

ST PETER'S PRIMARY SCHOOL



Safeguarding and Child Protection Policy

March 2022

Ratified by Governors; March 2022

Review Date: 2023

SAFEGUARDING AND CHILD PROTECTION

St Peter's CE Primary is fully committed to recognising, respecting, promoting and implementing the Rights of the Child as set out in the United Nations Convention on the Rights of the Child. As a Rights Respecting School, we strive to place the Rights of the Child at the very heart of our policies and practices.

INTRODUCTION AND RATIONALE FOR POLICY

St Peter's is committed to promoting the welfare and protection of all children and young people attending the school. The purpose of this policy statement is:

- To protect children and young people
- To provide parents, staff and volunteers with the overarching principles that guide our approach to child protection.

This policy statement applies to anyone working on behalf of St Peter's including senior managers, the Governing Body, paid staff, volunteers, sessional workers, agency staff and students.

LEGAL FRAMEWORK:

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England.

The [Children Act 1989](#) provides the legislative framework for child protection in England. Key principles established by the Act include:

- The paramount nature of the child's welfare
- The expectations and requirements around duties of care to children

This is further strengthened by the [Children Act 2004](#), which encourages partnerships between agencies and creates more accountability, by:

- Placing a duty on local authorities to appoint children's services members who are ultimately accountable for the delivery of services
- Placing a duty on local authorities and their partners to co-operate in safeguarding and promoting the wellbeing of children and young people
- **Department for Education Statutory Guidance** [Keeping Children Safe In Education September 2018](#)
- General Data Protection Regulation May 2018
- United Nations Convention on the Rights of the Child

WE BELIEVE THAT:

- Children and young people should never experience abuse of any kind
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them

WE RECOGNISE THAT:

- The welfare of the child is paramount. All children, regardless of age, disability, gender reassignment, race, religion or belief/s, sex, or sexual orientation have a right to equal protection from all types of harm or abuse
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or any other special education needs
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting the welfare of children and young people

WE WILL SEEK TO KEEP CHILDREN AND YOUNG PEOPLE SAFE BY:

- Valuing, listening to and respecting them
 - Appointing a nominated Designated Safeguarding Lead, a Deputy Designated Safeguarding Lead and a Designated Lead Governor (or Designated Safeguarding Lead Trustee/board member) for safeguarding
- Developing child protection and safeguarding policies and procedures which reflect best practice
- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- Developing and implementing an effective online safety policy and related procedures

- Sharing information about child protection and safeguarding best practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures
- Implementing a code of conduct for staff and volunteers
- Using our procedures to manage any allegations against staff and volunteers appropriately
- Ensuring that we have effective complaints and whistleblowing measures in place
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- Recording and storing information professionally and securely

RELATED POLICIES AND PROCEDURES:

This policy statement should be read alongside our organisational policies and procedures, including:

- Procedures for responding to concerns about a child or young person's wellbeing
- Dealing with allegations of abuse against a child or young person
- Recording and information sharing
- Role of the designated safeguarding officer
- Managing allegations against staff and volunteers
- Safer recruitment policy and procedures
- Adult to child supervision ratios
- Code of conduct for staff and volunteers
- Health and Safety
- Training, supervision and support
- Anti-bullying policy and procedures
- Online safety policy and procedures for responding to concerns about online abuse
- Photography and image sharing guidance
- Child protection records retention and storage policy
- Whistleblowing policy

RESPONSIBILITIES OF SCHOOL STAFF

- All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Senior Designated Teacher(s) and other senior staff members.
- Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- All school staff are expected to:
 - Be able to identify signs and symptoms of abuse
 - Report concerns (including concerns about other staff/professionals) to the Designated Senior Teacher or other senior staff members as appropriate
 - Be aware of the relevant local procedures and guidelines
 - Monitor and report as required on the welfare, attendance and progress of all pupils
 - Keep clear, dated, factual and confidential records of child protection concerns.

- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

APPOINTMENT OF STAFF

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff taking account of the Department of Education Statutory Guidance “Keeping Children Safe in Education” 2018 and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to an enhanced DBS check.
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary

ALLEGATIONS AGAINST STAFF

The School Board recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.

