



CAMERON HOUSE SCHOOL

4 THE VALE, LONDON SW3 6AH

POLICY FOR SAFEGUARDING/CHILD PROTECTION (KCSIE)

This policy covers the following areas:

1. The school's commitment to acting in the best interest of the child
2. The school's procedures for dealing with and referring concerns about a child in need and/or at risk, in accordance with locally agreed inter-agency procedures including
3. References to up-to-date key statutory guidance
4. Name of the Local Safeguarding Children's Board
5. In-school provision for listening to children and for early help
6. Up to date definitions of abuse, recognising the particular vulnerabilities of those with SEN/D
7. The school's arrangements for dealing with allegations of peer-on- peer abuse, including sexting and any other relevant issues, and how victims will be supported
8. The school's arrangements for handling allegations of abuse against members of staff, volunteers and the head, including reporting to the DBS/NCTL
9. The school's staff code of conduct/behaviour policy, or reference to the separate policy.
10. Whistleblowing procedures, or reference to a separate policy
11. The school's recruitment procedures or reference to the separate policy.
12. Management of safeguarding including the identity and role of the designated safeguarding lead(s), providing sufficient cover for this role, including in the EYFS
13. The training of the designated person, staff, volunteers and the head.
14. How the board ensures proper oversight of safeguarding, including the identity of the board level lead for safeguarding and arrangements for reviewing the school's child protection policies and procedures annually
15. The school's arrangements to fulfil other safeguarding and welfare responsibilities including teaching children how to keep safe on-line, and arrangements for looked-after children, if relevant
16. The school's policy on the use of mobile and cameras in the EYFS
17. Sufficient contact details to make the policy workable in practice

ISI – Regulation Paragraph 7 and 14: The proprietor ensures that:

- arrangements are made to safeguard and promote the welfare of all pupils at the school (including the EYFS (Reception Class))
- such arrangements have regard to any guidance issued by the Secretary of State.
- Pupils are properly supervised through appropriate deployment of school staff.

The Proprietor ensures an effective safeguarding/child protection policy in place and that the arrangements outlined in the policy are fully implemented. The DfE guidance to which Cameron House must have regard to is:

- *Keeping Children Safe in Education (September 2018) (KCSIE)*
- *KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (June 2016)*
- *KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)*
- *Children missing in education (2016)*

- Working Together to Safeguard Children (March 2015) (WT)
- WT refers to the non-statutory advice: Information sharing (March 2015)
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
- *The Prevent duty: Departmental advice for schools and childminders (June 2015)*
- *The use of social media for on-line radicalisation (July 2015)*

The Designated Safeguarding Lead is the Deputy Head – Suzanne Haigh and Deputy Safeguarding Lead is Annie Worlledge, who also acts as Early Years DSL (Contact Details: telephone number 0207 352 4040, address: 4 The Vale, London SW3 6AH)

If both DSLs are absent, the concerns or allegations should be raised with the Head – Dina Mallett. (Contact Details: telephone number 0207 352 4040, address: 4 The Vale, London SW3 6AH)

Cameron House’s responsibilities also cover broader safeguarding duties such as making reports to the Disclosure and Barring Service (DBS) and pre-appointment checks on volunteers, staff of contractors, and other individuals that are not school staff or supply staff which must be completed according to the requirements set out in KCSIE.

Cameron House fully recognises its responsibility for child protection. Staff must also adhere to the Staff Code of Conduct and Behaviour as outlined in the Staff Handbook. The staff are aware of the definitions and signs of the various types of child abuse. This information is regularly discussed with staff at staff meetings and the Head with special responsibility for this area ensures that new staff are aware of all aspects of our policy. This policy applies to all staff and volunteers working in the school. This policy applies to all children at Cameron House including those in The Early Years, Key Stage 1 and 2. This policy is also found on the School website, Staff Network and additional copies are provided for anyone on request (in the School Office). The Proprietor (Principal) is responsible in consultation with the Head for checking and monitoring the policy and its implementation and will review and evaluate it annually. The Proprietor (Josie Cameron Ashcroft) meets with the Head at the end of each academic year (or more often if necessary) to review and update the policy and discuss and ensure its effective implementation. These meetings are minuted including any action required.

Preventing Radicalisation (Counter-Terrorism and Security Act 2015)

Section 26 General duty on specified authorities (1) A specified authority must, in the exercise of its functions, have due regard to the need to prevent people from being drawn into terrorism. (2) A specified authority is a person or body that is listed in Schedule 6.

All staff, including temporary staff and volunteers, must be provided with induction training that includes:

1. the school’s child protection policy (**to be read by all staff annually**);
2. the staff code of conduct/behaviour policy (including information on “whistle blowing”);
3. the identity of the Designated Safeguarding Lead (DSL)
4. a copy of Part 1 of KCSIE (2018)

Concerns about a child – Children in need and children at risk

Our Local Safeguarding Children Board (LSCB) who set the local procedures is the Royal Borough of Kensington and Chelsea (RBKC). All contact details are listed below (in appendix 1).

The guidance below outlines for staff and others what to do if they are concerned, and the main points of local procedures (RBKC) to which referrals are to be made. Normal referral processes are also available when there are concerns about children who may be at risk of being drawn into terrorism.

