



# DURSTON HOUSE

## **SAFEGUARDING POLICY AND CHILD PROTECTION PROCEDURES**

**2020-2021**

*The information contained in this document is correct at the time of its publication (September 2020).*

# CONTENTS

## **Safeguarding Policy**

1. Introduction
2. Policy Statement, Principles and Aims
3. Context
4. Key Personnel
5. Roles and Responsibilities in Managing Safeguarding & Child Protection
6. Safer Recruitment
7. Good Practice Guidelines
8. Abuse of trust and inappropriate relationships
9. Children who may be particularly vulnerable
10. Complaints about Staff
11. Training
12. Health & Safety, Trips and Outings
13. Photography and Images
14. Pastoral Education and Bullying
15. Online safety
16. Secure Premises
17. Prevent Duty - Radicalisation
18. Monitoring and Review
19. EYFS

## **Child Protection Procedures**

1. Recognising abuse
2. Specific safeguarding issues
3. What to do if you suspect a child is at risk of harm
4. Taking action: advice for staff
5. Reporting directly to child protection agencies
6. Notifying parents
7. Action by the Designated Safeguarding Lead – Referral to Children’s Social Care
8. Children with harmful behaviour
9. If a child goes missing
10. Confidentiality and information-sharing
11. Related safeguarding portfolio policies (for staff reference)
12. Key Service and Professional Contacts

Appendix 1 Types and signs of abuse

Appendix 2 Allegations against staff - procedure to be followed

Appendix 3 Confirmation of receipt of Safeguarding Policy and Child Protection Procedures and induction training form

Appendix 4 School welfare concern information form

Appendix 5 Child protection record of concern information form

Appendix 6 Coronavirus (Covid-19) Interim Safeguarding Arrangements

# Safeguarding Policy

(This policy applies to the whole school including EYFS)

## 1. Introduction

Safeguarding and promoting the welfare of children is defined for statutory purposes as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The core safeguarding principles of Durston House School are:

- It is the responsibility of the School to safeguard and promote the welfare of children, which includes the provision of a safe environment in which children can learn.
- Children who are and feel safe make more successful learners.
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review.
- Safeguarding policies will be reviewed annually by the Governing Body, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

This policy (which includes all sections and all of the appendices in this document) is one of a series in the School's integrated safeguarding portfolio. This policy has been authorised by the Board of Governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the School Website. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example on an outing or residential trip.

This policy has been developed in accordance with the principles established by the *Children Acts 1989 and 2004*, the *Education (Independent School Standards) Regulations 2014* and in line with government publications: *Working Together to Safeguard Children (July 2018)*, *Keeping Children Safe in Education (September 2020)*, the DfE consultative document *What to do if you're worried a child is being abused – advice for practitioners (March 2015)* and guidance from the Ealing Safeguarding Children Board. Any deficiencies or weaknesses in the child protection arrangements will be remedied without delay.

## 2. Policy Statement, Principles and Aims

### Policy Statement

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

## Principles

Durston House is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment:

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities, which is to say that the school's approach will be child-centred.
- All children – that is, all who are under the age of eighteen years – regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties.
- All staff have an equal responsibility to act, in accordance with this guidance, on any suspicion, concern or disclosure that may suggest a child is at risk of harm.
- The school will abide by its duty to maintain entries for all pupils in its *Register of Admissions*, to monitor and record attendance in its *Attendance Registers*, and to bring concerns with regard to interrupted attendance, or children missing from education, to the attention of the Ealing Council School Attendance Team.
- Members of the teaching staff should be aware that the safeguarding of children is part of a concurrent professional duty to maintain public trust in the teaching profession as a whole.<sup>1</sup>

A child's wishes or feelings will be taken into account when determining what action to take and what services to provide to protect them; children will be given the opportunity to express their views and give feedback wherever possible.

Durston House is committed to operating safer recruitment procedures in compliance with relevant legislation and in accordance with the school's *Safer Recruitment Policy*; where staff from another organisation are working with pupils on another site, the School will have received assurances that appropriate child protection checks and procedures apply to those staff. The school is cognisant of its duty to ensure that staff who have lived or worked outside the UK have, similarly, satisfied stringent checks with regard to their suitability to work with children.

All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so.

The school will work with other agencies wherever such work is needed to ensure adequate arrangements to identify, assess and support those children who are suffering harm or who may suffer harm without appropriate intervention.

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<sup>1</sup> As outlined in TEACHING STANDARDS, Part Two, September 2012

## Aims

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

## 3. Context

Section 87(1) of the *Children Act 1989*, Section 157 of the *Education Act 2002* and the *Education (Independent School Standards) Regulations 2014* require the Governors of the School to have arrangements, which must have regard to any guidance issued by the Secretary of State, to safeguard and promote the welfare of pupils at the school. The latest statutory guidance covering this policy is contained in the documents *Keeping Children Safe in Education (KCSIE)* (revised edition published in September 2020), *Working Together to Safeguard Children* (revised edition, July 2018). The Ealing Safeguarding Children Board also publishes guidance and information for schools in the Borough of Ealing.

The school and its staff form part of the wider safeguarding arrangements for children. Such arrangements are described in *Working Together to Safeguard Children* (July 2018). The school works with social care, the police, health services and other agencies, as and where appropriate, in accordance with its statutory responsibility, to promote the welfare of children and protect them from harm.

