

# SAFEGUARDING AND CHILD PROTECTION POLICY

# Policy for Safeguarding and Child Protection

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## Policy Statement

This policy has been written with regard to:

- [Keeping Children Safe in Education \(September 2020\)](#)
- KCSIE incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006 \(Aug 2018\)](#)
- KCSIE also refers to the non-statutory advice for practitioners: [What to do if you're worried a child is being abused: advice for practitioners \(March 2015\)](#)
- [Working Together to Safeguard Children \(July 2018\)](#)
  - [Information Sharing \(July 2018\)](#)
- [Wandsworth Safeguarding Children Board Thresholds for Intervention](#)
- [Kensington, Chelsea and Westminster Local Safeguarding Children Board Multi Agency Safeguarding Hub \(MASH\)](#)

Safeguarding and promoting the welfare of children is **everyone's** responsibility. No single professional can have a full picture of a child's need and circumstances. **Everyone** who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined under KCSIE as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provisions of safe and effective care
- taking action to enable all children to have the best outcomes

Everyone employed by Eaton House Schools as well as peripatetic teachers/staff, supply staff, volunteers and external club providers have a responsibility in relation to child protection. In most cases this will be the referral of concerns to his/her line manager. In day-to-day contact with pupils at risk, staff have an opportunity to note concerns and to meet with parents and other associated adults. However, with child protection concerns staff must follow child protection procedures and speak to the designated safeguarding lead. Schools are expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place. This policy aims to outline the role that the school will have, the procedures that staff should take and guidance on issues related to child protection generally.

It is not exhaustive. All staff should make sure their approach is child-centred, considering always what is in the best interests of the child. This policy is drawn up with reference to locally agreed multi-agency procedures.

This policy applies to all children at Eaton House Schools, including those within our EYFS. Specific details regarding EYFS pupils can be found on pages 37.

A copy of this policy is made available to parents of pupils on the school's website.

## Aims

The aims of this policy are:

- to raise awareness of an individual's responsibility in identifying and reporting possible cases of abuse
- to raise awareness of staff's responsibilities under the Prevent Duty
- to provide a systematic means of monitoring, recording and reporting of concerns and cases
- to identify strategies and interventions available to support children at risk
- to provide guidance on recognising and dealing with suspected child abuse
- to provide a framework for inter-agency communication and effective liaison
- to ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- to ensure that safer recruitment procedures are operated.

# Concerns about a Child

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It is important that children and families receive the right help at the right time to address risks and prevent issues escalating. It is important to act on and refer the early signs of abuse and neglect, keep clear records, listen to the views of the child, reassess concerns when situations do not improve, share information quickly and challenge inaction.

It is important that safeguarding procedures are followed.

All staff should be aware of their local early help process and understand their role in it. All staff must be prepared to identify children who may benefit from early help. Early help is providing support as soon as a problem emerges at any point in a child's life this includes EYFS. Early help can also prevent further problems arising. Staff should first discuss early help requirements with the designated safeguarding lead (or deputy DSL). If early help is appropriate the designated safeguarding lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment. The purpose of the early help assessment is always to gather important information about a child and family, to analyse their needs and/or nature and level of any risk and harm being suffered by the child. To decide whether the child is a child in need and/or is suffering, or likely to suffer, significant harm. To provide support and to address those needs to improve the child's outcomes to make them safe. The Designated Safeguarding Lead and staff member can discuss concerns with a social worker in the local authority. If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

## Potential Need for Early Help

Staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not statutory education, health & care plan is in place)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as drug and alcohol abuse, adult mental health issues or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child

However, any child may benefit from early help and staff must be able to identify these children.

## Early Help Process for Wandsworth

Where a safeguarding worry or child protection concern has been identified the designated safeguarding lead should contact Wandsworth Safeguarding Children's Partnership (WSCP) through MASH (Please see page 44 for contact details). If you are not clear or need to discuss your concerns speak to a member of the MASH team. Safeguarding includes children in need as well as children who may need protection from harm or abuse. To make a referral to the Multi-Agency Safeguarding Hub (MASH) an online [Multi-Agency Referrals Form \(MARF\)](#) can be completed. On receipt of the contact or referral, a MASH social worker will contact the Designated Safeguarding Lead to discuss concerns and review the information. A social work manager will review the information and decide within 24 hours the next appropriate steps. They will decide if there is an immediate safeguarding concern which needs to go straight to a strategy discussion with key partners or if the child is in need. Complex referrals where more information is needed will be discussed within MASH to share information and decide what the level of intervention is to best help support and safeguard the child. MASH will contact the Designated Safeguarding Lead 72 hours after the referral was made, in order to provide feedback on the referral.

If early help is appropriate, the designated safeguarding lead (or deputy DSL) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. If you are unsure, if your concerns reach the threshold for safeguarding or Early Help please contact the MASH 020 8871 6622.

The MASH team will use the SoSWB framework to analyse the information you have provided on the Early Help Assessment Concerns form and decide on the level of risk to the child. Children assessed as follows;

- **level 1 – Children and Young People with Universal Needs – Children with no identified additional needs.** These are children for whom all their health and development needs will be met by Universal Services alone. Children and young people at this level are achieving expected outcomes. There are no identified unmet needs or the needs is at a low level and can be met by the Universal Service or with some limited additional advice or guidance. Children, young people, parents and carers can access services directly.
- **level 2 – Children and Young People with Additional Needs – Low risk to vulnerable.** These are children whose needs are not clear, not known or not being met. They may be vulnerable and showing early signs of abuse and/or neglect. Children at this level are in needs of co-ordinated early help and support from services. This is the threshold for a multi-agency early help assessment to begin (the Wandsworth EHA).
- **levels 3 – Children and Young People with Multiple/Complex Needs.** These are children with complex or escalating needs that can only be met by a coordinated multi-agency plan which sets out the outcomes to be achieved and the role of each partner agency and the family in meeting these objectives. Professionals working with the child and family will identify whether there is a need to engage specialist services.

- Level 4 – **Children and Young People with Acute/Specialist Needs. Acute needs.** This is a smaller group of children who require intensive help and specialist support. This could be due to safeguarding issues where there is no risk of actual or likely significant harm but needs are acute and multi-agency plans are not effective; or because there are child protection issues where there is actual or likely significant harm and intervention is required under Section 47, Children Act 1989. During the course of an assessment the concerns about the child may become so great that the Local Authority may seek to make arrangements for the child to be looked after outside of their usual family home (usually known as CLA, Children Looked After or LAC. Looked After Children). This may be a voluntary agreement with parents (Section 20) or through the courts to seek shared parental responsibility for the child (Section 31). Young people being worked with by the Youth Offending Services also meet this level of need.

If the level of risk is not clear and more information is needed to determine the level of risk then the case will go to the Multi Agency Safeguarding Hub (MASH) for multi-agency service searches and discussion at the MASH meeting to determine the level of risk and the forward pathway for the family.