Contact details for agency involvement, is also listed below, including those for support and advice about extremism, for example, the LA Prevent lead in Prevent priority areas, the local police force, 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and proprietors:

020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Whilst the responsibility of making decisions about referrals with the school's designated safeguarding lead, care must be taken not to impose high thresholds for such referrals either in policies or in practice - anyone can make a referral, if necessary. If any member of staff or others, have concerns about a child, they should speak to the Designated Safeguarding Lead (DSL) (Suzanne Haigh) or in her absence Annie Worlledge (Deputy DSL) or any EYFS concerns to Annie Worlledge and in her absence to Suzanne Haigh to raise their concerns. Where appropriate, the LEA (RBKC) will be contacted and advice taken. The school does not require parental consent before reporting allegations. *Please refer to the contact details below in Appendix 1 for details.*

It is important that the children receive the right help at the right time to address risks and prevent issues escalating. We must understand and acknowledge the importance acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

The risks associated with going missing from education are now given more prominence in KCSIE 2018. Refer to the Missing Child Policy for details of our procedures to identify and respond to children who go missing, particularly on repeat occasions. Failure to report children missing in education, when this is a requirement, would be non-compliance with the duty to have regard to KCSIE 2018.

Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

If a crime has been committed we will call the police.

The Role of the DSLs:

Any concerns can be raised and discussed with the DSL. The DSL makes 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, links with the LSCB and keeps staff aware of child protection procedures. As outlined in KCSIE Annex B, the role of the DLS includes:

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 to inform her of issues especially ongoing enquiries under section 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 or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- The designated safeguarding lead should ensure the school policies are known and used appropriately:
- Ensure the school 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 ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

All Staff (including those who work with EYFS pupils) –

- Staff are encouraged to take seriously the issue of abuse. Details of the signs of possible abuse are listed below.
- Staff should be reminded that teachers are in a unique position to talk to the child, to help, and to provide a safe haven.
- Opportunities for pupils to be listened to by independent listener or counsellor are made available when needed. The school can recommend suitable external child psychologists and child counsellors to families when needed, 1:1 sessions are arranged in school when necessary and the children can speak with their class teacher or any member of staff of their choosing during break times, before and after school at any time
- In cases where alleged abuse is by one or more pupil against another pupil, Staff, must refer directly to the Head who will conduct a full investigation and will then take appropriate action and all children involved, whether perpetrator or victim, are treated as being "at risk".
- Staff should know that they will be helped to deal with their own feelings
- Staff should be reminded not to try to handle issues on their own. They should report them to the DSL.
- Staff should ensure their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to pupils (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, including social media.) Staff should always refer to the Head to seek advice if they are unsure by following self-notification procedures.
- Staff should keep a detailed log not just in relation to the signs of abuse but also all the steps that are taken as a result of such concerns
- Confidentiality cannot be promised to a pupil giving evidence
- Staff must avoid asking leading questions
- Suspicion of abuse and serious concerns will be reported by the DSL to the welfare agency and if needed to police within 24 hours (RBKC – see contact details below).
- Staff should not save or keep photographs or videos of pupils on their personal mobile phones, computers or cameras.
- Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times. Children must not be able to reach or touch any medication.
- Staff must not be under the influence of alcohol and/or drugs at any point or under any circumstances whilst with the children or at school during working hours

- Staff should differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. Subject to local procedures (RBKC), the former should be reported to Children's Social Care immediately; the latter should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches.
- In the case of pupils identified as being at risk of radicalisation, institutions will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example.
- In the case of FGM, from October 2015, it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.
- **Signs of FGM.** A girl or woman who's had FGM may: have difficulty walking, sitting or standing, spend longer than normal in the bathroom or toilet, have unusual behaviour after an absence from school or college, be particularly reluctant to undergo normal medical examinations, ask for help, but may not be explicit about the problem due to embarrassment or fear.
- **Signs of Honour Based Violence (HBV):** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a Draft for consultation 67 wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.
- **Signs of Domestic Violence:** Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional. The NSPCC advises that signs (although not exhaustive) may include a child: becoming withdrawn, suddenly behaves differently, anxious, clingy, depressed, aggressive, has problems sleeping, eating disorders, bed-wetting, soils clothes, takes risks, misses school, changes in eating habits, obsessive behaviour, has nightmares.
- **Signs of grooming and child sexual exploitation:** Signs of child sexual exploitation include the child or young person: going missing for periods of time or regularly returning home late, skipping school or being disruptive in class, appearing with unexplained gifts or possessions that can't be accounted for, experiencing health problems that may indicate a sexually transmitted infection, having mood swings and changes in temperament, using drugs and/or alcohol, displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting"), they may also show signs of unexplained physical harm, such as bruising and cigarette burns
- **Signs of extremism/radicalization:** Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them; parent or carer who holds extremist views; recent political or religious conversion; voicing opinion drawn from extremist ideology or narrative; Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging; change in behaviour or appearance linked to ideological views; recent experience of serious traumatic event; graffiti symbols, writing or artwork promoting extremist messages or images; Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; association with others who hold extremist views; Possession of literature associated with extremist views, or online material including networking sites; Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life; Criminality – Experiences of imprisonment; poor resettlement /reintegration; previous involvement with criminal groups; use of extremist or hate crime terms to exclude others or incite violence.

2. The school's procedures for dealing with and referring concerns about a child in need and/or risk, in accordance with locally agreed inter-agency procedures

Working Together stresses the importance of creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role, and KCSIE makes clear that any member of staff may make a referral to external agencies. Guidance below outlines the actions that staff members should take when receiving a disclosure, including avoiding asking leading questions and explaining that confidentiality cannot be promised. This includes the procedures for dealing with abuse by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' including that any such abuse will be referred to local agencies. It would be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being "at risk".

