richmond upon Thames LSCB via the Local Authority.)
- makes this policy available to parents.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility will not be delegated.

Safeguarding Children and Child Protection Policy

The governing body ensures that the school has:

[See *Keeping children safe in education*, pp.11-12]

- a DSP for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training and ensures that the DSP undergoes training at least annually. and that this training is refreshed every two years to standards approved by Richmond Local Safeguarding Children Board (LSCB)
- allocated sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance
- A training strategy that ensures all staff, including the head teacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- Arrangements to contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2015 and 2018.
- The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher.
- Different nominated members to oversee all aspects of the school's work to keep pupils safe: safe recruitment procedures, child protection procedures, policies and procedures to promote good behaviour and combat bullying, first aid arrangements and health and safety policies and procedures.
- Arrangements to submit a report will be submitted to the local authority social services, if requested, about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

The head teacher:

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings

Safeguarding Children and Child Protection Policy

- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- ensures that child's safety and welfare is addressed through the curriculum.

6. Good practice guidelines

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in child's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

7. Abuse of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

The school's Code of Ethical Practice sets out our expectations of staff (see: appendix 1).

8. Children who may be particularly vulnerable

Safeguarding Children and Child Protection Policy

Some children be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs
- Young carers
- Have a learning difficulty or disability
- Children in care or in secure accommodation
- Privately fostered
- Those experimenting with drugs and alcohol
- Those with a history of child abuse
- Those with parents who misuse drugs and alcohol
- Those who have experienced or witnessed domestic violence
- Children or parents with disabilities or learning difficulties
- Families with chaotic, unsettled or transient lifestyles
- do not have English as a first language.

Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

9. Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies

Safeguarding Children and Child Protection Policy

- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

10. Complaints procedure in respect of poor practice behaviour

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the head teacher and governors. However, see 12 below: the school has the duty to refer any allegation made against a teacher to the Local Authority Officer (LADO).

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

11. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle blowing code (appendix 2) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors.

12. Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. (see *Keeping children safe in education* pp30-40). The guidance is to be used in all cases in which it is alleged that an adult who works at the school has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's

Safeguarding Children and Child Protection Policy

welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the head teacher. Allegations against the head teacher should be reported to the chair of governors.

Referral Duties:

- If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.
- Any allegation made against a teacher will be referred to the Local Authority Officer (LADO) within 24 hours of the allegation being made. The school will follow the advice from the LADO at every stage until the case is resolved.
- Early Years Foundation Stage welfare requirement: The school will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children in the Early Years Foundation Stage (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The school will also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the individual has left the school.
- Where a teacher's employer, including an agency, ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

13. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the head teacher (unless the

Safeguarding Children and Child Protection Policy

head teacher is the DP) and governors will receive training that is updated at least every three years and the DSP will receive training updated at least every two years, including training in inter-agency procedures. The training will be to standards approved by the LSCB.

14. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Keeping children safe in education 2015* together with the local authority and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- be expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school).
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity (current photographic ID and proof of address) and original qualifications
- be checked through the Disclosure and Barring Service (DBS) as appropriate to their role
- be checked against a separate barred list check if they start work in regulated activity before the DBS certificate is available
- be checked for the possibility that they may be subject to a prohibition from teaching order issued by the Secretary of State if they are to be employed as a teacher
- be checked for their right to work in the UK
- be checked, if applicable, against overseas checks if they have lived or worked outside the UK
- be interviewed
- be checked for physical and mental fitness once an offer of employment has been made, in conformity with the Equality Act 2010

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have received a copy of the child protection policy (see: appendix 3)

15. Safeguarding and Child Protection Procedures

Recognising abuse

Safeguarding Children and Child Protection Policy

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Abuse can also 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. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of 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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. 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.

Neglect

Neglect is 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

Safeguarding Children and Child Protection Policy

occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Peer on peer abuse

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways. Safeguarding issues raised in this way may include physical abuse, emotional abuse, bullying (including cyberbullying), sexting sexual abuse, sexual exploitation and initiation/hazing type violence or rituals. We also recognise that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". It is more likely that girls will be victims and boys perpetrators, but all peer on peer abuse is unacceptable and will be taken seriously. Some of the following features may, but will not invariably, be present:

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- would, if established, give rise to an ongoing risk to a pupil and/or other pupils in the school and/or young people outside the school.