- The Governing Body further recognise that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the Headteacher and/or the Senior Designated Teacher for Safeguarding and Child Protection.

STAFF CONTACT WITH PUPILS

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the DfE Guidance regarding reasonable force:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The Governing Body recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Senior Designated Teacher(s) will work with the special educational needs co-ordinator to identify

pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

CONFIDENTIALITY

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

RECORD KEEPING AND REPORTS

- The Governing Body expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- All record keeping needs to be recorded on CPOMS.
- The Governing Body further expect school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.
- The governors require the Head Teacher to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.
- Parents have been informed via the school newsletter that the Headteacher is the Designated Child Protection Officer and that should they wish to see the Schools Child Protection policy they can ask for a copy at the front office.

Responsibilities:

Governor overseeing child protection in the school: Louise Macho

Delegated Child Protection Officer:

Headteacher and Deputy when Head not around

Training and Inset on Child Protection

Child Protection training for Managers:

The Head, Deputy Head, and Senco, have attended this

Safer Recruitment and vetting of Staff:

Head, Deputy and Governor

In house School Inset on Child Protection:

All staff attend on an annual basis. It is also part of the staff meeting agenda items.

First Aid Training:

All staff in the school have up to date first aid training and two staff members have been trained specifically in Paediatric First Aid

Monitoring and Evaluation of Policy:

The Headteacher and designated governor meet termly to discuss Child Protection procedures and any concerns. The Head also provides regular updates to Governors via the Headteacher's report and Governor meetings.

Safeguarding Procedures

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can also have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchhausen's Syndrome by Proxy.

Emotional Abuse

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including using the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing. Any child who sees or hears a sexual act could also come under this category.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision, lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

Peer on peer abuse

Peer on peer abuse is when a child might have been abused by another child.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL/ASL particularly if:

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

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was actually caused.

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Senior Designated Person as soon as possible
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Head teacher. Where those concerns relate to the Headteacher however, this should be reported to the Chair of Governors using the schools Whistle blowing policy.

Managing Allegations

Also, refer to Code of Conduct for Employees

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may meet children and young people whilst in our school. Allegations will usually be that abuse has taken place. They can be made by children and young people or other concerned adults.

Allegations are made for a variety of reasons:

- Abuse has taken place.
- Something has happened to the child that reminds them of a past event – the child is unable to recognise that the situation and people are different; Children can misinterpret your language or your actions.
- Some children recognise that allegations can be powerful and if they are angry with you about something, they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the DSL who will advise the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors. The Headteacher/Chair of Governors will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made.

Head teachers will need to:

- Refer to the LADO immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting.
- Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

Training

All members of staff and volunteers will have access to whole school safeguarding training at least every three years. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our Senior Designated Person and Alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body through the Headteacher's Report and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/**website** and will post copies of our policy throughout the school. We will provide a summary of our policy to all volunteers that work in school and all members of the Friends of Wells Hall committee. We are also able to arrange for our policy to be made available to parents in their native language on request.

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At St Peter's we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. All of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards. This includes all members of staff completing a Disqualification Disclosure form. These along with all records of checks are recorded in the Single Central Record.

School Security (see also H&S Policy)

Please also refer to the Code of Conduct for Employees

St Peter's ensure that all visitors entering the school first report to the main reception, where they are required to sign the visitor's book and are provided with an identification badge that must be worn while on school premises. On leaving the school they must then sign out.

1. Children are taught that visitors should wear a badge and expect this to happen.
2. All MDSA and Caretaking and Kitchen staff are easily identifiable as they wear uniform, making visibility paramount for the children
3. If any adult in the school has suspicions that a person may be trespassing on the school site, they will ask for identification. If at any time an unsatisfactory reason is given, or proof of identity cannot be produced then the member of staff concerned will notify the school office. An unauthorised person will be asked to leave and will be escorted from the premises as they are committing a trespass. If that person refuses, becomes aggressive or damages property, no attempt is to be made by staff to remove the intruder from the premises. The Police will be called immediately.
4. All staff on playground duty (Teachers, TAs, MDSAs) 5. All staff are asked to take responsibility for school security within their own classroom and around the school.
5. The Site Manager and staff ensure that all other external gates are locked during school hours.