- Have a discussion with the DSL: For the sake of the child, each case should be treated with discretion and confidentiality.
- Keep a confidential and detailed log of any signs of abuse.
- Any allegations about the DSL should be reported to the Head.
- The Head should be kept informed of any allegations about staff/volunteers.
- All allegations should be referred to MASH for advice before any investigation takes place and within one working day. In borderline cases, these discussions can be held informally and without naming the individual.
- The DSL makes 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 MASH in relation to allegations against someone working in the school and/or with the police if a criminal offence is suspected, links with the LSCB and keeps staff aware of child protection procedures'.

5. In-school provision for listening to children and for early help

Cameron House School is a listening school. We encourage our children to tell an adult if they have any worry or concern. Children can go to any member of staff they feel comfortable with; it may be their class teacher, teaching assistant or another member of staff in the school. Every class has PSHE lessons where sensitive topics can be spoken about openly. Each class will have a class council meeting, which is fed into the school council meeting where there will be a representative from every class. (See Pastoral Care Policy)

6. Up to date definitions of abuse, recognising the particular vulnerabilities of those with SEN/D

Types and Signs of Abuse and Neglect

Concerns about a child can be varied – such as children who run away or go missing, Female Genital Mutilation (FGM), Child Sexual Exploitation, Radicalisation, Peer on Peer Abuse. Via training, policies, procedures and discussion, Staff and others know how to identify children in need or at risk and how to respond. Specific attention should be given to safeguarding arrangements where children are engaged in close 1:1 teaching, particularly in specialist performing arts and sports provision.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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.

Signs:

- Unexplained injuries or burns, or any injuries not consistent with the explanation given for them.
- Injuries that occur to the body in places that aren't normally exposed to falls and rough games.
- Injuries that haven't received medical attention.

- Instances where children are kept away from the group or school inappropriately.
- Reluctance to change for, or participate in, games or swimming
- Refusal to discuss injuries
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Changes or regression in mood or behaviour particularly where a child withdraws or becomes clinging.

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.

Signs: *Physical, mental and emotional developmental time lags.

- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy.
- Nervousness, watchfulness
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Neurotic behaviour (for example rocking, hair twisting, thumb sucking)
- Self-mutilation
- Attention seeking behaviour
- Running away / stealing / lying
- Fear of parents being contacted
- Persistent tiredness

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.

Signs:

- Any allegations made by a child concerning sexual abuse (children rarely lie about these issues)
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in sexual play inappropriate to his/her age group.
- Sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Extreme shyness about changing in front of peers or adults for swimming or games
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations

- Behaviour indicative of excess adult responsibilities at home – for example a girl who takes over the mothering role / wifely responsibilities, whether or not the mother lives there.

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.

Signs: *Any signs of neglect, such as under nourishment, untreated illnesses or abrasions, inadequate care.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- No social relationships
- Running away

Children with SEN and disabilities are potentially more likely vulnerable to be abused or neglected. Cameron House will follow our procedures as any other pupil completing Record of Concern

documentation and passing this onto the DSL as appropriate. Further details about SEN/D can be found in our SEN/D policy.

7. The school's arrangements for dealing with allegations of peer-to peer abuse, including sexting/banter and any other relevant issues, and how victims will be supported

Peer on peer abuse: is any form of physical, sexual, emotional, financial and / or coercive abuse. Exploitation is when there is an imbalance of power. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Staff are made aware of the importance of: making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. It is understood that it is more likely that boys will be the perpetrator and girls the victim but that any gender can abuse any gender.

If a member of staff has a concern about any aspect of peer-on-peer abuse, they should refer to the flowchart: Actions Where There Are Concerns About A Child, which is displayed in the staff room and the Headmistress's office. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL or Deputy DSL.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Appropriate support will be given by the DSL, DDSL, relevant teachers and outside agencies if required. It is important to understand that it is not just the victim who may require support but the perpetrator also.

To minimise the risk of peer-on-peer abuse, a high moral code and behavioural expectations are expressed and taught to the children in PSHE lessons and assemblies. Children are aware of the roles of the DSLs and that they can talk to any adult in School about any worries they have about themselves or others.

Sexting

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

If an incident involving 'sexting' comes to the attention of a member of staff, it must be reported to the DSL or Deputy DSL immediately. Staff are advised:

- to never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it. • Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers. • Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

8. The school's arrangements for handling allegations of abuse against members of staff, volunteers and the head, including reporting to the DBS/NCTL

Part 4 of KCSIE replaced dealing with allegations of abuse against teachers and other staff and thus provides the most recent guidance on this issue. WT requires local authorities to designate an officer or team of officers to deal the management and oversight of allegations against people that work with children. The acronym "LADO" has been removed from KCSIE and WT from April 2015 in favour of "designated officer, or team of officers", to indicate that LAs now have some discretion over their approach. This does not prevent LAs, schools and others continuing to use it as appropriate. ISI continues to use the acronym "LADO" for brevity.

If an allegation is made against anyone working with children in a school all unnecessary delays should be eradicated. Cameron House must not undertake its own investigations of allegations without prior consultation with the local authority designated officer or team of officers (LADO(s)), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO(s) can be held informally and without naming the school or individual.

All allegations are to be reported straight away, normally to the DSL. Reports should be made to the Deputy DSL in the absence of the DSL.

