

Buckingham Preparatory School

'Together we nurture, we inspire, we achieve'



A6 - Safeguarding and the Welfare of Children Policy

Document created by:	Created On:
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Amended/Updated By	Date
Alison Stoneman	July 2016 (in line with KCSIE 2018 Sept updates)
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Next Review by	Date
Bryn Evans	Sept 2019

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BUCKINGHAM PREPARATORY SCHOOL

CHILD PROTECTION POLICY

The most recent ISI inspection was May 2017.

“Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance;”

[This is a whole school policy including Early Years Foundation Stage]

In compliance with:

- *Keeping Children Safe in Education (KCSIE) (September 2018)*
- *Working together to safeguard children (March 2018)*
- *What to do if you're worried a child is being abused (March 2015)*
- *Disqualification under the Childcare Act June 2016*
- *'Prevent' Duty Guidance for England and Wales 2015*
- *Education Act 2002 Section 1975*

This policy has been authorised by the Governors of the school and is reviewed annually.

This policy has been published on the school website and is available in hard copy on request.

This policy can be made available in large print or other accessible format if required: Its procedures apply wherever staff, governors or volunteers are working with pupils even where this is away from the school, for example on educational visits; and it also applies to the Early Years Foundation Stage (EYFS) provision.

Linked Policies

This policy should be read and adhered to in conjunction with the following Buckingham Preparatory School policies:

- Anti-Radicalisation Policy
- Health and Safety Policy
- Internet and Internet and E-Safety Policy
- Staff Code of Conduct
- Whistleblowing policy
- Safer Recruitment Policy
- Anti-bullying & Cyber Bullying Policy
- Behaviour and Sanctions Policy
- Risk Assessment Policy
- Missing Pupil policy
- First Aid/Medicines at School Policy
- Parent Handbook
- Cyber bullying Policy
- Anti- bullying policy
- PSHEE Curriculum
- Mobile phone Policy

Statement of Intent

The safety and welfare of all our pupils at Buckingham Preparatory School is our highest priority. We will provide a safe and caring environment so that every pupil can learn in safety. Safeguarding is **everyone's** responsibility and anyone can make a referral to Children's Social Care. Every child has a voice and will be treated with tolerance and respect. The best interests of the child will be kept at the forefront at all times.

The school will take the following steps to promote and safeguard the welfare of pupils at the school:

We ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers, (including staff employed by another organisation) to work with children. The guidance is provided in KCSIE 2018, Disqualification under the Childcare Act 2016, The Education Independent Schools Standards 2014; the Statutory Framework for the Early Years Foundation Stage.

We always ensure that no member of staff starts work before a barred list check has been undertaken and is clear. For teachers the same applies to Prohibition Order Checks (required since 2012) and Prohibition from Governance/Leadership roles for anyone appointed to senior roles of Governors since September 2016. Please see the School's Safer Recruitment Policy.

We ensure that where staff from another organisation are working with our pupils on another site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff or volunteers;

We follow the inter-agency procedures of the Harrow Local Safeguarding Children Board.

We are alert to the signs of abuse both in the school and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;

We deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his/her agreed child protection plan;

We are alert to children's physical and mental health needs and to promote their welfare in the context of early help;

We operate robust and effective Health and Safety procedures;

We are alert to the wide range of harm which may affect children either directly or indirectly, including Child Sexual Exploitation, substance misuse, domestic violence, missing from education, Female Genital Mutilation (FGM);

We are alert to the risk of children being drawn into terrorism or becoming radicalised, including support for extremist ideology, based on an understanding of the potential risks in the local area. Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. Knowing what steps to take to obtain the best help and support for children in these circumstances; Please see the Anti Radicalisation Policy.

We teach children about how best to keep themselves safe through the appropriate inclusion of safeguarding matters in the curriculum, for example, the safe use of electronic devices and internet, promoting British Values and respecting different needs and cultures in society.

See Internet, E-safety Policy and PSHEE Curriculum.