## Early Help Process for Westminster

Where a safeguarding worry or child protection concern has been identified the designated safeguarding lead should contact Access and Assessment Services team (Please see page 43 for contact details). If you are not clear or need to discuss your concerns speak to the Access and Assessment Services team. The Access and Assessment Services team will allocate the referral according to the level required;

- **level 1 – Children and Young People with Universal Needs** –All children use, universal services which include schools, health care including health visitors, GP's, housing, and other easily accessed services. At this level, children would be expected to do well with minimum intervention from any additional services.
- **Level 2 – Early Help and Targeted Services** – At level 2, children and their families will need additional help to prevent problems escalating and becoming more difficult to resolve. The help may come from specialist school staff, health services, children's centres or early help teams in the local authority.
- **levels 3 – Children and Families with Complex Needs** – Children and families at this level will be facing complex problems which will require an integrated and co-ordinated response. Children at this level, often described as children 'in need' may be seen to be at risk and without support their development will be impaired. A number of agencies may be involved to help families at this level including: local authority early help or children's social care; youth offending services; children's centre; child and adolescent mental health services (CAMHS); health services including health visitors, GPs and mental health services; specialist school staff.
- **Level 4 – Children with Acute Needs** - Children at this level will be at risk of harm and may be subject to child protection enquiries, taken into the care of the local authority or need specialist mental health intervention. Children's social work services will take the lead in safeguarding children and coordinating services for children at this level. The agencies involved might include any of those working with children at all levels.

If the level of risk is not clear and more information is needed to determine the level of risk then the case will go to the Multi Agency Safeguarding Hub (MASH) for multi-agency service searches and discussion at the MASH meeting to determine the level of risk and the forward pathway for the family.

# Procedures

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## Designated Safeguarding Leads:

Mrs Sarah Segrave	Head Teacher	Eaton House the Manor Prep School
Miss Annabel Kempsey	Deputy Head	Eaton House the Manor Pre-Prep School
Mrs Kirsten Bond	Deputy Head	Eaton House the Manor Girls' School
Mrs Roosha Sue	Head Teacher	Eaton House the Manor Nursery School
Miss Nadia Ali	Deputy Head	Eaton House Belgravia School

## Deputy Designated Safeguarding Leads:

Mr Paul Russell	Head of Pastoral	Eaton House the Manor Prep School
Mr David Wingfield	Head Teacher	Eaton House the Manor Pre-Prep School
Mr Oliver Snowball	Head Teacher	Eaton House the Manor Girls' School
Miss Baby Isako	Deputy Head	Eaton House the Manor Nursery School
Mr Huw May	Head Teacher	Eaton House Belgravia School

If the Designated Safeguarding Lead for the relevant school is not available, please ensure you report your concern to the Deputy Designated Safeguarding Lead. If Both Designated Safeguarding Leads are not available for the relevant school the child protection concern can be reported to one of the other Designated Safeguarding Leads within Eaton House schools and are listed above. The Designated Safeguarding Leads are listed in all Staff Rooms and School Office areas as well as the School website.

Mrs Cawood, CEO takes the leadership responsibility for safeguarding arrangements. Maintaining an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice.

## The Role of the Directors and Senior Management

The Directors and Senior Management will:

- be responsible for undertaking annual reviews of the policies and procedures that apply to child protection and of the efficiency with which the related duties have been discharged
- ensuring there are policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- ensure the risk of pupils being drawn into terrorism is assessed (under the Prevent duty)
- be responsible for receiving and discussing updates provided by the designated safeguarding leads as part of the Head's report.
- all the Head Teachers in Eaton House Group discuss child protection issues together in the weekly Head Teacher's meeting and as and when required.



## The Role of the Designated Lead

The designated lead will:

- co-ordinate action within the school and liaise with the three safeguarding partners and work with other agencies over cases of abuse and suspected abuse
- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
- assess the risk of pupils being drawn into terrorism (under the Prevent duty)
- refer cases to the Channel programme where there is radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required
- understand when they should consider calling the police and what to expect when they do. The [NPCC – When to call the police](#) document provides guidance
- liaise with the Director to inform him or her of issues especially ongoing enquiries under section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) of the Children Act 1989 and police investigations
- as required liaise with the "case manager" and the designated officer at the local authority for child protection concerns (all cases which concern a staff member)
- liaise with staff of matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff
- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child review conference and be able to attend and contribute to these effectively when required to do so
- to hold information securely provided by the local authorities regarding a child who has a social worker and to use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes
- ensure each member of staff has access to and understands the school's child protection policy and procedure, especially new and part time staff
- are alert to the specific needs of children in need, those with special educational needs and young carers
- keep detailed, accurate, secure written records of concerns and referrals and ensure appropriate strategies are in place
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- ensure the school 's child protection policies are known, understood and used appropriately

- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Directors regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- where children leave the school ensure their child protection file is transferred to the relevant staff at the new school as soon as possible. This should be transferred separately from the main pupil file ensuring secure transit and confirmation of receipt should be obtained
- liaising with the HR and Compliance department to arrange child protection training for all staff and attend training themselves on child protection and interagency working (updated every two years)

The ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility should not be delegated.

Arrangements are in place to ensure that the designated safeguarding leads have sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

## Role of Staff

School staff should:

- be alert to the signs of abuse as detailed in this policy
- be alert to any behavioural or other indications that a pupil is holding, or hiding, extremist views and, where applicable, make a referral to the Channel programme with the designated safeguarding lead
- maintain an attitude of 'it could happen here' where safeguarding is concerned
- always act in the best interests of the child (child-centred)
- report any concerns immediately, where possible to the designated safeguarding lead
- maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or deputy DSL) and children's social care. Do not discuss child protection concerns with work colleagues or anyone else. This may lead to a disciplinary.
- consult with the designated safeguarding lead if in any doubt as to how to proceed
- however, any staff member can make a referral to children's social care
- if a staff member does make a referral directly, he/she must inform the designated safeguarding lead as soon as possible thereafter
- if the child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately
- follow the advice given in this policy in relation to how to handle disclosures
- ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, or engaging in inappropriate electronic communication with a pupil)
- staff member must always inform the designated safeguarding lead (or deputy DSL) if a pupil/s have tried to make contact or have contacted them either in person outside of school or online through social media or online gaming
- ensure that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution)
- receive training in child protection (updated once a year). This training also applies to the Head.

All professionals working with children should have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. This includes the personal and professional duty to report welfare and safeguarding concerns to the designated safeguarding lead (or deputy DSL), or in the absence of action, directly to local children's services.

# Partnership with Parents

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It is important that the school has an established approach to working with parents. Where possible school staff should work with and share information with parents. Permission for liaison and information sharing with outside agencies should be sought, however if this places the child at risk then seeking permission is bypassed. In these cases, we seek advice from social care or make a child protection referral. Parents' and children's need for privacy should be respected. However, the priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing provided, that this does not place the pupil in question at risk. While we are sensitive to racial and cultural differences, we recognise that some customs are not acceptable in the UK and are regarded as child protection issues. Such an issue is female genital mutilation. Staff are made aware of s.74 of the Serious Crime Act 2015 which places statutory duty upon teachers to report to the police:

***“If a teacher, in the course of their work in the profession, discovers that an act of female genital mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.”***

# Guidance on Recognising Abuse

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All staff should be aware of indicators of abuse and neglect so that they are able to identify children who may be in need of help or protection. All school staff must be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputy DSL's) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to sexual exploitation, criminal exploitation, and serious youth violence.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children.