Any allegation made against the Head needs to be referred to The Chair of Governors (Ros Bowman) and/or Governor in charge of Safeguarding (Susie West). Any allegation or concerns about the

Proprietor (Josie Cameron-Ashcroft) should go straight to the LADO. (contact details found in Appendix section)

The contact details for the LADO are set out below in Appendix 1. The LADO should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

The Function of the LADO

The LADO will provide advice, guidance and help to determine whether a concern or allegation sits within the scope of safeguarding procedures. They have responsibility for ensuring the workforce is safe by managing allegations of abuse or misconduct of professionals working with children, offering advice and making referrals to the relevant bodies as appropriate. The LADO is responsible for raising awareness and understanding of safe working practices and safer recruitment, share learning based on experiences, to ensure that practice and services are constantly improved, help establish and aid an understanding of baselines from which we can measure the impact of services on children or young people. The LADO is also responsible for identifying gaps in service and service standards and reporting these to the Local Safeguarding Children Board.

Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Cameron House must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Schools should give due weight to the views of the LADO and to the policy when making a decision about suspension.

All allegations are to be reported straight away, normally to the DSL. Contact details for the LADO can be found below in appendix 1.

From 1 October 2012, there are restrictions on the reporting or publishing of allegations against teachers and so every effort must be made to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

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, should be promptly reported to the DBS

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. Cameron House will be asked, as part of routine inspection, to confirm that they have disclosed to inspectors all instances of action in relation to safeguarding concerns.

Independent schools are also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Advice about whether an allegation against a teacher is sufficiently serious to refer

to the NCTL can be found in Teacher misconduct: the prohibition of teachers (July 2014). Further guidance is published on the NCTL website.

9. The school's staff code of conduct/behaviour policy (see separate Code of Conduct for Staff Policy – Policy Handbook Section 5)

The Staff behaviour policy/code of conduct can be found in Policy Handbook 5. Further details can also be found in the Staff Handbook.

10. Whistleblowing procedures (see separate Code of Conduct for Staff Policy for further details – Policy Handbook Section 5)

Working Together to Safeguard Children (WT 2015) requires schools to have clear whistleblowing procedures suitably referenced in staff training and codes of conduct.

Cameron House has a culture of safety and of raising concerns. We have a culture of valuing staff and of reflective practice. Staff can report concerns to the Head, Principal, or any member of the SLT. Further information for staff on reporting and handling concerns, provision for mediation and dispute resolution where necessary, can be found in the Discipline and Grievance Policy. Training and support is provided for staff via staff meetings and staff INSET. There should be transparency and accountability in relation to how concerns are received and handled.

11. The school's recruitment procedures (see separate Safer Recruitment Policy – Policy Handbook Section 5)

Safer recruitment

The Head and Proprietor have completed the Safer Recruitment Training and follow the procedures with due regard and care. Please refer to our Safer Recruitment Policy in the Policy Handbook Section 5. Assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution).

Cameron House takes due regard for *Prevent* which requires schools to set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised. Visitors and Visiting Speaker who have not been through the necessary checks will always be fully supervised by a member of CH staff. All visitors are signed in (and out) and ID checked and given a visitors badge and are never unsupervised or left alone with a child/the children. The state sector requirement that one person on every recruitment panel should have received "Safer recruitment" training, is not a legal requirement for independent schools. However, it is recommended we ensure that sufficient relevant staff are trained in safer recruitment processes. Full checks are carried out for all staff even if employed through outside companies for example, club teachers from companies or associations and these are listed on central register. Risk assessments are carried out if assurance is gained outside of CH.

Disqualification By Association

Cameron House does not employ people to work in our school or allow them to be directly concerned in their management, if they or others in their households are "disqualified". The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified lives.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. DfE has advised that relevant convictions are not considered "spent" in this connection. To identify people caught by the "by association" rule, Cameron House asks existing and future employees working in the early and later years provision and those who are directly concerned in the management of such provision to provide the relevant information about themselves or a person who lives or works in the same household as them. This is done by way of self-reporting. The disqualification by association rule and advice applies to employees only, not to volunteers. Cameron House also asks for this information as part of the pre-employment check undertaken on appointing new staff and a record is kept.

12. Management of safeguarding including the appointment of the designated person.

The school is required to name at least one individual from the leadership team to take responsibility for child protection matters. Suzanne Haigh is named as the Designated Safeguarding Lead (DSL) and Annie Worledge is Deputy Designated Safeguarding Lead and Early Years Designated Safeguard Lead.

The senior responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. The Head must review these with the Proprietor at least annually.

All professionals working with children should have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. This should include the personal and professional duty to report welfare and safeguarding concerns to the designated safeguarding lead, or in the absence of action, directly to local children's services. Pupils are discussed at Staff Meetings every Monday evening and if there is a concern about a child a Record of Concern is completed and handed to the DSL at any other time when required. Records and minutes are kept including any action needed. The Pastoral team will meet whenever required to evaluate Record of Concerns and assess severity and approach needed.

WT recommends that a senior "board level lead" is designated to take a lead in relation to responsibility for the safeguarding arrangements. Susie West, Governor, takes this role. The safeguarding duties remain the Head's responsibility, including for the annual review of safeguarding.