Appendix 1

Current Safeguarding Issues

(The following Safeguarding issues are all considered to be child Protection issues and should be referred immediately to the most relevant agency. Some members of our communities hold beliefs that may be common within cultures, but which are against the law of England.

St Peter's School condones practices that are illegal, and which are harmful to children. Examples of practices are:

Forced Marriage

St Peter's does not support the idea of forcing someone to marry without their consent.

Under-age Marriage

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

Genital mutilation/female circumcision

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of St Peter's, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Children Missing Education

"Basic to safeguarding children is to ensure their attendance at school." (OFSTED 2002). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At St Peter's we will encourage the full attendance of all our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will liaise with the appropriate agency including the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve The Every Child Matters outcomes as non-disabled children. Disabled children (refer to SEN policy for definition of disabled) do however require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (Safeguarding Children, DCSF, July 2009). We will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. Particularly as they may disclose their abuse in a different way to their peers. In order to do this, we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Honour Based Violence

'Honour based violence' is a crime or incident, which has or may have been

Committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence the DSL will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where St Peter's is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Domestic Abuse

The Government defines domestic abuse as *"Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality"*

Staffs need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At St Peter's we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Private Fostering

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

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at St Peter's to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Child Exploitation and E-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites.

In order to minimize the risks to our children and young people St Peter's will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our ICT (Safe Use of the Internet) policy. We will ensure that staffs are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our Safe Use of the Internet policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying, we will report our concerns to the appropriate agency.

Prevent – To protect those vulnerable to, or at risk of, being radicalised to extreme viewpoints.

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Sexting

County Lines

Gang affiliations and involvement in crime as perpetrator or victim

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding, we will review and update our policies and procedures as appropriate and in line with the Local Safeguarding Children Board and Local Authority.