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation. The DSL should contact children's social care or the LADO to discuss the case. It is possible that children's social care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place and the allegation is found to not be malicious rumour, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures pending the completion of investigations. In all but the most urgent cases, the school will seek to provide the pupil with an opportunity to be heard before this interim step is taken.

Safeguarding Children and Child Protection Policy

When there is a third party investigation into such a complaint, the school should be informed whether a young person raises safeguarding concerns. For example, this may be appropriate where pupils have been convicted of an offence, have previously been excluded from school or have experienced serious abuse themselves. Whenever a pupil is adjudged to pose a safeguarding risk by the safeguarding team and the head teacher, an individual risk assessment plan is to be completed to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. The school, in these cases, also has a duty to protect the privacy rights of any pupils for whom the allegation is made against or to so far as practicable.

Regardless of whether either children's social care or the police accept the complaint, a thorough school investigation should take place into the matter in line with the school's usual disciplinary procedures as soon as practicable. The school will liaise with these outside agencies with a view to avoiding prejudice to their investigations.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSP will consider implementing child protection procedures.

Online safety including sexting, cyberbullying and exploitation

We provide regular e-safety workshops for our students in years 5 and 8 as well as evening events for our parents. Where it is suspected that a child is at risk from internet abuse including sexting or cyber bullying we will report our concerns to the appropriate agency.

Child Sexual Exploitation

Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people at our school we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our 'e-Safety' policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology.

Safeguarding Children and Child Protection Policy

Domestic Violence and Abuse

A new government definition of domestic violence (DV) has been developed and came into force in March 2013. It changed the definition to one of *domestic violence and abuse* (DVA). The new definition now includes 16 and 17 year olds, recognising that they are the largest group to experience domestic abuse and violence. It is now defined as:

'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'.

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, we will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety

Safeguarding Children and Child Protection Policy

- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Gangs and youth violence

We will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than a:

- parent
- person who is not a parent but has parental responsibility

Safeguarding Children and Child Protection Policy

- close relative
- Local Authority for more than 28 days and where the care is intended to continue.

It is a statutory duty for us to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Female Genital Mutilation (FGM)

Definition

The World Health Organisation (WHO) defines female genital mutilation as: “all procedures which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons” (WHO, 1996)

A child at risk of FGM

Professionals in all agencies, and individuals and groups in the community, need to be alert to the possibility of a child being at risk of or having experienced female genital mutilation. There are a range of potential indicators that a child may be at risk of FGM, which individually may not indicate risk but if there are two or more present this could signal risk to the child.

Indications that FGM may be about to take place include:

- The family comes from a community that is known to practice FGM, e.g. Somalia, Sudan and other African countries. It may be possible that they will practice FGM if a female family elder is around;
- Parents state that they or a relative will take the child out of the country for a prolonged period;
- A child may talk about a long holiday to her country of origin or another country where the practice is prevalent, including African countries and the Middle East;
- A child may confide to a professional that she is to have a ‘special procedure’ or to attend a special occasion;
- A professional hears reference to FGM in conversation, for example a child may tell other children about it;
- A child may request help from a teacher or another adult;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female child who has a sister who has already have undergone FGM must be considered to be at risk, as must other female children in the extended family.

Indications that FGM may have already taken place include:

Safeguarding Children and Child Protection Policy

- A child may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
- There may be prolonged absences from school;
- A prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that a girl has recently undergone FGM;
- Professionals also need to be vigilant to the emotional and psychological needs of children who may / are suffering the adverse consequence of the practice, e.g. withdrawal, depression etc;
- A child may confide in a professional;
- A child requiring to be excused from physical exercise lessons without the support of her GP;
- A child may ask for help.

Summary response

Any information or concern that a child is at immediate risk of, or has undergone, female genital mutilation should result in a child protection referral to LA Children's Social Care. Section 5B of the 2003 Act¹ introduces a **mandatory reporting duty** which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty applies from 31 October 2015 onwards.

Where a child is thought to be at risk of FGM, practitioners should be alert to the need to act quickly – before the child is abused through the FGM procedure in the UK or taken abroad to undergo the procedure.