We ensure the school premises are secure at all times;

Definition of Safeguarding

KCSIE defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. As a school we are alert at all times to the different needs and risks to children. We are prepared to take steps to promote pupil welfare and to contact other agencies when required. The list in KCSIE 2018 is not exhaustive.

The 'Prevent' duty guidance emphasises the need for schools to give due regard to the need to prevent children being drawn into terrorism.

We will be vigilant to the ever changing needs of our children based on issues in the local community and emerging national themes and issues. Staff will be kept up to date and supported on such matters by the DSL.

"All staff should be aware of the process of making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments".

We will pay special attention to children with are 'looked after' by the local authority.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

We will pay special attention to the needs and vulnerabilities of children with Special Educational Needs or who have a disability as they can be more prone to peer group isolation than other children. To address these additional challenges we will consider extra pastoral support for children with SEN and disabilities.

Key legislation and policies:

- Section 17 Children Act 1989 – Duty on the local authority to provide relevant services to children 'in need'
- Section 47(1) The Children Act 1989, which places the duty on the local authority to investigate the circumstances when it is thought a child may be suffering, or is likely to suffer significant harm.
- Staff Code of Conduct
- Whistleblowing policy
- Safer Recruitment Policy
- Anti-bullying policy
- Conduct and Behaviour Policy
- Internet and E-Safety Policy
- Risk assessment policy for the promotion of pupil welfare
- Missing pupil policy
- First Aid Policy and Medicines at School Policy
- Attendance and Truancy Policy

The Designated Safeguarding Lead(s) DSL(s)

Designated safeguarding leads will be given the time, funding, training, resources and support to enable him/her/them to support other staff or volunteers on all safeguarding matters, to contribute to strategy discussions and inter-agency meetings and to contribute to assessments (Common Assessment Framework (CAF), Team Around the Child (TAC)). DSL(s) will also establish and sustain clear working relationships with children's services, and Local Authority Designated Officer (LADO) in order to ensure the smooth operation of referrals and provision of advice and guidance. The designated Safeguarding Lead will be on the Senior Management Team. On-line safety comes under the remit of the DSL.

Contact details for DSL(s) are as follows:

The Designated Safeguarding Lead (DSL), Bryn Evans, and the Deputy Trish Fry will then follow the Harrow Child Protection Procedures. DSL's can be contacted via the school phone number 020 88662737. The Governors have approved a job description for the DSL who have been trained to the required level in respect of inter-agency working.

In Pre-school, Kiera Feeley is the practitioner who has lead responsibility for safeguarding children and liaising with local statutory children's agencies as appropriate.

The main responsibilities of the DSL are managing referrals, training and raising awareness. (Please refer to Appendix 2 for more details).

They are to make prompt contact with children's social care where there are concerns that a child may be in need of help or at risk and/or with the LADO in relation to allegations against someone working in the school and/or with the police if a criminal offence is suspected.

As a school we will be persistent in making and chasing up referrals if we feel that the appropriate action is not being taken by the statutory agencies. Records will be kept of this.

TRAINING

Any DSLs or deputies will undertake appropriate training in child protection and inter-agency working (updated every two years).

Child protection training will be provided for all staff including the Head Teacher. New staff, will read the Safeguarding policy before they start or on their first day provided by the DSL as part of their induction. All staff and Governors must receive annual training, which can be delivered through the DSL or external experts, in line with LSCB advice to include Prevent and on-line safety. All staff to be trained to manage a report of child sexual violence and sexual harassment. Additionally there will be regular updates by email, notices on boards etc. about changes in school policy, procedures or national guidance.

All staff have been given the school Code of Conduct / Behaviour Policy. Staff read key policies including the Safeguarding and Promoting the Welfare of Pupils and the KCSIE Part 1 at the beginning of each academic year and as part of their induction. All staff use the Brook Sexual Behaviours Traffic Light Tool as a guide to any pupil's sexual behaviour (<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>).