Abuse might fall into the categories of:

- physical
- emotional (including regular exposure to domestic violence)
- sexual
- neglect.

## Physical Abuse

Physical abuse may involve:

- hitting
- shaking
- throwing
- poisoning
- burning or scalding
- drowning
- suffocating
- otherwise causing physical harm to a child (including when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child).

## Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, causing severe and persistent adverse effects on the child's emotional development.

This could include:

- conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- imposing age or developmentally inappropriate expectations on the child
- deliberately silencing them or making fun of how they communicate
- exposing the child to the ill-treatment of another
- serious bullying (including cyberbullying)
- exploiting or corruption of children
- causing children to feel frequently frightened or in danger or exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child.

## Sexual abuse

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.

This might include:

- physical contact — including penetrative and non-penetrative acts
- non-contact activities — including involving children in looking at pornographic materials or watching sexual activities
- encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse
- sexual abuse can take place online, and technology can be used to facilitate offline abuse.
- sexual abuse of children by other children is a specific safeguarding issue in education

Both men and women can commit acts of sexual abuse.

## 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. It may occur during pregnancy because of maternal substance abuse. Once the child is born, neglect might include:

- failure to provide adequate food and clothing, shelter including exclusion from home or abandonment
- failure to protect a child from physical and emotional harm or danger
- failure to ensure adequate supervision including the use of inadequate caretakers
- failure to ensure access to appropriate medical care or treatment
- neglect or unresponsiveness to a child's basic physical needs.

# Signs and Symptoms

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This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place. It should be remembered that in the majority of cases child abuse is about power and control.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations, refuses to discuss, or give improbable explanations for, injuries
- Constant minor injuries or a lingering illness
- Admits punishment which appears excessive
- Shrinks from physical contact
- Unexplained bruising:
  - Bruise marks in or around the mouth
  - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
  - Grasp marks
  - Finger marks
  - Bruising of the ears
  - Linear bruising (particularly buttocks or back)
  - Bruises of differing ages
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- Demonstrates neurotic behaviour such as obsessive rocking or thumb-sucking
- Has an air of detachment or a “don’t care” attitude
- Attention seeking
- Apprehension
- Antisocial behaviour
- Unkempt appearance
- Refuses to stay with certain people or go to certain places
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Constantly tired
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)

- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc.
- Inappropriate behaviour by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.



# Mental Health

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All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other traumatic adverse childhood experiences, this can have a lasting impact on a child's life. Therefore, it is important that staff are aware of how these experiences, can impact on a child's mental health, behaviour and education. Staff should never attempt to diagnose a mental health problem however they are well placed to observe children day to day and identify children who may be experiencing or at risk of developing a mental health problem.

If staff have a mental health concern about a child that is also a safeguarding concern, they must follow the child protection policy and speak to the designated safeguarding lead or deputy immediately.

Eaton House Schools understands it has an important role to play in supporting the mental health and wellbeing of its pupils. The school has a Wellbeing Hub with Miss Paula Kearney as Wellbeing Lead and a whole school approach is taken regarding mental health and wellbeing.

# Specific Safeguarding Issues

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All staff should have an awareness of safeguarding issues. Staff must be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

## Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children. Links are found in appendix 2.

Making child arrangements via the family courts following separation can be stressful and create conflict in families. This is stressful for children. The Ministry of Justice has an [online child arrangements information tool](#) which provides information on the dispute resolution service. This may be useful for some parents and carers.

## Children Missing in Education

A child going missing in education is a potential indicator of abuse and neglect. The school's procedures for unauthorised absence must be followed. The safeguarding policy, procedures and responses for pupils who go missing from education, particularly on repeat occasions are put in place. The local authority must be informed of any pupil who is going to be removed from the admissions register where the pupil:

- has 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
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
- has been certified to be unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period
- have been permanently excluded

Notification must be made to the local authority no later than removing the pupil's name from the school attendance register. 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.

## **Children with Family Members in Prison**

Children who have a parent sent to prison are at risk of poor outcomes including poverty, stigma and poor mental health. The National Information Centre on Children of Offenders provide information to support professionals working with offenders and their children to help mitigate negative consequences for those children.

## **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both child sexual exploitation and child criminal exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage, such as increased status of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be one-off occurrence or a series of incidents over time and range from opportunities to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. Some of the following signs may be indicators of child sexual exploitation and child criminal exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who suffer from changes in emotional well-being
- Children who regularly miss school or education or do not take part in education
- Children who associate with other young people involved in exploitation
- Children who misuse drugs and alcohol

Child Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. A child may have been trafficked for the purpose of transporting drugs and/or money. A referral to the National Crime Agency must be made.

## **Serious Violent Crime**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools is provided in the Home Office's Preventing Youth Violence and Gang Involvement and its Criminal Exploitation of Children and Vulnerable Adults: County Lines guidance. The link can be found in Appendix 2.

## Domestic Abuse

Children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, they may have to leave the family home as a result. There is support for domestic abuse through Refuge, NSPCC and SafeLives and majority of police forces in England operate Operation Encompass which helps police and schools work together to provide emotional and practical help to children. If a staff member suspects or knows that domestic abuse is taking place the designated safeguarding lead must be informed immediately.

## Homelessness

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and deputy DSL) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns.

## So called 'Honour-based' Abuse (including Female Genital Mutilation and Forced Marriage)

So called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community. This includes female genital mutilation (FGM) and forced marriage and practices such as breast ironing. This form of abuse often involves a wider network of family or community pressure and can include multiple perpetrators. If staff have a concern regarding a child that may be at risk or who has suffered from 'honour-based' abuse, they should speak to the designated safeguarding lead (or deputy DSL).

## Female Genital Mutilation

In line with the Female Genital Mutilation Act 2003, Staff are made aware of s.74 of the Serious Crime Act 2015 which places statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years old.

**"If a teacher, in the course of their work in the profession, discovers that an act of female genital mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police."**

Victims of FGM are likely to come from a community that is known to practice FGM. Teachers must personally report to the police and inform the designated safeguarding lead. Those failing to report such cases will face disciplinary sanctions. At no point must staff be examining pupils, however "to discover that an act of FGM appears to have been carried out" is a mandatory reporting duty. Please refer to the FGM Fact sheet in appendix 2.

## Forced Marriage

Forcing a person into a marriage is a crime. schools can play an important role in safeguarding children from forced marriage. Please refer to the Multi-Agency guidelines for school guidelines for forced marriages in appendix 2.

EATON HOUSE SCHOOLS  
POLICY DOCUMENT

# Prevent Duty

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The school is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. The Prevent duty is seen as part of the schools’ wider safeguarding obligations. Eaton House School risk assesses, ensuring that safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs), the designated safeguarding leads undertake Prevent awareness training and Channel Programme training and are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation and IT policies are in place and followed (filtering is in place when accessing internet in schools and teaching pupils about online safety). All staff are also required to complete the online Prevent Duty training. Effective engagement with parents/the family should be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. The school will discuss any concerns with a child’s parents which is in line with the safeguarding policies and procedures unless there is reason to believe this would put the child at risk.

## Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned. At first instance if there is a concern that a child is vulnerable to radicalisation the schools designated safeguarding lead must be informed.