13. The training of the designated person, staff, volunteers and the head.

The Designated Safeguarding Lead is trained at least every two years in child protection and inter-agency working. This training may be provided by the local social services department or an external welfare agency acceptable to the local safeguarding children board. The Head and all staff who work with children are trained in child protection (including information about the risks of radicalisation and how to identify children and young people at risk) at least every three years. The Designated Safeguarding Lead, with up to date inter-agency training, may provide this training for other staff. This information is also available in the Staff Handbook. A full listing of all Staff training can be found in the Policy Handbook Section 5.

All staff must read at least Part One of KCSIE. This applies not only to new staff but also to those already in post in April 2014 when KCSIE was first introduced. Each time Part One of KCSIE is updated by the DfE, existing staff must be updated. This is particularly important when new duties are introduced, as with the introduction of Prevent in July 2015. The methodology for ensuring existing staff read Part One of KCSIE is not prescribed. All effective means are acceptable (such as, electronic or hard copy distribution and acknowledgement). For staff who cannot read English, or at all, steps will be taken to ensure that they understand key information.

All new staff, including temporary staff and staff volunteer staff, must be provided with induction training that includes:

1. the school's child protection policy;
2. the staff code of conduct/behaviour policy including the whistleblowing procedure;

3. the identity of the designated person(s)
4. a copy of Part 1 of KCSIE.
5. EYFS staff must also be made aware of the induction requirements for EYFS (*see EYFS policy in Policy Section 2*)

Further information can be found in the Induction Policy in Policy Section 5.

The required training content for the designated person is set out in Annex B of KCSIE and covers inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children. As the lead safeguarding professional in school, it is envisaged that as LAs develop their services to support the Prevent strategy, the DSL will have higher level training in the LSCB's Prevent strategy to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology. This will be based on an understanding shared with local partners of the potential risk in the local area. If there is difficulty accessing local training in the short term, while local partners are building capacity to deliver training, schools can demonstrate their commitment to the Prevent strategy by ensuring as a minimum that the DSL has accessed Prevent awareness training, such as the on-line general awareness training module on Channel promoted in the non-statutory advice, and is able to provide advice and support to other members of staff on protecting children from radicalisation.

Child Protection training takes place on an annual basis either via online training, re-reading policies or RBKC running INSET training. RBKC updates us termly with relevant training to enable us to determine the most appropriate schedule, level and focus for training. The *Prevent* strategy requires that schools ensure that all staff have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. The contacts list in Appendix 1 is used for staff to contact for any queries regarding training and any safeguarding queries or concerns.

Appendix 3 offers an additional brief overview provided by RBKC for all staff to read and refer to.

14. How the board ensures proper oversight of safeguarding, including the identity of the board level lead for safeguarding and arrangements for reviewing the school's child protection policies and procedures annually

A review of the school's child protection policies must take place at least annually, including **an update and review of the effectiveness of procedures and their implementation.**

KCSIE indicates that the DSL should work with the Head on this. The Head should also ensure that the school contributes to interagency working in line with WT through effective communication and good cooperation with local agencies. The implementation of these policy provisions will be checked through discussion with proprietors and DSL, and by scrutiny of the relevant board minutes and available evidence underpinning the review (e.g. any written report or information presented to governors to support the review, training records, referral information in respect of requests for help and support for individual children, issues and themes which may have emerged in the school and how these have been handled, contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters). Minutes should therefore be sufficiently detailed to demonstrate both breadth and depth of the review.

If there has been a substantiated allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

15. The school's arrangements to fulfil other safeguarding and welfare responsibilities including teaching children how to keep safe on-line, and arrangements for looked-after children, if relevant

Teaching Children How to Keep Safe

Cameron House carefully considers and plans how we teach children about safeguarding, including online, through the curriculum and PSHE. Particular attention is paid to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation through promoting British values, with particular attention to the safe use of electronic equipment and the internet. Where possible, these practices should be age appropriate and delivered through a planned component of the curriculum. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety will usually be integral to the school's Computing curriculum and can also be embedded in PSHE and RE curriculum. Classes regularly watch the News Bites and read and discuss First News to raise awareness of events around the world. Concerns and questions are raised in class through circle time and via the school council. Tolerance, understanding and respect are core to our school values and our Learning Habits and are explored through our RE and PSHE curriculum, assemblies, current affairs and debating lessons. E-Safety is included in our Computing Curriculum.

The latest resources promoted by DfE can be found at:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

The use of social media for on-line radicalisation:

The UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Further information can be found in our Anti-Bullying and E-Safety Policies – Policy Section 3

Looked After Children

The Head should also ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority, if they have such children on roll. This would include ensuring that a designated member of staff has responsibility for their welfare and progress and has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. There are currently no Looked After Children at Cameron House however this requirement will be fulfilled as described, should the school have such a child on roll.

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Any member of staff must report any concerns on attendance and sustained absence to the Head so that appropriate action can be taken. Total absences and Lates are reported to parents in the School reports. Absence records are calculated each Term and analysed by the Head and Principal (Proprietor).

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer 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;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,

- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Childcare in the Early Years - Disqualification by Association (see Recruitment Policy for further details – Policy Section 5)

Early Years and Later Years (Under 8's) Child Care [Disqualification under the Childcare Act 2006 \(March 2015\)](#)

KCSIE now incorporates the above new statutory guidance, making the latter another document to which schools must have regard. It concerns how people can be disqualified under the Childcare Act 2006, including by association with others, and explains the effect of the Childcare (Disqualification) Regulations 2009. The key requirement on schools is that they must not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they or others who live or work in their households are "disqualified".