Duty of staff, Governors and volunteers

All staff, Governors and volunteers of the school are under a general duty to:

- Protect children from abuse;

- To be aware of the child protection and safeguarding procedure and their respective responsibilities;
- To know how to access and implement the procedures in this policy and to take personal responsibility for ensuring actions are taken to promote the welfare of pupils. Consequently, safeguarding is **everyone's responsibility** and staff/volunteers can report concerns directly to children's services if they feel concerns are not being appropriately acted upon; we are aware of abuse that 'it could happen here' and will take appropriate measures to deal with any disclosures.
- To keep sufficient records of any significant complaints, conversations or events concerning the welfare or protection of pupils;
- To report any matters of concern to designated staff in accordance with this policy.

Governors will undertake an annual, and ideally more frequent, review of the school's child protection policies and procedures and the efficiency with which the related duties have been discharged. The Governors should oversee the DSL job description and account abilities and coverage of the role during term times, holidays and out of hours.

- Governors are under a duty to act on any deficiencies or weaknesses in the child protection policy or its implementation and to remedy them without delay.

Note: Mrs Lynn Grimes is the Child Protection Governor (chairofgovernors@buckprep.org) and she has completed the necessary level of Child Protection training.

Child protection records are held in a locked cupboard in the Deputy Head's office.

Procedures

Buckingham Preparatory School has a policy of partnership between home and school, but with child abuse, or suspicion of child abuse, it is our duty to place the interests of the child as being paramount in all considerations. This may mean that parents are not informed or consulted in some instances. We may not be able to prevent child abuse, but by following child protection procedures, we are trying our best to protect all our children and ensure their welfare is being actively promoted and safeguarded. As far as is consistent with this primary duty the school will keep parents and carers involved at all stages and ensure that active steps are being taken to listen to the wishes and feelings of the child.

The school is **not empowered to investigate cases of significant harm (actual or likely)** as this is the sole responsibility of child protection agencies (Children's Services and/or the police). However, the school is committed to the active promotion of general welfare and will take necessary steps to ensure any concerns outside formal child protection matters are suitably assessed and acted upon. Where necessary, this action will involve relevant external agencies such as children's services to ensure children receive timely and appropriate help and support.

Staff and volunteers are in contact with children all day and are in a position to detect possible abuse or changes in behaviour or attitude which may reflect issues in a child's life. Staff must feel confident to freely raise concerns with the DSL (see Whistleblowing Policy). The criteria should be that they have a reasonable belief that a child's welfare is at risk or the child may suffer significant harm (actual or likely),

Reasons for Following Procedures

- It protects the child to the best of our ability
- It avoids delay
- It provides consistency
- It protects all staff

- It ensures that, if further action is taken by another agency, then the school has followed the correct processes and procedures

Guidelines

In line with 'Working Together' when reporting concern or suspicion, all adults in the school and in all settings must follow the following procedures:

- Every complaint or suspicion of abuse from within or outside the school will be taken seriously and acted upon in accordance with this policy and local and national guidance.
- Child protection training provides staff with information on the main types of abuse and other potential sources of harm. Staff must be aware of signs of abuse or harm and be prepared to take action to report where these exist;
- If a member of staff or volunteer is concerned about the welfare of a child the matter must be reported to a designated member of staff as soon as possible. There should be no delay in reporting. Pastoral support as appropriate or referral to children's social care will be made.

If a member of staff or volunteer feels a child is at risk the matter must be reported to a designated member of staff immediately (or within 24 hours). The DSL will refer to children's social services or the police (if a crime has been committed). This should be done immediately (or within 24 hours).

- Further details on reporting are set out in the Appendices.

If at any point, there is a risk of immediate significant harm to a child a referral will be made to children's services without any delay. It should be noted that anyone can make a referral and it is the responsibility of all concerned to push for action where this is felt to be necessary including escalation of concerns to higher organisational levels.

From October 2015 teachers must report to the police where they discover that an act of Female Genital Mutilation appears to have been carried out. In such situations the matter should also be discussed with the DSL(s).

Normal referral processes must also be followed where there are any concerns about children who may be at risk of being drawn into terrorism.