Please refer to Eaton House Schools Prevent Duty Policy for further information.

# Policy on Dealing with Peer on Peer Abuse

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The school recognises that children are capable of abusing their peers. All staff must be aware safeguarding issues can manifest themselves via peer on peer abuse (children can abuse other children). This is most likely to include, but not limited to:

- bullying (including cyber-bullying),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- sexual violence and sexual harassment
- ‘Upskirting’, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender, can be a victim.
- sexting (youth produced sexual imagery)
- so-called initiation ceremonies (initiation/hazing type violence and rituals)

Staff must ensure that abuse is not tolerated or passed off as “banter” or “part of growing up”. Staff must also be clear on the school’s policy and procedures regarding peer on peer abuse.

The school aim is to make it a place where bullying has no place and to have a whole school approach to ensuring safety, security, openness and confidence. Pupils who are being abused for e.g. bullied are encouraged to tell their parents, his or her Form Teacher or another member of staff. Staff awareness is raised through discussion in staff meetings, and action is taken to reduce the risk of bullying at times and in places where it is most likely to occur.

When abuse by another child is suspected, child protection procedures will be applied to both (alleged) abuser and abused and that both are treated as being at risk. If appropriate, the school’s disciplinary procedures will be invoked. The Head Teacher, who is also a designated safeguarding lead, will be informed. Both pupils will be interviewed as well as anyone else involved. Both the victim and the alleged perpetrator will be interviewed by the pastoral team. All information must be recorded and kept confidential and secure by the designated safeguarding lead. Parents/guardians of both parties will be informed and invited to the school to discuss the matter. Their support should be sought. A way forward, including disciplinary sanctions, early help and counselling, should be agreed for both pupils as appropriate.

Please refer to the schools anti-bullying, Pupil behaviour, Discipline and Exclusions, and Peer on Peer Abuse policies.

If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm this must be referred to local agencies.

# School Procedures for Handling Sexting Cases

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Pupils are not permitted to bring phones to school. An exception is the Preparatory School. In this case procedures are in place and pupils hand their phones into the school office. They are not permitted to use the phones during the school day. If there is an incident of a sexting case the child protection procedure is to be followed.

# Sexual Violence and Sexual Harassment between Children in Schools

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Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment can occur online and offline and both physically and verbally.

Staff should be aware that some children are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at a greater risk. It is important that all victims are taken seriously, and appropriate support is offered. It is important staff are aware and understand that they need to challenge behaviours (e.g. flicking bras) and not dismiss as “banter” or part of “growing up”. Tolerating such behaviour risks normalising them.

If staff have been made aware of sexual violence and sexual harassment or have a concern, they must take immediate action. The child protection policy must be followed, and they are to speak to the designated safeguarding lead (or deputy DSL).



# Children with Special Educational Needs and Disabilities

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Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges.

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- A higher risk of being isolated from their peers
- Children with SEN and disabilities can be disproportionately impacted by behaviours like bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Staff should be aware that if children are behaving in a particular way or they are looking distressed or behaviour or demeanour is different that it may not be due to their SEN or disability and it could potentially be that abuse is taking place. All concerns are to be reported to the designated safeguarding lead.

# Policy on Dealing with Suspected Abuse

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All staff should refer concerns to the designated person as soon as possible. In the meantime, they should:

- listen to the pupil, keeping calm and offering reassurance
- observe bruises but should not ask a child to remove or adjust their clothing to observe them
- allow the child to lead the discussion if a disclosure is made, but do not press for details by asking questions, e.g. “what did they do next?”
- do not ask a leading question (i.e. one that suggests the answer that is expected)
- listen — do not investigate or ask leading questions, but use questions such as “is there anything else you'd like to tell me?”
- accept what the pupil says without challenge — reassure them that they are doing the right thing and that you recognise how hard it is for them
- not lay blame or criticise either the child or the perpetrator
- not promise confidentiality — explain that they have done the right thing and who needs to be told.

When abuse by another child is suspected, child protection procedures will be applied to both (alleged) abuser and abused and that both are treated as being at risk. If appropriate, the school's disciplinary procedures will be invoked.

Staff with concerns about a child should speak first to one of the school's Designated Safeguarding Leads. However, any staff member can make a referral to children's social care. If a staff member does make a referral directly, he/she must inform the designated safeguarding lead as soon as possible thereafter. If the child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. KCSIE refers to the non-statutory advice for practitioners: [What to do if you're worried a child is being abused \(March 2015\)](#)

The [NSPCC's what you can do to report abuse dedicated helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

# Procedures for Monitoring, Recording and Reporting

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The school policy is that brief notes should be kept at the time of the incident or immediately after with the subsequent completion of a critical incident sheet. Records may be used in legal proceedings and must be kept accurate and secure. All records should be copied to the designated lead and should include factual information rather than assumption or interpretation. The child's own language should be used to quote rather than a translation. Records may be used at a later date to support a referral to an external agency. Write down what you did not do as well as what you did do. i.e. *'I did not make my notes immediately because I was with the child and social services until 1am and was then too tired. I made them first thing this morning and all details were still fresh and clear in my mind.'* All concerns, discussions and decisions and the reasons for those decisions must be recorded in writing and securely stored.

The following terminology is useful when talking to Social Services or the Police:

- "A child in need" as specified by Section 17 of the Children's Act 1989
- "At risk of significant harm" as specified in Section 47 of the Children's act 1989

## Designated Lead

The designated lead will:

- follow-up the referral using the critical incident sheet as a basis for consideration before action. The Head and Designated Safeguarding Lead should not make their own decision about referring what appears to be borderline cases but should discuss the doubts and concerns with the local authority designated officer or social care. This may be done tentatively and without giving names in the first instance.
- make additional records of discussions and any investigation that takes place
- decide whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial referral.
- Records will be reviewed regularly by the designated safeguarding lead and/or Head Teacher so that concerning patterns of behaviour can be spotted.
- where a child is referred to social care, a local authority social worker should make a decision about the type of response that is needed within one working day and acknowledge receipt to the referrer.

It is important for the school to share information between professionals and local agencies. Whilst the General Data Protection Regulation (GDPR) places duties on organisations and individuals to process personal information fairly and lawfully, it should not be a barrier to sharing information where failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

# Information Sharing and Confidentiality

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Information sharing between practitioners and local agencies is vital in identifying and tackling all forms of abuse and neglect. Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children. It is also important that staff and senior management understand that the Data Protection Act 2018 and GDPR place duties on both the school and the individual to process personal information fairly and lawfully and keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Where children are on the child protection register and leave one school for another, the Designated Safeguarding Lead must inform the receiving school and the key worker. If the child leaves the school with no receiving school, details should be passed to the principal education social worker.

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and always for the child's own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given, and the adult involved listen sympathetically and non-judgmentally.

Staff should be careful in subsequent discussions and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the designated member and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in the closed section of the office. Discretion should be used when talking about the personal and changing circumstances of children, e.g. when a child goes into care.

# Policy on Dealing with Safeguarding Concerns about a Members of Staff who may Pose a Risk of Harm to Children

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This section follows guidance on managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position or in any capacity with children in a school and includes:

- 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 may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

If staff have safeguarding concerns, or an allegation is made about another member of staff, including supply staff and volunteers, posing a risk of harm to children they must inform the Head immediately. A pupil may make an allegation against a member of staff (including supply staff), volunteer or Head and the same procedures must be followed as per the child protection policy.