Early years childcare means education, care (excepting health care) and any supervised activity for a child from birth until the 1 September following their fifth birthday. It applies to all early years provision during and outside school hours, including in school nursery and reception classes.

Later years childcare means childcare for children under the age of 8. To the extent that this overlaps with those in the early years, that category is dealt with above. For children who are older than "early years" but under the age of 8, the normal school day, after-school co-curricular educational clubs and health care are not within scope of the regulations. For this age group, therefore, only provision which would be considered "childcare" (rather than education) is within the scope of the regulations. This essentially means Crèche-like facilities before and after school.

Although the word "employ" is used in the regulations, the guidance does not only apply to employees. Others such as volunteers, supply/agency staff, self-employed people, staff of other organisations contracted to provide childcare, governors who volunteer with the relevant groups or are directly concerned with their day to day management, are also potentially within the scope of the guidance. By contrast, those who are not involved in childcare are not within the remit of these regulations, for example, cleaners and kitchen staff.

In brief, where people are within the scope of the guidance, schools must either check themselves whether they are disqualified from childcare or ensure that others have done so.

The grounds for disqualification include, in summary:

- on the DBS Children's Barred List;
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- being the subject of certain other orders relating to the care of children;
- refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering;
- living in the same household where another person who is disqualified lives or works.

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

Implementation

In summary, in order to fulfil their duty to have regard to the guidance, schools must take the following steps:

- take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified, including by association;
- keep records, either on the Single Central Register (optional) or elsewhere, of staff employed to work in or manage relevant childcare and including the date disqualification checks were completed.

In taking steps to gather information, staff can be expected to disclose all their convictions and cautions including those which are spent but cannot be required to disclose spent convictions and cautions of those who live and work in their households. By definition, a person who is disqualified cannot lawfully do the work from which they are disqualified. If a person is found to be disqualified, including by association, or if there is doubt over that issue, then pending resolution they must be removed from the work from which they are or may be disqualified. There is no requirement automatically to suspend or dismiss all individuals found to be disqualified; there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO when appropriate.

Cameron House must inform Ofsted (not ISI, although ISI can be copied in) where they are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified, including by association, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

"The precise steps which schools must take to disseminate and gather the required information are not prescribed. Schools are free to decide how they do so and inspectors have discretion to recognise any methods which are effective in reaching all relevant staff. Schools could vary their approach for existing staff and incoming staff, dealing with this issue for in-coming staff through pre-employment checks. In deciding what measures to take, schools should bear in mind that the measures must result in a recordable date or dates when disqualification checks were completed for individuals. This could include dates of meetings, contracts, emails, individual letters etc. The onus is on schools to demonstrate that the information they disseminated reached all relevant staff."

Staff are reminded regularly of their duties to disclose the relevant information. This forms part of the annual review of the safeguarding policies and procedures and will be discussed during whole school staff meetings at the start of the school year.

When considering their provision for children in need of additional support, the following documents may be helpful and are the most recent DfE advice and information which dovetails with WT and the *SEND Code 2014*. These are non-statutory documents meaning that schools are not required to have regard to them:

[Mental health and behaviour in schools \(March 2015\)](#)

[Counselling in schools: a blue print for the future \(March 2015\)](#)

In relation to *Prevent*, Cameron House should be able to "demonstrate activity" in the following key areas: risk assessment, working in partnership, staff training and Computing policies. The *Prevent* guidance expects schools to ensure that children are safe from terrorist and extremist material when accessing the internet through school systems and to establish appropriate levels of filtering. No further technical guidance is prescribed by the DfE concerning the levels of filtering which are to be considered appropriate. This means that schools have discretion as to how they approach this aspect of the *Prevent* duty.

16. The school's policy on the use of mobiles and cameras (including EYFS)

Photos of pupils, school events and children's work can be taken using the school cameras and can be saved on the network if necessary (they should be added to the 'My School' section under 'Central Photo Store' on the Intranet). Photos of pupils may not be taken on a member of staff's mobile phone or personal cameras. Anyone found to be contravening this will be in breach of staff code of conduct and may face disciplinary procedures. Photos of pupils used in Newsletters and school publications, should not include the name of the child pictured, so that we ensure individuals cannot be identified. Parents sign a disclaimer (included in their Terms and Conditions) and also receive photo opt in letter when they join the school. For those who joined before September 2018 have signed an opt in permission form. Parents may share photos and clips (e.g. from a Class Assembly) with fellow class parents, but under no circumstances can they share these on any websites, on the internet or on social networking/shared photo sites without the clear permission of the parents of the children in the photos/clips.

Early Years

In addition to the requirements outlined above in relation to the main school, Cameron House ensures that the Child Protection policy and procedures also applies to the Early Years (Reception Class). Annie Worlledge is Early Years Designated Person and takes lead responsibility for safeguarding children within the EYFS setting and liaises with local statutory children's agencies as appropriate. Cameron House does not accept the Nursery vouchers and is therefore not a registered setting, however Ofsted would be informed of any allegations of serious harm or abuse by any person living, working or looking after children on the school premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises or elsewhere, and of the action taken in respect of these allegations within 14 days. Staff should not save or keep photographs or videos of pupils on their personal mobile phones, computers or cameras.

Personal mobile phones are not permitted in Early Years classrooms or anywhere Early Years children are present. There may be an occasion where mobile phones are needed in an emergency such as a PE lesson or on an Educational visit. All classrooms have landline phones.