Action by the DSL(s) – See Appendices

On being notified of a complaint or suspicion of abuse/harm, the DSL will follow the procedures in the flowcharts in Appendix 5 and 6. The action which must be then taken by the DSL(s) will take into full account:

- LSCB policies and procedures;
- Local information sharing protocols (including for 'prevent');
- The nature and seriousness of the suspicion or complaint
- The wishes and feelings of the child

- Duties of confidentiality so far as they do not hinder appropriate action being taken.

If there is any doubt about the nature of the concern the DSL(s) will consult with children's services and act on the advice given.

Where concerns exist a referral must be made to children's services within **24 hours and preferably sooner.**

If the referral is made by telephone the DSL(s) will confirm the referral in writing and will expect a formal acknowledgement of action to be taken. If this is not forthcoming the DSL(s) will follow up immediately with children's services.

Where the threshold for referring a child to children's services because of significant harm or abuse has not been reached the DSL(s) will consider how best the welfare of a child can best be promoted. This is usually done in conjunction with parents or carers. Children's services are empowered to offer advice and support to children in need in accordance with duties under Section 17 Children Act 1989. Such help may take the form of a CAF, or TAC or other form of support service to help a child.

Where relevant, the school will cooperate with the Channel panel and police to bring help and support to bear on a child who may be at risk of getting involved in terrorism.

In all situations staff and volunteers must record in clear and precise ways what a child has said and what action was taken in response.

Dealing with allegations against staff, Governors or volunteers

The school follows the procedures set out in Part 4 KCSIE.

Staff also have access to the Whistle Blowing Policy and are expected to use it to raise issues of concern which they feel they cannot report directly to the DSL(s) or Head.

All allegations should be reported within 24 hours, normally to Bryn Evans or Trish Fry or to Lynn Grimes, the safeguarding governor, in their absence.

If an allegation is made against a teacher, Governor or volunteer the DSL(s) will ensure that the quick resolution of that allegation should be a clear priority to the benefit of all concerned. (At any stage of consideration or investigation, all unnecessary delays should be avoided). Buckingham Preparatory School will not undertake an investigation of allegations without prior consultation with the LADO or in the most serious cases, the police. The aim is not to jeopardise any investigations. Reporting to the LADO and/or the police will be undertaken without delay and at least within 24 hours by the Head Teacher if the allegation involves any member of staff, volunteer of Governor, or the **Chair of Governors if it involves the Head (the Head should not be informed)**. At all times, every effort will be made to protect confidentiality and not to pre-judge the outcome of joint investigations. 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.

In response to an allegation, staff suspension may not be the default option. An individual should only be suspended if there is no reasonable alternative.

If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false,

unsubstantiated or malicious should also not be included in any reference.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

The school will promptly report to the DBS any person (whether employed, contracted, 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.

If a teacher leaves the school because they have been dismissed (or would have been dismissed had he or she not resigned) a prohibition order may be appropriate, because of unacceptable professional conduct; conduct that might bring the profession into dispute or a conviction at any time for a relevant offence, advice will be sought as to what action is taken next. If the allegation against the teacher is considered sufficiently serious, the school will make a referral to the National College for Teaching and Leadership (NCTL).

Regulated activity

The Safeguarding Vulnerable Groups Act 2006 provides that the type of work (Teaching, training, instructing, caring for or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children or work in schools or colleges with the opportunity for contact with children, but not work done by supervised volunteers) will be regulated activity if “it is carried out frequently by the same person” or if “the period condition is satisfied”. Paragraph 10 of Schedule 4 to this Act says the period condition is satisfied if the person carrying out the activity does so at any time on more than three days in any period of 30 days and, for the purposes of the work referred to at (a), apart from driving a vehicle only for children, it is also satisfied if it is done at any time between 2am and 6am and it gives the person the opportunity to have face to face contact with children.

- Any arrangements for staff/volunteer supervision pending receipt of an enhanced DBS must be in writing, must be shared with the person concerned and be the subject of regular review.
- Identify the process for reporting staff/volunteers to the DBS where issues of criminal behaviour (caution or conviction) have been identified. Similarly the Secretary of State should be advised of any teachers who have been dismissed or would have been dismissed because of conduct issues.