The Head will, on all such occasions, discuss the content of the allegation with the appropriate Local Authority Designated Officer (LADO), see Appendix 1, or in the most serious cases the police.

If an allegation is made against a supply teacher the school will follow the same procedures and the appropriate Local Authority Designated Officer (LADO), see Appendix 1 will be contacted. The supply teacher agency should be informed and fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. Eaton House School will take the lead as supply teacher agencies do not have direct access to children or school staff and will not be able to provide the relevant information required by the LADO as part of the referral process.

If an allegation made to a member of staff concerns the Head, the person to whom the allegation is made will immediately inform Mrs A Cawood, the CEO who will consult with the school's designated lead.

In the event of allegations of abuse being made against a Director the allegations should be reported directly to the designated officer at the local authority, although staff may consider discussing any concerns with the school's DSL and make any referral through them.

A false allegation, whether it is made for frivolous or malicious reasons, can jeopardise the career of a member of staff/volunteer and cause irreparable damage. Equally, if a genuine complaint is not taken seriously, it can be damaging to the child concerned and to other children who may become future victims.

If an allegation is made against anyone working with children in the school these allegations must be dealt with immediately avoiding any unnecessary delays. The school will not undertake their own

investigations of allegations without prior consultation with the Local Authority Designated Officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the Local Authority Designated Officer (LADO) can be held informally and without naming the school or individual. The matter must remain strictly confidential until the Head, in conjunction with the local authority designated officer, has made an initial assessment and decided what steps are to be taken. A decision will be taken as to whether the suspicion or allegation is an internal disciplinary matter (in which case the disciplinary procedures will be followed) or whether there is a potential child protection issue (in which case the child protection procedures will be followed).

The Local Authority Designated Officer (LADO) should be informed within one working day of all allegations that come to the schools Designated Safeguarding Persons attention or that are made directly to the police.

The school recognises its duty of care to its employees. Support for the individual is vital in fulfilling this duty. Unless there are objections from children's social care or the police, individuals should be informed of concerns or allegations as soon as possible, with an explanation of the likely course of action.

It is essential that any allegation of abuse made against a teacher, another member of staff or a volunteer should be dealt with very quickly in a fair and consistent way that provides effective protection for the child, while supporting the person who is the subject of the allegation.

Parents and carers should be made aware of the requirement under the Education Act 2002 to maintain confidentiality about any allegations made against teachers while investigations are ongoing.

The school must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Suspension will arise on the following grounds.

- A child or children would be at risk.
- The allegation is so serious that dismissal for gross misconduct is possible.
- It is necessary to allow any investigation to continue unimpeded.

The school should give due weight to the views of the LADO and to the child protection policy when making a decision about suspension.

Suspension may be considered at any stage of an investigation, but is a neutral act, not a disciplinary sanction, and will be on full pay.

As of 1st October 2012, restrictions on the reporting or publishing of allegations against teachers were put in place and therefore the school must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publishes information about an investigation or decision in a disciplinary case.

## Reporting

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The school will report to the Disclosures and Barring Service (DBS), as soon as possible after the leaving the school any person (whether employed, contracted, supply teacher, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

In this context, ceasing to use a person's services includes:

- dismissal
- non-renewal of a fixed-term contract
- no longer engaging/refusing to engage a supply teacher provided by an employment agency
- terminating the placement of a student teacher or other trainee
- no longer using staff employed by contractors or volunteers
- resignation
- voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the Department for Education's register.

Eaton House Schools will also consider making a referral to the National College for Teaching and Leadership where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons which would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". In order to consider whether the allegation is sufficiently serious to refer to the NCTL the school with refer to [Teacher misconduct: the prohibition of teachers \(Oct 2018\)](#).

## Online Safety

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The use of technology has become a significant component of many safeguarding issues providing a platform that facilitates child sexual exploitation, radicalisation and sexual predation. Technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

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

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school has policies and procedures in place to ensure a whole school approach to online safety. The Department for Education guidance, [Teaching online safety in School](#) outlines how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements. Appropriate filters and monitoring systems are in place and risk assessment has been completed. The review of the IT system and whole school approach is ongoing to ensure the school keeps up to date with the ever-evolving changes in online technology.

Children are taught about online safety and teachers and parents receive training. The school is a member of NOS, National Online Safety. All staff complete annual e-learning, 'Keeping Children Safe Online.'

It is imperative that the Computing in the Curriculum Policy is read in conjunction with the Child Protection policy.

## Remote Learning COVID-19

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Where children are required to learn online at home, the school works in partnership with parents and has safeguards in place with strict staff protocols and monitoring systems. The school refers to the guidance set out in the [Safeguarding in Schools Colleges and Other Providers](#) and [Safeguarding and Remote Education](#).



# Opportunities to Teach Safeguarding

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Eaton House Schools provides the opportunity to teach safeguarding as part of a broad and balanced curriculum. This can be covered through Relationships Education, PSHEE, ICT and other subject areas.

## Multi-Agency Working

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New safeguarding partners and child death review partner arrangements were brought in as of September 2019. Locally the three safeguarding partners are;

- The local authority
- A clinical commissioning group for the area within the local authority
- The chief officer of police for a police area in the local authority area

The three safeguarding partners have a shared responsibility to work together to safeguard and promote the welfare of local children within each area. Eaton House Schools is fully engaged, involved and included in the new safeguarding arrangements. The three safeguarding partners will name schools as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way. If schools are named, they will have a statutory duty to co-operate with the published arrangement. Eaton House School will fully co-operate if named.

### Social Care Meetings

At times, school staff will be called to participate in meetings organised and chaired by social care.

These might include:

- register reviews
- case conferences
- professionals' meetings in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement
- core group meetings in which a "core" group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews.

At these meetings, representatives from the school should be ready to report back providing information about

- attendance and punctuality
- academic achievement

- child's behaviour and attitude
- relationships with peer group and social skills generally
- child's appearance and readiness for school
- contact with parents/carers
- any specific incidents that need reporting.

Prior to the meeting, class teachers and other adults working closely with the child will be asked for their comments. Following the meeting feedback will be given and staff brought up to date with any actions that are needed.

# Supporting Children at Risk

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For children at risk, school may be the one stable place from which they can expect security and reassurance. It is not only about being alert to potential abuse but providing the support to help children through difficult times. Providing them with the coping skills that can help avoid situations arising and deal with the emotional difficulties afterwards if they do.

## The Personal Education Plan

Children who are “looked after” will have their own personal education plan (PEP). The PEP is part of the care plan. It is a record of what needs to happen in order to enable the young person to “fulfil their potential”. It should reflect other education plans such as individual education plans.

## Support in School

All class teachers and year group leaders are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care. This includes maintaining opportunity for children to share their concerns and follow the guidance in this document. Care should always be taken regarding the discussion of sensitive issues and advice should be sought where there are concerns.