Induction training for staff must include:

- help in understanding roles and responsibilities;
- information about emergency evacuation procedures;
- safeguarding and child protection;
- the provider's equality policy;
- health and safety issues.

The EYFS also introduces the new concept of 'supervision' as a way for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. Supervision should be an individual meeting between a manager and each staff member, including teaching assistants, in order to support their role as key persons working with children and their families. The frequency of meetings will be determined according to the needs of the families and the staff member supporting them. This is in addition to regular staff appraisals and other opportunities for staff training.

At least one person with a current paediatric first aid certificate should be on the premises at all times when children are present and accompanying children on outings.

Each child must be allocated a key person. Parents are informed about this at the start of the academic year at the Curriculum Evening.

Physical intervention with a pupil by a member of staff is acceptable if needed to avert immediate danger or personal injury. If such an occasion should occur, the member of staff must inform the Head and a record will be kept. The parents must be informed on the same day or as soon as reasonably practicable.

EYFS Manager – Annie Worlledge

EYFS Deputy Manager – Suzanne Haigh

Most Recent Child Protection Training:

All staff were given a copy of the revised KCSIE Part 1 (Sept. 2018) to read and the opportunity to discuss it and ask questions in the following staff meeting (06/09/18)

All Staff INSET – September 2018 by Hilary Shaw (RBKC) Next Full staff training: September 2020
Suzanne Haigh – DSL Training – January 2018
Annie Worlledge – DSL Training – April 2018
Additional Written Guidelines for all staff is available in the Staff Handbook (published by Hilary Shaw RBKC) – also listed below in Appendix 2
Staff also read, discuss the reviewed policy and procedures at the start of each academic year (as well as whenever updated)

Prevent Training – All Staff – April 2018 (RBKC)

N.B

The school will report to the DBS within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. (DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, Email customerservices@dbs.gsi.gov, DBS helpline 03000 200 190). The Principal (Proprietor) has a legal duty to respond to requests from the DBS for information the school already holds, but will not have to find it from other sources.

Reviewed annually by: Dina Mallett (Head) and Josie Cameron Ashcroft (Principal) and then shared and discussed with all staff

Approved by: _____ Date: September 2018 Next Review: September 2019

Susie West (Governor)

[Sufficient contact details to make the policy workable in practice](#)

Appendix 1:
Useful Contacts:

Child protection specialists available in Kensington and Chelsea – updated June 2018

(If the named individual is not available, please ask for the person covering the post)

Kensington and Chelsea Duty Line – Tel: 020 7361 3013 (Out of hours – 020 7361 3013)

For case consultations or Local Authority Designated Officer referrals, please contact the following:

Sarah Stalker (CSE Lead)

Family Support and Child Protection Adviser (Monday/Tuesday and Wednesday only)

Telephone: 020 7598 4640

Mobile: 07971 322 482

Email: sarah.stalker@rbkc.gov.uk

Rupinder Virdee

Family Support and Child Protection Adviser

Mobile: 07989 155 271

Email: rupinder.virdee@rbkc.gov.uk

Angela Clayton

Family Support and Child Protection Adviser (Wednesday to Friday)

Mobile: 07807 159 907

Email: angela.clayton@rbkc.gov.uk

Sarah Mangold

Tri-borough Safeguarding Practice Lead

Mobile: 07984 016 841

Email: sarah.mangold@rbkc.gov.uk

For LADO consultations and referrals please contact the duty Child Protection Adviser on:

Telephone: 020 7361 3013

Email: KCLADO.Enquiries@rbkc.gov.uk

If you cannot reach a duty CP Adviser you can contact:

Kembra Healy

Safer Organisation Manager and Local Authority Designated Officer (LADO)

Telephone: 07823 532 538

Email: kembra.healy@rbkc.gov.uk

Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education:

Hilary Shaw

Safeguarding and Child Protection Schools and Education Officer

Mobile: 07817 365 519

Email: hilary.shaw@rbkc.gov.uk

Marissa Asli

Safeguarding and Education – Liaison and Training Co-ordinator

Mobile: 07739 315 432

Email: marissa.aslibangura@rbkc.gov.uk

Tri-borough Private Fostering

Rochell-Ann Naidoo

Tri-borough Senior Practitioner, Private Fostering Adviser

Telephone: 020 7641 7564

Email: rnaidoo@westminster.gov.uk

Tri-borough FGM***Gourita Gibbs***

Child Protection Adviser

Telephone: 020 7641 1610

Email: ggibbs@westminster.gov.uk

*Specialism: Tri-borough Lead for Safeguarding Across Faith and Culture and FGM

Bi-borough PREVENT**Contact the local team on:**

Telephone: 020 8753 5727

Email: prevent@lbhf.gov.uk**Tri-borough Multi-Agency Safeguarding Hub (MASH)*****Karen Duncan***

Tri-borough MASH Business Support Officer

Telephone: 020 7641 3991

Email: kduncan1@westminster.gov.uk**Non-emergency police number** – 101**DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and proprietors:**020 7340 7264 and counter-extremism@education.gsi.gov.uk.**Department of Education**

Sanctuary Buildings, Great Smith Street, London SW1P 3BT. Telephone: 0870 000 2288

Website: <http://www.education.gov.uk/>

The DfE website offers guidance, information and links to all areas of education and training.