Allegations against pupils

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), sexual violence, sexual harassment and sexting. All staff should be clear as to the school’s procedures on peer on peer abuse.

Staff should be aware that peer on peer abuse can occur on any setting. In order to minimise peer on peer abuse it is important to

- Create an open environment where children feel able to talk freely and their voice be listened to.
- Supervision is consistently strong
- Recognise and manage risks
- Providing a strong and positive PSHEE curriculum
- Staff training and CPD about abusive behaviours
- Resources are readily available for children
- Effective use of the school council
- Reinforcing with children what is acceptable behaviour

Allegations against pupils must be reported in accordance with the procedures set out in this policy. A bullying incident will be treated as a child protection concern if there is cause to believe that a child is suffering or is likely to suffer significant harm. The school believes that abuse is abuse and should never be tolerated or passed off as 'banter' or 'just having a laugh' or 'part of growing up'. We recognise the gendered nature of peer on peer abuse but that all peer on peer abuse is unacceptable and will be taken seriously. This may include abuses such as physical, sexual violence or harassment, emotional, sexting, banter, Initiation/hazing type violence and rituals, gender based or a combination.

Victims of peer on peer abuse may require support / counselling to be made available. Whole class discussions around behaviour and the continued use of PSHEE to support. It may be necessary to implement a risk assessment.

The child who has committed the harming may require support / counselling to be made available. There should be a consequence for the actions. Off-site education may need to be put in place and the school will continue to monitor the behaviour of the individual. It may be necessary to implement a risk assessment. A pupil against who such allegations are made may be suspended from school during an investigation and the school's policy on pupil conduct and behaviour will apply.

However, at all times the welfare of both the alleged victim and alleged perpetrator must be considered and assessed, including the potential impact of actions following the identification of concerns.

The school will take advice from Children's Services on any investigations which may be required, including police involvement, and will act on any advice provided.

Missing child

A separate procedure is available for staff to respond to a child who goes missing. Please refer to the **Missing Child Policy**.

Child Missing from Education

The school will inform the local authority (within which the child resides when not at the school) of any pupil who is going to be deleted from the admission register where he/she:

- Has been taken out of school by his/her parents and are being educated outside the school system such as home education;
- Has ceased to attend the school and no longer lives within a reasonable distance of the school;
- Has been certified as 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;
- Is in custody for period of more than 4 months due to a final court order and the school believes he/she will not be returning to school at the end of that period;
- Has been permanently excluded or
- Has been withdrawn from the school and the school is unable to confirm the name of his/her new school.

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later

than deleting the pupil's name from the register.

Secure school premises

The school will take all practicable action to ensure school premises are secure in order to protect children from harm.

A school visitor's book is maintained at all times to capture details of all visitors arriving and departing the school. Visitors will wear a Visitor Badge at all times when in the school and will be escorted if they have not been DBS cleared to work with children.

Safety within the School and Early Years Foundation Stage

It is the responsibility of **all the staff**, not just the Head Teacher, Deputies, SMT, Caretakers or Health and Safety Coordinator, to ensure the school environment is safe for children.