Within the curriculum there will also be opportunities to discuss issues which some children might find sensitive. Care should be taken particularly in relation to discussion about families and their make-up. Assumptions about members of families and the presence of both parents should be avoided both in discussion and the presentation of materials. During health and safety and sex education lessons, staff should be alert to the fact that some children will have very different experiences and may find content at odds with their own experiences. Staff should make themselves familiar with the background of the children in their care to avoid distress.

## Physical Contact with Pupils

Some form of physical contact with pupils by teachers is inevitable. All teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

Where any uncertainty exists a senior member of staff should be consulted and one-to-one discussions with pupils should take place in rooms which are openly visible to other members of staff.

In the event of physical restraint, it is important that only the minimum amount is used to prevent the pupil from causing injury to themselves, others or property. Planning individual behaviour plans for more vulnerable children and agreeing them with parents/carers can reduce the occurrence of challenging behaviour and the need to use reasonable force. In the event physical restraint is required a critical incident form should be completed.

# EYFS

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The Designated Safeguarding Leads take responsibility for safeguarding pupils within the Early Years Foundation Stage setting, and liaising with local statutory children's agencies as appropriate.

The school will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the setting (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place at the setting, and of the action taken in respect of these allegations. The school will inform Ofsted and the ISI as soon as is reasonably practicable, but at the latest within 14 days.

## **EYFS Staff Training**

Eaton House Schools trains all staff to understand their safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by Eaton House Schools enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These are set out above, but for clarity they are listed in brief here and may include:

- significant changes in children's behaviour
- deterioration in children's general well-being
- unexplained bruising, marks, or signs of possible abuse or neglect
- children's comments which give cause for concern
- any reason to suspect neglect or abuse outside the setting for example in the child's home
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

# Policy for the Use of Mobile Phones and Digital Photography

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Children have their photographs taken to provide evidence of their achievements for development records and displays. Staff including supply staff, visitors, volunteers, club providers and students are not permitted to use their own mobile phones to take or record images of children for their own records.

## Procedures

- Under the General Data Protection Regulation, before any child joins, Eaton House Schools obtain parental permission to take photographs and use video recorders
- This permission covers the use of the photographs of the children taking part in an activity to advertise/promote the school or for purposes deemed necessary for admin purposes
- Photographs will be stored on computers which are password protected
- The school digital camera or memory card must not leave the school. Photographs are to be printed in the school by key members of the team
- There are times when staff are required to use their mobile phones for e.g. going on school trips or accessing Apps for schoolwork. Staff are strictly prohibited from making personal calls or using the phone for any other personal reason during their teaching time. However, in urgent cases, a call may be made or accepted if deemed necessary and by arrangement with the Head
- Visitors may only use their phones outside the building. Phone calls must be made in the office away from the children
- Cameras and phones are strictly prohibited in the loos
- Cameras and phones are strictly prohibited in the EYFS areas

# Disqualification Under the Childcare Act 2006

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## Who do the Regulations apply to?

Disqualification requirements apply to the following staff:

- Early years provision – any member of staff who provides any care for a child up to and including Reception age. This includes education in nursery and reception classes and/or supervised activity such as breakfast clubs, lunchtime supervision and after school care provided by the school both during and outside of school hours for this early years age range.
- Later years provision, for children under 8 and above Reception age - these Regulations only apply to before school settings, such as breakfast clubs and after school provision that would constitute childcare. It does not apply to education or supervised activity during school hours or in after school or co-Curricular education clubs.
- Staff who are responsible for managing either the early or later years provision in this setting.
- Volunteers and Directors are included if they work in the relevant childcare on a regular basis or directly concerned with day to day management.
- Centrally employed local authority staff are working in the school such as special educational needs teachers, it is the responsibility of the local authority to ensure that such staff are compliant. However, Eaton House Schools will obtain confirmation from the local authority.
- Staff who occasionally provide childcare – School is to exercise judgement about whether such staff are within scope by evaluating and recording any risks and control measures put in place and take advice from the LADO when appropriate. A record of assessment must be kept on employee's personnel file.
- Agencies & Supply Staff – school must obtain confirmation that agency has informed the staff that if they are disqualified under the legislation they are not permitted to work in relevant childcare.
- Trainees as above.
- Self-employed contractors such as music per teachers – School must obtain assurance that the contractor is aware of their responsibilities under the Regulations.
- By contrast, those who are not involved in childcare are not within the remit of these regulations, for example cleaners and kitchen staff.

## Key Requirements

- Eaton House Schools will not knowingly employ any person to work in childcare or allow them to be directly concerned in its management if they are “disqualified”.
- Where people are within the scope of the guidance, Eaton House Schools must either check themselves whether they are disqualified from childcare or ensure that others have done so.

## What are the grounds for disqualification?

(Please see a link to the relevant offences at the end of Appendix 2 below)

- Inclusion on the Disclosure and Barring Service (DBS) Children's Barred List.
- Being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad.
- Being the subject of certain other orders relating to the care of children.
- Refusal or cancellation of registration relating to childcare, or children's homes, or being prohibited from private fostering.
- Staff do not need to provide details about any protected cautions or protected convictions.

Disqualification occurs as soon as the above criteria are met, for example as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

## Implementation

- Inform relevant people of the legislation
- Take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified
- Keep records, either in the Single Central Register (optional) or elsewhere, of staff employed to work in or manage relevant childcare including the date disqualification checks were completed
- Current staff have been informed of their obligation to inform the school if they may be disqualified and that if their position changes that the school must be informed. This has been addressed in the relevant staff meetings and has been included in the policy newsletter. Current staff complete a Staff Disqualification Self-Declaration form annually at the start of each new academic year.
- New staff joining the school will be asked to complete a Staff Disqualification Self-Declaration form which they will receive in their application pack. In addition, they will also be informed in the staff induction.

## Application for an Ofsted Waiver from Disqualification

- By definition, a person who is disqualified cannot lawfully do the work from which they are disqualified. If a person is found to be disqualified, or if there is doubt over the issue, then pending resolution they must be removed from the work from which they are or may be disqualified. There is no requirement automatically to suspend or dismiss individuals found to be disqualified; there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO when appropriate.
- When making a decision for redeployment of staff the school must take into account the risk of harm to children concerned and obligations under the 2006 Act, the EYFS, KCSIE guidance and any other relevant safeguarding guidance.

- The school must inform Ofsted that they are satisfied that a person working in a relevant setting falls within one of the disqualification criteria and let the individual know that Ofsted has been informed.
- Staff who are disqualified, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.
- Where an individual decides not to apply for a waiver, or a waiver is declined, the school must consider whether an individual could be permanently redeployed, the appropriateness of redeployment, or whether steps should be taken to legitimately terminate their employment.



# Supporting Children at Risk

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The school's child protection policies are reviewed at least annually and as and when there are amendments or changes to legislation. The review will look at the effectiveness of the procedures and their implementation. The Designated Safeguarding Leads will work with the Directors on this. The Directors should ensure that the school contributes to interagency working in line with Working Together to Safeguard Children (July 2018) through effective communication and good cooperation with local agencies. The implementation of the policy provisions will be checked through discussion with the Directors and Designated Safeguarding Leads, and by scrutiny of the relevant senior management minutes and available evidence underpinning the review (e.g. any written report or information presented to Directors to support the review, training records, referral information in respect of requests for help and support for individual children, issues and themes which may have emerged in the school and how these have been handled, contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters). Minutes should be detailed to demonstrate both breadth and depth of the review.