REMEMBER: Be aware, share concerns and act quickly

Appendix 2

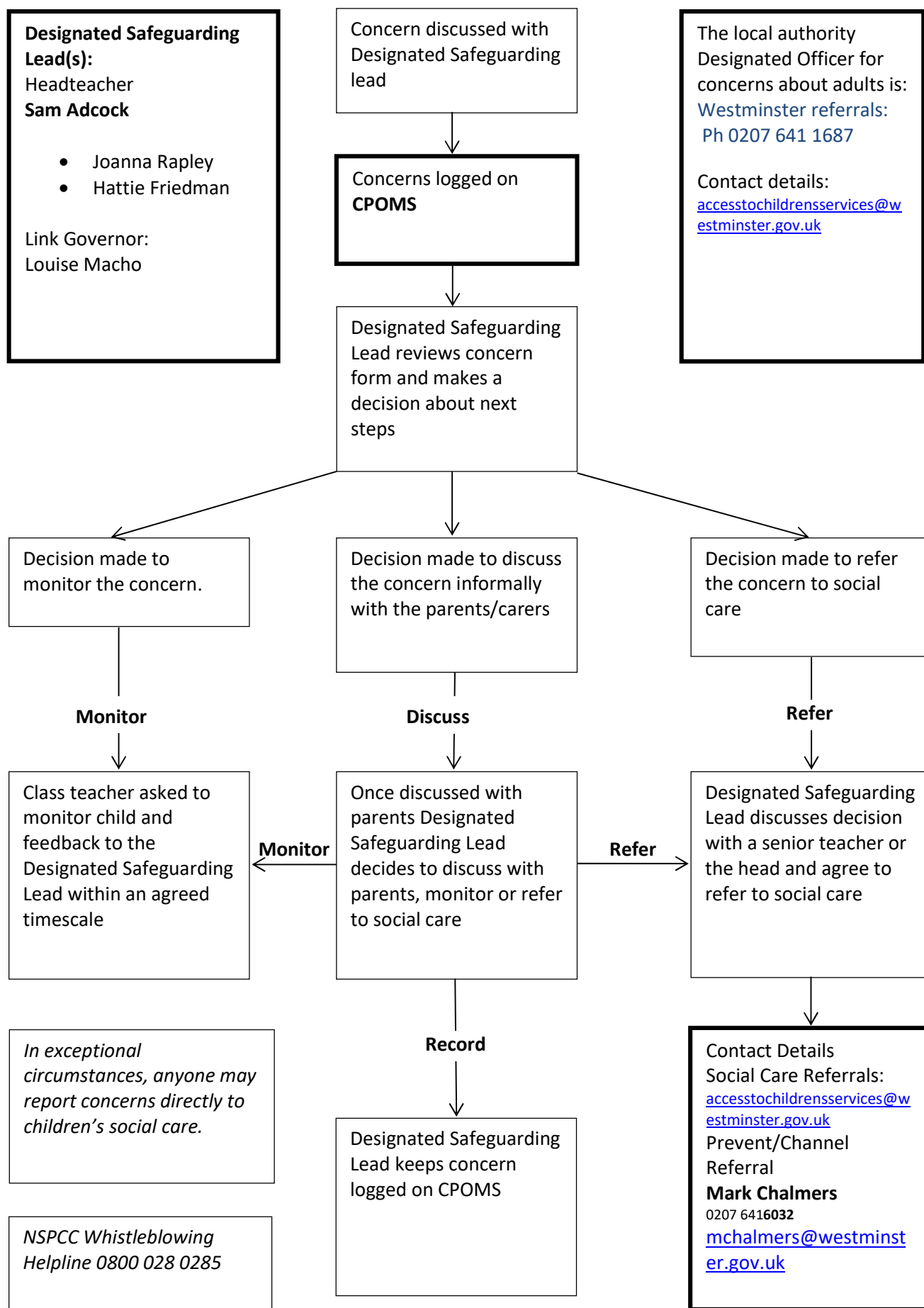
POSSIBLE INDICATORS OF ABUSE

The following is a list of warning signs which MAY be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Education professionals should be alert to these warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused at all. Nor should assumptions be made that they point to any particular form of abuse, simply because a pupil presents with any of these problems.

- Unexplained or inconsistently explained physical injuries
- Repeat bruising; bruising of different colours; burn injuries
- Reluctance to talk about an injury
- Dramatic changes in behaviour e.g. more introverted, lacks confidence, more aggressive or more bullying, anti-social behaviour, truancy
- Peer relationship problems
- Regression to wetting or soiling
- Frequent urinary tract infection or trips to the toilet
- Decline in performance or punctuality
- Low motivation
- Emotional dependence on adults other than parents
- Unwillingness to talk about home life or parents
- Frequent request to see the school nurse
- Avoidance of PE or swimming lessons (possibly hiding injuries or fear of vulnerability when changing)
- Self-harming
- Weight loss or gain; Eating disorders
- Poor hygiene; dirty clothing
- Substance misuse
- Attention seeking beyond norm for age
- Sexualised play or sexualised language beyond norm for age
- Unexplained access to large amounts of money or high spending patterns
- Withdrawn from school by those with parental responsibility
- Unreasonable restriction by those with parental responsibility e.g. not being allowed to attend extracurricular activities, 'house arrest'
- Appears frightened of, or is abnormally attached to, parent/s or carer/s

Appendix 3

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD AT ST PETER'S



Appendix 3

REFERRING CHILD PROTECTION CONCERNS

(KEY POINTS FOR ACTION)

1. Following notification of a child protection concern, the Designated Person, or other appropriate senior colleague, must verbally report the matter to Duty Social Services in the Local Authority area covering the child's home address.
2. If the concern relates to a professional or an allegation has been made about a professional, the Designated Person should contact the Designated Officer (LADO) within their Local Authority.
3. Be ready to give the following information:
 - The child's name(s), date of birth, ethnicity, address
 - Information about the concern, including date(s), time(s), location(s)
 - Details of sibling(s), if appropriate
 - Details of parent(s) or carer(s) including contact number(s)
 - Details of any discussion with the parent(s) or carer(s)
4. Following the telephone referral, the designated person for child protection must ensure that the Inter Agency Referral Form is completed and sent to the Duty Social Worker in the borough where the child lives.
5. Children's Services will then pursue the matter in consultation with other agencies as appropriate.
6. The member of staff making the referral will be kept informed of the progress of their referral by the appropriate staff within Children's Services.