Department of Health, Metropolitan PoliceCommunity Safety and Partnership Policy Unit (C020), New Scotland Yard, Broadway, London SE1H
0BG 020 7230 4216**NSPCC**

Weston House 42 Curtain Road

LONDON

EC2A 3NH

Tel: 020 7825 2500 (switchboard)

Tel: 0808 8005000 (child protection helpline)

Email help@nspcc.org.ukWebsite www.nspcc.org.uk

NSPCC whistle-blowing helpline number: 0800 028 0285

Kidscape

Tel: 0845 1205 204 (Helpline)
Tel: 020 7730 3300 (Office)
2 Grosvenor Gardens SW1W 0DH

Primary Child Protection Programme and Good Sense Defence www.kidscape.org.uk

Parentline

Westbury House, 57 Hart Road, Thundersley, Essex SS7 3PD 0808 800 2222

Provides support for parents under stress. List of local groups available

www.parentlineplus.org.uk

Tacade

1, Hulme Place, The Crescent Salford, Greater Manchester M5 4QA. 0161 745 8925

www.tacade.com

Ace 020 7354 8321

Childline 0800 1111

Children's Legal Centre 020 7359 6251

Appendix 2:

KEY	
MASH	Multi-Agency Safeguarding Hub
LADO	Local Authority Designated Officer
KCSIE	Keeping Children Safe in Education
DSL	Designated Safeguarding Lead

WT	Working Together
RBKC	Royal Borough of Kensington and Chelsea
LSCB	Local Safeguarding Children Board
EYFS	Early Years Foundation Stage
FGM	Female Genital Mutilation
DBS	The Disclosure and Barring Service

Appendix 3:

Safeguarding and Child Protection – information for new staff (*in addition to KCSIE Part 1*)

This applies to anyone whose work brings them into contact with children and families, but particularly those who work in social care, health, education and criminal justice services. It is relevant to those working in the statutory or the independent sector, as well as to members of the wider community, and applies to all children and young people **irrespective of whether they are living at home with their families and carers or away from home**. Where children are living in foster care or in an institutional setting, including custody, assessments and decisions about further action should also include consideration of the role of the responsible carers, residential or custodial staff as well as parents and other family members. ***This policy applies to all pupils including those in the EYFS.***

Concerns about a child's welfare can vary greatly in terms of the nature and seriousness of those concerns, how those concerns have been identified and over what duration they have arisen. By ensuring that such concerns are appropriately shared with statutory agencies and other individuals responsible for child protection within agencies, the welfare of children and the safeguards provided for them will be enhanced.

Working with children about whom there are child welfare concerns

Achieving good outcomes for children requires all those with responsibility for assessment and the provision of services to work together according to an agreed plan of action. Effective collaborative working requires professionals and agencies to be clear about:

- their roles and responsibilities for safeguarding and promoting the welfare of children;
- the purpose of their activity, what decisions are required at each stage of the process and what are the intended outcomes for the child and their family members;
- the legislative basis for the work;
- the protocols and procedures to be followed, including the way in which information will be shared across professional boundaries and within agencies, and be recorded;
- which agency, team or professional has lead responsibility, and the precise roles of everyone else who is involved, including the way in which the children and other family members will be involved;
- any timescales set down in Regulations or Guidance which govern the completion of assessments, making of plans and timing of reviews.

WHAT IS A CHILD IN NEED?

Children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (s17(10) of the Children Act 1989 this definition includes disabled children). The critical factors to be taken into account in deciding whether a child is in need under the Children Act 1989 are what will happen to a child's health or development **without services**, and the likely effect the services will have on the child's standard of health and development.

WHAT IS SIGNIFICANT HARM?

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm (s47 of the Children Act 1989). To make enquiries involves assessing what is happening to a child. Where s47 enquiries are being made, the assessment (known as the 'core assessment') should concentrate on the harm that has occurred or is likely to occur to the child as a result of child maltreatment, in order to inform future plans and the nature of services required. Decisions about significant harm are complex and should be informed by a careful assessment of the child's circumstances, and discussion between the statutory agencies and with the child and family.

WHAT IS ABUSE AND NEGLECT?

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.
- **Emotional abuse** is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development, such as failing to provide adequate food, shelter or clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

CHILD WELFARE CONCERNS

Child welfare concerns may arise in many different contexts, including where a child or family is already known to Family Services (previously social services). There may be a number of explanations for the perceived impairment to a child's health or development and each requires careful consideration and review.

In general...

All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children. You are likely to be involved in three main ways:

- you may have concerns about a child, and refer those concerns to Family Services or the police (via Suzanne Haigh) who is your designated safeguarding lead;

- you may be approached by Family Services and asked to provide information about a child or family or to be involved in an assessment. This may happen regardless of who made the referral to Family Services;
- you may be asked to provide help or a specific service to the child or to a member of their family as part of an agreed plan and contribute to the reviewing of the child's progress.

All practitioners working with children and families should...

Be familiar with and follow your organisation's procedures and protocols for promoting and safeguarding the welfare of children in your area, and know who to contact in your organisation to express concerns about a child's welfare.

Remember that an allegation of child abuse or neglect may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

If you have concerns about a child's welfare, all practitioners should:

Discuss your concerns with Suzanne Haigh who is the Designated Safeguarding Lead at Cameron House. If you still have concerns, you or your manager could also, without necessarily identifying the child in question, discuss your concerns with your peers or senior colleagues in other agencies – this may be an important way of you developing an understanding of the reasons for your concerns about the child's welfare.

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