- Through PSHEE lessons children should be made aware of 'Stranger Danger' without alarming them.
- Assemblies, Circle Time, PSHEE and RE lessons are used to promote tolerance and mutual respect and understanding.
- Children are provided with regular lessons on e-safety and we ensure that all pupils understand and adhere to the school guidelines in this area. (see Cyber bullying/anti- bullying policy)
- Staff should ensure that they are not putting themselves in a situation that will risk harm or allegations of harm to a pupil (e.g. in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on).
- Any visitors that are invited into school must be cleared through School Office, signed in and wear a Visitor's Badge.
- Tradesmen may not carry out repairs in normal working hours where it would bring them into possible contact with the children unless supervised at all times.
- The security system on the doors leading into and out of the school must be maintained at all times. People are buzzed in via the office where they are seen on a screen or via the staffroom when staff must go to the door to meet them, Visitors/tradesmen/prospective parents/governors etc. must sign in in the book in the Office and wear a Visitors Badge.
- Any hazard encountered within the building or grounds must be reported immediately to Mr Evans, the Health and Safety Officer or a Caretaker.
- Rules are in place to ensure the safe movement of people about the building and these must be followed at all times. Children are reminded frequently about these in assembly.
- Staff, visitors and parent helpers must not use their own personal mobile phone or cameras to take pictures of the children at any time, either within the school or on any educational visits. The school will provide a camera and/or mobile within the school premises or on educational visits.
- In the Early Years classrooms/Pre-School and any location where Early Years children might be present, mobile phones, or any personal communication devices must be stored securely and not used within the setting whilst the children are present. Staff are permitted to use their phone in their non-contact times and during breaks when children are not present.
- School cameras and Ipads can be used to record events such as sports day and class assemblies. In EYFS photos/videos are taken for recording a child's progress on their online learnin Journal – Tapestry. The Tapestry on-line Learning Journey system is hosted on secure dedicated servers based in the UK. Access to information stored on Tapestry can only be gained by a unique user id and password, only supplied to staff and individual parents. Parent's can only see their own child's learning journal and any picture which contains other children is blocked for parent's view.
- Only designated school cameras or Ipads are to be used by staff to take photos within the

setting or on an outing. Images taken and stored on the camera must be downloaded on site and then deleted. These images/videos are only stored on the school computers and are deleted after two years.

- School mobile phones, video cameras and iPads are locked away every evening and are under no circumstances to be taken home. A spot check can be done at any time to ensure that the devices are being used according to the guidelines.
- The exception to the use of personal cameras is :
- Miss Raduca and Miss Komarewicz who, with permission from the Head, may use their own camera to take images for advertising, website or school social media account purposes.
Mr Evans who, with permission from the Head may use their own camera or mobile phone to take pictures during sporting fixtures which take place off site.
These images will then be deleted from the camera after uploading to the shared area.
- In the case of school productions/school events, parents are permitted to take photographs/videos of their own child, however, these images are strictly private.
- At least one authorised adult is present when children are changing for PE lessons
- At least one authorised adult will supervise a child who has soiled themselves and the door will remain open.

DISQUALIFICATION BY ASSOCIATION

- All staff have a duty to declare to the Head Teacher if there have been allegations of serious harm or abuse by any person living, working, or looking after children at the premises.
- In the event of a disqualification if somebody living or working in the same household as a member of staff, the school will inform Ofsted and the staff member may not be used unless and until a waiver is confirmed by Ofsted.
- All existing staff are reminded annually that it is their duty to immediately make any disclosures.

Policy monitoring and review

The DSL(s) will ensure that this policy, procedures and their implementation are routinely and regularly updated and will keep managers, staff, volunteers and Governors informed of any deficiencies in the policy which need to be remedied. It is the responsibility of Governors to ensure that any deficiencies in the policy or procedures are resolved.

Governors will undertake a review of the policy, procedures and their effective implementation at least annually. The review must cover staff training on safeguarding and child protection, referral information, staffing issues and themes which may have emerged in the school and how these have been managed, and the contribution the school has made to joint working with external agencies either on an individual pupil level or corporately.

Key contacts

Harrow Child Protection Procedures

Reference: Harrow Local Safeguarding Children's Board 'A guide to Safeguarding children – what to do if you are worried about a child in Harrow and <http://www.harrowlscb.co.uk/>

In the event of any allegations of serious harm or abuse by any person looking after children, the school will contact

**Children & Family Services:
Children's Access Team Golden Number**

Tel: 020 8901 2690

and, following their advice, complete a Common Assessment Framework Form (CAF Form) which is downloadable from <http://www.harrowlscb.co.uk/report-a-concern/general-referral-form-for-practitioners/> or available from Bryn Evans.