# Staff Induction and Training

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All new staff, including volunteers, peripatetic staff, external support staff, supply staff and external club providers, have induction training in a variety of areas including the schools child protection policy, staff code of conduct and behaviour, whistleblowing procedures and the identity of the designated safeguarding persons when they first commence work. They sign a declaration stating that they have received this information, understand this and agree to comply with the policies. A proportional risk-based approach to the level of information that is provided to temporary staff and volunteers is taken. However, they do receive all of the above.

Staff are trained regularly on Child Protection and Safeguarding in line with the advice from the LSCB which can include external training providers such as Kidscape, the schools Designated Safeguarding Leads, policy newsletters, e-learning and staff meetings. Staff are trained annually and as and when required throughout the academic year to keep staff up to date with policies and procedures. Additionally, while e-safety will be relevant to all schools, the context of schools within their communities will also be a factor in determining the level and focus for training and responsiveness to factors such as female genital mutilation, radicalisation, cyberbullying and mental health.

All designated leads undertake appropriate training every two years with Kidscape or other appropriate training provider in advanced safeguarding and child protection. Designated safeguarding leads also complete 'Safer Recruitment in Education' e-learning.

All staff including the designated safeguarding leads complete e-learning for 'Keeping Children Safe Online'.

All staff must read at least Part One of KCSIE (September 2020) and Annex A of KCSIE (September 2020) and this is recorded. New staff will be asked to sign a declaration stating that they have read this information. KCSIE Part One and the full KCSIE documents are available in the Safeguarding and Child Protection Library on our school website and KCSIE Part One is also available in the staff rooms. Each time there is an update staff are sent a policy newsletter, they are informed of the update in staff meetings where they have the opportunity to discuss the changes and staff are asked to read the policy and sign confirming that this has been done. All staff

The Designated Safeguarding Leads undertake in the Prevent awareness and Channel Programme training. All other staff also do the Prevent Duty e-learning training.

The senior management team recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for staff to contribute to and shape safeguarding arrangements and child protection policy. A number of staff are asked to meet and review and comment on the child protection policy. However, all staff are encouraged to contribute their expertise.

## Supervision

Eaton House Schools has appropriate arrangements in place for the supervision of staff that have contact with children and families. Effective supervision provides support, coaching and training for the teachers and promotes the interests of the children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

Supervision provides opportunities for staff to:

- discuss any issues – particularly concerning children’s development or well-being
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness.

# Other Linked Policies

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Computing in the Curriculum Policy

Mental Health and Wellbeing in Schools Policy

Peer on Peer Abuse Policy

Prevent Duty Policy

Staff Behaviour Safeguarding Policy

Selection and Recruitment Policy

Whistleblowing Policy

# Appendix 1

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## Contact details for School Designated Safeguarding Leads:

### Designated Safeguarding Leads (DSL's) Eaton House the Manor

#### Eaton House the Manor Nursery

Mrs Roosha Sue (Head Teacher)  
During School Hours 020 7924 6000 Ext:1400  
E-mail rsue@eatonhouseschools.com

#### Eaton House the Manor Girls'

Mrs Kirsten Bond (Deputy Head)  
During School Hours 020 7924 6000 Ext:1118  
E-mail kbond@eatonhouseschools.com

#### Eaton House the Manor Pre-Prep

Miss Annabel Kempsey (Deputy Head)  
During School Hours 020 7924 600 Ext:1230  
E-mail akempsey@eatonhouseschools.com

#### Eaton House the Manor Prep

Mrs Sarah Segrave (Head Teacher)  
During School Hours 020 7924 6000 Ext:1203  
E-mail ssegrave@eatonhouseschools.com

### Deputy Designated Safeguarding Leads (DSL's) Eaton House the Manor

#### Eaton House the Manor Nursery

Miss Baby Isako (Deputy Head)  
020 7924 6000 (Ext:1400)  
E-mail bisako@eatonhouseschools.com

#### Eaton House the Manor Girls'

Mr Oliver Snowball (Head Teacher)  
020 7924 6000 Ext:1500  
E-mail osnowball@eatonhouseschools.com

#### Eaton House the Manor Pre-Prep

Mr David Wingfield (Head Teacher)  
020 7924 6000 Ext:1203  
E-mail dwingfield@eatonhouseschools.com

#### Eaton House the Manor Prep

Mrs Paul Russell (Head of Pastoral)  
020 7924 6000 Ext:1268  
E-mail prussell@eatonhouseschools.com

**Designated Safeguarding leads can be contacted by phone during school hours.**

**Outside school hours please email the DSL however if someone is at serious risk please contact the police.**

# Appendix 1

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## **Contact details for School Designated Safeguarding Leads:**

### **Designated Safeguarding Leads (DSL's) Eaton House Belgravia**

Miss Nadia Ali (Deputy Head)

During School Hours 020 7730 9343 Ext: 2021

E-mail nali@eatonhouseschools.com

### **Deputy Designated Safeguarding Lead (DSL's) Eaton House Belgravia**

Mr Huw May (Head Teacher)

020 7730 9343 Ext: 2022

E-mail hmay@eatonhouseschools.com

If the Designated Safeguarding Lead for the relevant school is not available, please ensure you report your concern to the Deputy Designated Safeguarding Lead. If Both DSL's are not available for the relevant school the child protection concern can be reported to one of the other Designated Safeguarding Leads within Eaton House School group and are listed above.

**Designated Safeguarding leads can be contacted by phone during school hours.**

**Outside school hours please email the DSL however if someone is at serious risk please contact the police.**

# Contact Details of the Local Agency Responsible for Child Protection

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The telephone numbers of the local agencies responsible for child protection are listed in Appendix 1. They must be contacted within 24 hours of a disclosure or suspicion of abuse.

There is also an online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number. Please follow this link.

**PLEASE NOTE YOU MUST REPORT TO THE LOCAL CHILDREN'S SOCIAL CARE IN WHICH THE CHILD LIVES.**

Full local procedures are available from the Local Safeguarding Children Board at <https://www.londonscb.gov.uk/london-scb-contacts/>

## SAFEGUARDING

### Hammersmith & Fulham, Kensington & Chelsea and Westminster

Worried about a child or young person?

#### WESTMINSTER

[accesstochildreancesservices@westminster.gov.uk](mailto:accesstochildreancesservices@westminster.gov.uk)  
020 7641 4000

#### KENSINGTON & CHELSEA

[socialservices@rbkc.gov.uk](mailto:socialservices@rbkc.gov.uk)  
020 7361 3013

#### HAMMERSMITH & FULHAM

020 8753 6610

#### YES

##### Children Social Care

Children and families who are at high risk of harm based on the London Continuum of Need will receive intervention and ongoing support.

#### UNSURE

##### MASH

Where the level of risk is not clear, MASH will gather further information to determine next steps for support.

#### NO

##### Early Help Hub

Children and families who are a lower risk of harm based on the London Continuum of Need will receive early intervention support through the Early Help Hub.