Forced marriage

Warning signs

- absence / truancy
- request for extended leave of absence
- surveillance by siblings or cousins
- not allowed to attend extra-curricular activities
- sudden announcement of engagement to a stranger
- prevented from going on to further/higher education
- poor exam results/ low motivation

Response

- Contact the DSO immediately
- Do not treat allegations of forced marriage merely as a domestic issue and send the child back to the family home as part of routine child protection procedures;
- Do not ignore what the child has told them or dismiss out of hand the need for immediate protection;

Safeguarding Children and Child Protection Policy

- Do not approach the child's family, friends or those people with influence within the community, without the express consent of the child, as this will alert them to any enquiries that are being undertaken
- Do not contact the family in advance of any enquiries, either by telephone or letter;
- Do not share information outside child protection information sharing protocols without the express consent of the child;
- Do not breach confidentiality except where necessary in order to ensure the child's safety

Honour Based Violence (HBV)

'Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'.

ACPO 2008

Honour Based Violence, where it affects children and young people, must be responded to as a child protection issue where children are at risk of significant harm through physical, sexual, psychological and emotional harm.

It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Caution is also required about how information is recorded and shielded within the organization on internal systems

If you suspect that a child may be at risk of HBV:

Discuss your concerns with your manager, designated colleague

Do not approach or involve families if HBV is suspected – this may increase the risk of significant harm to the child or young person.

Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSP by the end of the day
- if the DSP is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

Safeguarding Children and Child Protection Policy

Radicalisation

At the German School London our aim is to raise awareness of the issue of radicalisation with staff so that those who work with young people at our school appreciate that they are a front line strategy, and act accordingly. This is done through staff training, which is delivered and revisited at appropriate times through the year as opportunities arise. Our staff appreciate how positive relationships created within school can remedy the factors that create the environment for dangers of radicalisation. Teachers will ensure that opportunities for combatting radicalisation should be taken when they arise directly in lessons, and indirectly all the time in making sure no student is marginalised or excluded from activities or learning. Additionally, we strive to raise student awareness through the curriculum, where a clear understanding of history and religion promotes an appropriate understanding of the origins of extremist movements and promoting an understanding of other world religions based on peaceful messages and intent.

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

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

The following indicators of risk have, inter alia, been identified:

identity Issues (for example the student/pupil may be distanced from their cultural /religious heritage and experiences and experience discomfort about their place in society; personal crisis/ sense of isolation; unmet aspirations (the student/pupil may have perceptions of injustice/rejection; experiences of criminality (poor resettlement/reintegration on release); challenges with social interaction and/or special educational needs.

More critical risk factors could include being in contact with extremist recruiters and signs that a pupil has been accessing violent extremist websites, especially those with a social networking element; using extremist narratives and a global ideology to explain personal disadvantage as well as significant changes to appearance and/or behaviour.

Procedures for referrals

Although serious incidents involving radicalisation have not occurred at our school to date, it is important for us to be constantly vigilant and remain fully informed about the issues of radicalisation. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns at an early stage through the appropriate channels (via Designated Safeguarding Officer).

Children Missing Education

We must inform the local authority if any of our pupils is going to be removed from the admission register where they:

Safeguarding Children and Child Protection Policy

- have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education; or have been certified by a medical professional as unlikely to be in a fit state of health to attend school;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. If a child's whereabouts is unknown by school and/or parents then police should be contacted via 101. Even if this is only for a short period of time as it helps to build a pattern and the history can be useful for future missing episodes.

16. Procedures for staff

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use the **record of concern form (see: appendix 5)** to record these early concerns. If the child does begin to reveal that they are being harmed you should follow the advice in the section 'If a child discloses to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately

Safeguarding Children and Child Protection Policy

the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the **record of concern form** and hand it to the designated person.
- Seek support if you feel distressed.

A record of concern form is provided in appendix 5.

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s social care.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children’s social care, police or the NSPCC if:

Safeguarding Children and Child Protection Policy

- the situation is an emergency and the designated senior person, their deputy, the head teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety.

Related safeguarding portfolio policies

- Anti-bullying
- Appropriate physical contact
- Behaviour
- Complaints procedure
- E-safety
- Grievance and disciplinary
- Managing allegations against staff
- Missing children
- Physical intervention and the use of reasonable force
- Personal and intimate care
- Safer recruitment
- Safety education
- SEN
- Use of cameras and mobile phones in the Early Years Foundation Stage
- Whistle blowing

Safeguarding Children and Child Protection Policy

Key service contacts:

Initial Response Team	42 York Street Twickenham TW1 3BW	020 8891 7969
Child and Family Consultation Service	Richmond Royal Hospital Kew Foot Road Richmond TW9 2TE	020 8772 5661

Key professional contacts:

Title	Address/Telephone
Principal Manager Safeguarding and Family Support	42 York Street Twickenham TW1 3BW 020 8891 7961
Child Protection and Planning Manager	42 York Street Twickenham TW1 3BW 020 8891 7830
Local Safeguarding Children Board	42 York Street Twickenham TW1 3BW

Emergency out of hours contacts

In an emergency, outside of office hours and all day on Saturdays, Sundays and Bank Holidays for child protection concerns:

Telephone: 020 8744 2442

SPA: 020 8891 7969

Childline runs a free 24 hour helpline: 0800 1111 (is confidential).
You can text the NSPCC helpline anonymously on 88858.