Bryn Evans – Buckingham Prep School DSL – evansb@buckprep.org

Trish Fry - Buckingham Prep School DDSL – fryt@buckprep.org

Lynn Grimes – Chair of Governors and Safeguarding Governor: chairofgovernors@buckprep.org

Additional Contacts:

	Harrow Civic Centre 1, 2nd Floor, South Wing Station Road, Harrow, HA1 2XY	The LADO Paulette Lewis	DBS (for referrals) PO Box 181 Darlington DL1 9FA
Telephone:	020 8863 5544	020 8901 2690	
Out of Hours:	020 8424 0999	020 8424 0999	01325 953 795
e-mail:	lscb@harrow.gov.uk	Paulette.lewis@harrow.gov.uk	

NSPCC Whistleblowing Advice Line Call [0800 028 0285](tel:08000280285) Email help@nspcc.org.uk

Childline: 0800 1111

Disclosure and Barring service: <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Bryn Evans – Buckingham Prep School DSL – evansb@buckprep.org

Lynn Grimes – Chair of Governors and Safeguarding Governor : chairofgovernors@buckprep.org

Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
- (2) If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
- (3) Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on the early help process.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on statutory assessments.

(5) This could include applying for an Emergency Protection Order (EPO)

Appendix 2: What to do if a child discloses to you

When a child tells you they have been abused, the child may be feeling scared, guilty, ashamed, angry, and powerless. You, in turn, may feel a sense of outrage, disgust, sadness, anger and sometimes disbelief.

However, it is important for you to remain calm and in control of your feelings in order to reassure the child that something will be done to keep him or her safe. The child's feelings about themselves may be influenced by your initial reaction to the abuse.

- **Listen to the child and what they are saying**
- **Inform the DSL/Head/Deputy as soon as possible and outline the concerns**
- **Complete a Child Protection Disclosure Form (which you can print from the staff shared area)**
- **DSL/Head/Deputy will make a decision about what to do next.**

You can show your care and concern for the child by:

- **DO listen to the child, being aware of the distress they may be experiencing.**
- **DO control expressions of panic and/or shock. Be sensitive, caring and LISTEN.**
- **DO express your belief that the child is telling the truth.**
- **DO use the child's language or vocabulary.**
- **DO tell the child that this has happened to other children, and that they are not the only one.**
- **DO reassure the child that to disclose is the right thing to do.**
- **DO emphasize that whatever happened was not the child's fault, and that the child is not bad.**
- **DO tell the child that you know some adults do wrong things.**
- **DO acknowledge that it is difficult to talk about such things.**
- **DO let the child know that you will make a report to the appropriate authorities so that they can help stop the abuse.**
- **DO tell the child you are pleased they told you.**
- **DO tell the child you will do your best to support and protect them.**

You will not be helping the child if you:

- **DON'T make promises you cannot keep, such as promising that you will not tell anyone.**
- **DON'T push the child into giving details of the abuse. Your role is to listen to what the child wants to tell you and not to conduct an investigation (beware of asking any direct questions of the child as this may prejudice any subsequent investigation).**
- **DON'T indiscriminately discuss the circumstances of the child with others not directly involved in helping the child.**

Appendix 3

Types of abuse and neglect

Abuse

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

Physical abuse:

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

Emotional abuse:

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

Sexual abuse:

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

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result

of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

Other types of harm to which staff, volunteers and governors should be alert

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. Staff should be clear as to the school's policy and procedure with regards to peer on peer abuse. Additional information regarding peer on peer abuse is in Annex A.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and NSPCC websites. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

child sexual exploitation (CSE)	bullying including cyberbullying (as abuse can take place wholly online or technology can be used to facilitate offline abuse)
forced marriage	drugs
domestic abuse	faith based abuse
fabricated or induced illness	gangs and youth violence
female genital mutilation (FGM)	mental health
gender-based violence/violence against women and girls (VAWG)	private fostering
preventing radicalisation	protecting children from radicalisation
peer on peer abuse	trafficking and modern slavery
abuse	honour-based violence (HBV)
criminal exploitation of children and vulnerable adults county lines	child missing from home or care
children missing education	hate
child sexual exploitation advice for practitioners	missing children and adults
relationship abuse	sexual violence and sexual harassment between children in schools and colleges
sexting	

As a school we are alert at all times to the different needs and risks to children. We are prepared to take steps to promote pupil welfare and to contact other agencies when required. The list in KCSIE 2018 is not exhaustive.