#### LADO

##### Allegations against Staff & Volunteers

If it is alleged that a person who works with children has:

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

#### Other Key Contacts

Prevent Duty Hammersmith & Fulham and Kensington and Chelsea:

020 8753 5727 [prevent@lbhf.gov.uk](mailto:prevent@lbhf.gov.uk) / [prevent3@rbkc.gov.uk](mailto:prevent3@rbkc.gov.uk)

Prevent Westminster:

020 7641 6032 [prevent@westminster.gov.uk](mailto:prevent@westminster.gov.uk)

Local Safeguarding Children Partnership

Hammersmith & Fulham and Kensington and Chelsea:

07739 315388

Ofsted:

0300 123 1231 [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

**If a child is  
at  
immediate  
risk call 999**

#### Westminster

[LADO@westminster.gov.uk](mailto:LADO@westminster.gov.uk)

020 7641 7668

#### Kensington and Chelsea

[kclado.enquiries@rbkc.gov.uk](mailto:kclado.enquiries@rbkc.gov.uk)

020 7361 3013

#### Hammersmith and Fulham

[lado@lbhf.gov.uk](mailto:lado@lbhf.gov.uk)

020 8753 5125



# SAFEGUARDING WANDSWORTH

[Online Multi-Agency Referral Form](#)

One MASH Contact Number  
**020 8871 6622 (mash@wandsworth.gov.uk)**  
Out of hours (evenings/wkd/Bank Holidays **020 8871 6000**)

## THE MASH

REPLY IN ONE WORKING DAY

Initial Screening

Child Already Open to Children Services

Allocated Social Worker/ Team Manager

New case (child may have been previously known)

Immediate Safeguarding Concern

CIN C&F Assessment

Referral is Complex/ Unclear and requires Multi-agency information sharing (as per info sharing policy)

Early Help Pathway

Request for Information 72hour Response

MASH ENQUIRY/ MASH Meeting

Assessment Team on Duty

Strategy Discussion/ Strategy Meeting

CIN C&F Allocation

Early Help

Universal Services

### Other Key Contacts

Prevent Duty:

020 8871 6622

Wandsworth Safeguarding Children Partnership:

020 8871 7401 [wscp@wandsworth.gov.uk](mailto:wscp@wandsworth.gov.uk)

Ofsted:

0300 123 1231 [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

## LADO

### Allegations against Staff & Volunteers

If it is alleged that a person who works with children has:

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

All LADO referrals to be made through Wandsworth MASH:

[mash@wandsworth.gov.uk](mailto:mash@wandsworth.gov.uk)

Tel: 020 8871 6622

**If a child is at immediate risk, call 999**

## Appendix 2

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The following documents are in our Safeguarding and Child Protection Library on the school website.

[Channel Duty Guidance \(April 2015\)](#)

[Children and Families Act 2014](#)

[Contextual Safeguarding](#)

[Counselling in Schools: a blue print for the future \(February 2016\)](#)

[Criminal exploitation of children and vulnerable adults: county lines \(Sept 2018\)](#)

[Disqualification Under the Childcare Act 2006 \(August 2018\)](#)

[Data Protection: Toolkit for Schools](#)

[Education Act 2011](#)

[Educate against hate](#)

Executive Function Child Development

[Female Genital Mutilation Act 2003](#)

[Female Genital Mutilation \(FGM\): The Facts Leaflet](#)

[Forced Marriage Multi-Agency guidelines for schools \(page 32-36\)](#)

[Going to Court \(5-11year olds\)](#)

[Going to Court and being a Witness \(12 – 17 years old\)](#)

[Information Sharing advice for safeguarding practitioners \(July 2018\)](#)

Keeping Children Safe in Education (September 2020) Annex A

[Keeping Children Safe in Education Part 1 \(September 2020\)](#)

[Keeping Children Safe in Education \(September 2020\)](#)

Kidscape Training Presentation Advanced

London Safeguarding Children's Board Procedures Revised Guidance Thresholds

[Mental Health and Behaviour in Schools \(November 2018\)](#)

[NSPCC Let Children Know You're Listening Briefing](#)

[NSPCC Let Children Know You're Listening Poster](#)

[Ofsted Safeguarding Children Policy \(March 2018\)](#)

[Prevent Duty Revised \(April 2019\)](#)

[Preventing Youth Violence and Gang Involvement](#)

[Sexual Offences Act 2003](#)

[Sexual Violence and Sexual Harassment between Children in Schools and Colleges \(May 2018\)](#)

Signs of Abuse Kidscape

[Teacher Misconduct – the prohibition of teachers advice \(October 2018\)](#)

[The Prevent Duty \(July 2015\)](#)

[Use of Reasonable Force 2013](#)

[What to do if you're worried a child is being abused \(March 2015\)](#)

[Working Together to Safeguard Children \(July 2018\)](#)

[Teaching online Safety in School \(June 2019\)](#)

Disqualification Under the Childcare Act 2006 - List of relevant convictions which can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/756791/List of offences that will never be filtered PDF .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/756791/List_of_offences_that_will_never_be_filtered_PDF_.pdf)

(Please note that due to changes in legislation, this list may not be exhaustive. If you have any queries or concerns, please contact the Head.)

# Appendix 3

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## Remote Learning

In the event of a positive COVID result for either a pupil or staff member within a year group 'bubble' there are contingency plans in place to switch to remote learning for the year group whilst self-isolating. The school has clear procedures in place for both staff, pupils and parents.

## Remote Learning Staff Procedures

- Choose a neutral area for teaching remote lessons, where nothing personal or inappropriate can be seen or heard in the background (avoid bedrooms).
- The area chosen for the remote lessons should be well lit, not have back lighting which can cause you to be in the shadows.
- Maintain a professional image and never wear anything inappropriate or revealing. Keep to smart clothing as you would wear whilst on the school site.
- Make sure others in your household know you are teaching a lesson, so they do not accidentally disturb you.
- Allow enough time to set up for the online classes in order to begin at the timetabled slot and end classes on time.
- Continue to follow the [Staff Behaviour Safeguarding Policy \(Code of Conduct\)](#).
- Maintain a professional manner and be mindful of how to speak to the pupils
- Keep communication with pupils and parents through the official school channels,
  - Official Online Platforms:
    - Seesaw
    - Microsoft Teams
    - Zoom
- Never Communicate using personal emails or phone numbers and refrain from communication outside of school hours.
- Keep personal data in line with the [Data Protection Policy](#)
- Apply security settings on your computer devices
- Apply security settings on the learning platforms, please refer to the guide, *Dos and don'ts for teachers to adapt and use Zoom in their own school context*.
- Important to note for Zoom! Secure your online classrooms by enabling the waiting room feature to restrict unauthorised persons joining the lesson.
- If there are any security breaches or concerns in relation to the teaching platforms please contact the schools IT Manager, [nsegrave@eatonhouseschools.com](mailto:nsegrave@eatonhouseschools.com).
- The Safeguarding and Child Protection Policy and Procedures remain in place. It is important that all staff who interact with pupils online, continue to look out for signs that a child may be at risk. Any such concerns must be referred to the schools Designated Safeguarding Leads immediately.
- Remember to look after your wellbeing. Ensure sufficient screen breaks. Access to the Wellbeing Hub and Paula Kearney, Head of Wellbeing for both pupils and staff. If staff have concerns or require support, they should contact their relevant Head or Deputy Head Teacher.