**IT IS VITAL THAT STAFF ACT QUICKLY WHEN A CHILD IS
SUSPECTED OF BEING ABUSED OR AT RISK OF ABUSE**

DELAY MAY WELL LEAD TO THE CHILD SUFFERING FURTHER HARM

Appendix 4

Report for conference

NB: a report should be sent in all cases, whether or not a school representative attends. Reports should be discussed with parents/carers & will be shared with them at conference.

Conference (initial/review¹) details:

Venue		Date		Time	
Parent/carer's names					
Other significant adults					

Child(ren)'s details:

Name(s)		d.o.b.	
Address			
School		Year	
Siblings at same school?			

1. Progress in National Curriculum
2. Achievement, work habits, motivation
3. Behaviour and social relationships
4. Any matters of concern
5. Any specific incidents worthy of mention (with dates)
6. Attendance and punctuality
7. Discussions or other communications with parents or carers
8. Contact with other professionals (e.g. Educational Psychologist, Education Social Worker, Social Worker) (with dates)
9. If the designated teacher (CP) from school cannot attend the conference, has he or she any views in relation to continuation of CP plans?

Name & signature & designation of person completing form:		Date:	
Name & signature of designated person:		Date:	

Appendix 5

What are the features in schools of strong safeguarding practice?

Values underpinning the school culture

Communication and Relationships

- Culture and Ethos
- Pupil Empowerment

Practical implementation of the whole school strategy

- Policy and procedures
- Training

Schools use their unique position in the lives of children to:

- Spot potential risks and early signs and indicators of abuse
- Manage risks which are identified
- Promote safety messages to children
- Advise and inform children
- Target early interventions
- Implement a 'whole school' approach to children's wellbeing

Safeguarding in schools: best practice

These can be summarised as:

Quality Leadership - management of the workforce that makes safeguarding a priority which is firmly embedded across all aspects of school life.

Robust vetting procedures – these are in place for staff and other adults within the school.

Rigorous safeguarding policies and procedures – these are clear and accessible, comply with statutory requirements and are updated regularly. In particular, the child protection policy is easy to follow and known by all.

Accessible child protection arrangements – pupils, families and adults within the school know who they can talk to if they are concerned.

Excellent communication – systems are set up which are easy to follow and provide up to date information to those who need it.

Priority given to safeguarding training – going beyond basic requirements to extend professional expertise.

Robust site security – this is understood and adhered to by all staff and pupils.

Flexible and relevant curriculum – this is used to promote safeguarding and teaches pupils to stay safe, protect themselves and take responsibility for their own and other's safety

Courteous pupil behaviour – an understanding that they have a shared responsibility to enable everyone to keep safe.

Health and safety arrangements – these are well thought out, workable and protect and promote pupil's health and safety.

Rigorous monitoring of absence – there is timely and appropriate follow-up to encourage regular attendance

Risk assessments – these are taken seriously and used to promote safety.

Appendix 6

Key contacts

Tri-Borough Safeguarding and Child Protection Training, Consultation and Advice:

Hilary Shaw – Tri-Borough Safeguarding and Child Protection Schools and Education Officer
(Tel: 07817 365 519, Email: Hilary.Shaw@rbkc.gov.uk)

LADO

Kembra Healy

LADO@westminster.gov.uk 0207 641 7668

Early Help – meet termly with Inclusion manager

Melissa Valentine-Montoute

Early Help Family Practitioner

North West Early Help Team

The Stowe Centre

258 Harrow Road

W2 5ES

020-7641-7780

07956-328-159

www.westminster.gov.uk

<http://search3.openobjects.com/kb5/westminster/fis/home.page>

Prevent

Mark Chalmers

0207 6416032

mchalmers@westminster.gov.uk

LAC

Matthew Blood