Appendix 4

Areas of responsibility for the DSL(s)

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and the designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the head teacher to inform her of issues especially ongoing enquiries under sections 17 (children in need) or 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The Designated Safeguarding Lead should receive appropriate training carried out every two years in order to:
- 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 protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.

Raising Awareness

- The Designated Safeguarding Lead should ensure the school or college's policies are known and used appropriately:
- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors 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 or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Appendix 5

General advice to staff and volunteers

There are circumstances when it is appropriate for staff to use reasonable force.

If a child discloses abuse or staff are suspicious, there are three things to do:

- Report immediately to one of the designated DSL(s)
- Do not speak to the parents.
- Do not promise the child that it will be kept a secret.

It is very important in these cases that the policy and procedures are applied without delay and comply with the procedures of the Harrow LSCB

The reporting teacher will be told of any further action taken i.e. Child Protection Service referral, monitor, etc. If the reported case is taken up and investigated by an external agency, then any meetings, case conferences or action taken will be followed through and the teacher concerned informed.

Staff have an important role in hearing what children have to say. The school can provide a neutral place (Library) where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.

Children may feel they will not be believed, or that they will be punished. Staff will need to say that whatever has happened, it is not their fault. Fear of the consequences of telling is very common. It can be very tempting to offer a promise of confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen, together with a commitment to support the child. It is crucial not to ask leading questions. Our role is to enable the child to speak and then know what to do next.

A list of children causing concern is kept by the DSL and Head Teacher. This includes all children who, for whatever reason, need to be monitored. Staff are kept informed of any child in their class who is on this list at Monday morning staff meetings. Teachers must inform the Head Teacher of any changes/additions so that this list can be kept up to date.

Where a child may be in need of pastoral care but is not at risk of significant harm and the child or family would benefit from a coordinated support from more than one agency (for example: education, health, housing, police) there should be an inter-agency assessment. As a school, we acknowledge our duty to support and care for both children in need and children at risk.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Any child may benefit from early help, but all school 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 they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing /goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for a child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care

In the unlikely event of the Head Teacher or designated DSLs not being available to deal with an emergency involving Child Protection issues, then the teacher must speak to the Chair of Governors, Lynn Grimes, E. Ivor Hughes Foundation, Buckingham Preparatory School, 458 Rayners Lane, HA5 5DT Tel: 0208 866 2737 who will deal with the matter. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.

A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. (see Anti-bullying policy)

Definitions of Child Abuse

An abused child is a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who, at the time, is responsible for that child. It also include radicalisation (see Anti Radicalisation Policy)

Dealing with all disclosures/allegations of abuse

1. Allegations must immediately be reported to the DSL(s) who must keep the Head Teacher fully informed. If the allegation is about the DSL, the Head Teacher should be informed. In the absence of the Head Teacher, or in cases where the Head Teacher is the subject of the allegation or concern, the Chair of Governors should be informed without informing the head first.
2. Any allegation against teachers and other staff should be reported to the DSL(s) who will then report them to the Head who will consult the LADO within one working day. Any allegations against the Head should be reported to the Chair of Governors at E. Ivor Hughes Educational Foundation Office, 1 Hamilton Road, Harrow, Middlesex, HA1 1SU, without notifying the Head first. The Chair of Governors will then contact the LADO. In case of serious harm, the Police should be informed from the outset.
3. If the disclosure/allegation of abuse is made against someone outside school e.g. a parent/guardian then it must be referred to the Children Social Care.
4. The outcome of an investigation of an allegation will record if it is substantiated or not; false or malicious. If it is established that the allegation is malicious no details of the allegation will be retained on the individual's personal file. In all other circumstances, a written record will be made of the decision and retained on the individual's personal file in accordance with DFE advice.

Appendix 6

Signs and Symptoms of abuse or harm to children

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.

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

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

There are four main categories of abuse and neglect

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

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

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

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

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

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

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

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

Some of the following signs may be indicators of neglect:

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