Safeguarding Children and Child Protection Policy

Appendix 1

Code of ethical practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children.

All teachers are required to adhere to the *Teacher Standards 2013* (see preamble and code of conduct).

All school staff should:

- place the safety and welfare of children above all other considerations
- treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each child as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a child, even over the age of 16, may be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- encourage all children to reach their full potential
- never condone inappropriate behaviour by children or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Staff name _____

Signature _____

Date _____

Safeguarding Children and Child Protection Policy

Appendix 2

Whistle blowing code for issues relating to children and young people

Purpose of the code

The school adheres to the local authority whistleblowing policy and procedures that enable staff to raise concerns relating to:

- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistle blowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the code

The whistle blowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a child is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that children are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects children, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Safeguarding Children and Child Protection Policy

Whistle blowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child and the reputation of the whole school.

Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistle blowing procedures addresses these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistle blowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.

- You may raise your concern verbally or in writing. You should report your concern directly to the head teacher.

Safeguarding Children and Child Protection Policy

- If the head teacher is the subject of your concern, speak to the chair of governors.
- A friend, colleague or union representative may accompany you to the meeting if you wish.
- Ensure the head or chair informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.
- Process and outcome

The head teacher or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.

Members of the school community, including governors, may be asked to provide information or advice.

- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistle blower will be kept informed of the progress of the inquiry.
- The outcome of the inquiry will be one of the following:
- No poor practice or wrongdoing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the head teacher to improve practice
- Poor practice or wrongdoing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body or local authority for advice.

Alternatively you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work

3rd Floor, Bank Chambers, 6-10 Borough High Street, London SE1 9QQ

020 7404 6609

whistle@pcaw.co.uk

www.pcaw.co.uk

Safeguarding Children and Child Protection Policy

Appendix 3

Confirmation of receipt of safeguarding children and child protection policy

Name:

Date of joining school:

Post:

Date of induction:

Name and designation of staff member responsible for induction:

I confirm that I have received and read the school child protection policy.
I have been made aware of my duty to safeguard and promote children's welfare.
The procedure for reporting concerns about a child has been explained to me.

Signature: _____

Name: _____

Date: _____

Please sign and return this form to the designated senior person:

Safeguarding Children and Child Protection Policy

Appendix 4

Photographic Consent Form (Under 18s)

At the **London Borough of Richmond upon Thames** we take the issue of child safety very seriously, and this includes the use of images of pupils of borough schools and local residents under the age of 18 years old. Including images of minors in **Council publications** and on **www.richmond.gov.uk** can be motivating for the minors involved, and provide a good opportunity to promote the work of the Council. However, the Council has a duty of care towards minors, which means that minors must remain unidentifiable, reducing the risk of inappropriate contact, if images are used in this way.

We ask that parents/legal guardians consent to the Council taking and using photographs and images of their children. We will not ordinarily include the full name of the minor alongside an image but may seek individual permission from the parent/guardian to do so on occasion.

Please complete, sign and return this form to **[named person]** at **the school**.

I consent to photographs and digital images of the child named below, appearing in **London Borough of Richmond upon Thames** printed publications, on **www.richmond.gov.uk**, or **publications produced by or the website of [SCHOOL NAME]**. I understand that the images will be used only for Council purposes and that the identity of my child will be protected unless I have agreed to the publication of my child's full name. I also acknowledge that the images may also be used in and distributed by other media, such as CD or DVD, as part of the promotional activities of the Council.

Name of child: _____

Name of parent/carer: _____

Address: _____

Phone: _____

Email: _____

Signature: _____

Date: _____

Queries regarding this form should be addressed to the **[contact name and address]**.

Safeguarding Children and Child Protection Policy

Record of Concern Form

Appendix 5

Child's name:			
Date and time		D.o.B	
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? use child's words)

Actions taken			
Date	Person taking action	Action taken	Outcome of action

Name:

Designation:

Safeguarding Children and Child Protection Policy