All schools are required to have a *Designated Safeguarding Lead*, appointed from within the Senior Management Team, who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care. The DSL for Durston House (and nominated Deputies) are named in this policy (see *Section 4*) and their responsibilities are outlined (see *Section 5*). The local authority maintains a list of all Designated and Deputy Designated Safeguarding Leads with responsibility for safeguarding and child protection.

## 4. Key Personnel

The **Designated Safeguarding Lead** for child protection at Durston House is: **Mr Giles Entwisle** (Headmaster), 07703 438377, [info@durstonhouse.org](mailto:info@durstonhouse.org) .

The **Deputy Designated Safeguarding Lead** at Durston House is: **Mr William Murphy** (Deputy Head), 020 8991 6535, [info@durstonhouse.org](mailto:info@durstonhouse.org) .

The **Deputy Designated Safeguarding Lead** with specific responsibility for the **Reception (EYFS)** setting is: **Mrs Neeru Sharma** (Head of Pre-Prep), 020 8991 6452, [info@durstonhouse.org](mailto:info@durstonhouse.org) .

**Child Protection Governor for Durston House School.** The nominated Child Protection Governor for Durston House School is: **Mr David Alexander**, 07766 915 812 [davidaalexander@hotmail.co.uk](mailto:davidaalexander@hotmail.co.uk)

## **Co-Chairmen of the Board of Governors**

The Co- Chairmen of the Board of Governors of Durston House School are:

**Mr D Henshall** and **Mr K Mahoney** c/o Clerk to the Governors, 12-14 Castlebar Road, Ealing, London, W5 2DR, 02089916430, [bursar@durstonhouse.org](mailto:bursar@durstonhouse.org)

## **5. Roles and Responsibilities in Managing Safeguarding & Child Protection**

### **5.1 All staff**

All staff have a statutory responsibility to:

- have read at least Part One of *Keeping Children Safe in Education – Information for all school and college staff* [including Annex A] (September 2020);
- always to act in the best interests of the children entrusted to the school’s care;
- provide a safe environment in which children can learn;
- be aware of systems, policies and procedures within the school that support safeguarding;
- be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and in such circumstances take appropriate action, working with other services as needed;
- work with the Designated and Deputy Designated Safeguarding Lead staff members and, if required, support social workers to take decisions about individual children;
- undertake appropriate safeguarding and child protection training on appointment and subsequent refresher training, as advised by Ealing Safeguarding Children Board (ESCB), which will take place as outlined below:
  - all staff to undertake one formal training process annually (to be delivered by an external provider biennially)
  - DSL to undertake initial training and refresher training at least every two years
  - DSL to be aware of regular updates and briefings etc
  - All staff appointment panels to consist of at least one member who has successfully completed a DfE approved safer recruitment course.

### **5.2 Designated Safeguarding Lead**

The broad areas of responsibility for the Designated Safeguarding Lead are<sup>2</sup>:

#### ***Managing Referrals***

- Refer all cases of suspected abuse to the local authority children’s social care and:
  - the local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);

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<sup>2</sup> As defined in KCSIE, Annex B, September 2019

- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child);
  - the Channel programme where a concern is linked to radicalisation, and/or
  - Police (cases where a crime may have been committed).
- Be aware of arrangements regarding new ‘Safeguarding Partners’: the local authority; a clinical commissioning group for the specific area within the local authority; the chief officer of police for a police area in the local authority.
  - Act as a source of support, advice and expertise to staff on matters of safe working, safety and safeguarding, and when deciding to make a referral by liaising with relevant agencies, including the Channel programme where a concern linked to radicalisation.
  - Liaise with support staff, whose role may be discerned as pastoral, and the Head of Learning Support on any matters related to safety and safeguarding.
  - Attend and/or contribute to child protection conferences in accordance with local procedure and guidance.
  - Co-ordinate the school’s contribution to child protection plans.
  - Promote a culture, among staff, of listening to children in such a way that takes account of their wishes and feelings with regard to any measures that the school puts in place to protect its pupils.

### ***Training***

The Designated Safeguarding Lead (and Deputy Designated Safeguarding Leads) will receive appropriate training carried out every two years (or more often, as necessary) 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;
- be alert to and support 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;
- ensure each member of staff has access to and understands the school’s *Safeguarding Policy and Child Protection Procedures*, the *Staff Professional Protocol* and the *Code of Safe Working Practice*;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them;

- understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.

The Designated Safeguarding Lead will ensure that:

- all staff have received the required induction and training and have signed to indicate that they have read and understood this policy, the *Staff Professional Protocol*, the *Code of Safe Working Practice* and *Part One of KCSIE 2020* (including *Annex A*), and that they know who the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads are;
- ensure that all staff are re-trained as and when required and that an accurate record of staff attendance of induction and refresher training is maintained.

### ***Raising Awareness***

The Designated Safeguarding Lead will ensure that the school's policies are known and used appropriately:

- Ensure the school's *Safeguarding Policy and Child Protection Procedures* and *Staff Professional Protocol* are reviewed at least annually, and that procedures and implementation are updated and reviewed regularly in light of changes in local procedures and national statutory requirements and guidance, and work with the Education and Welfare Committee of the Governing Body regarding this.
- Ensure the *Safeguarding and 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.
- Develop effective links with relevant statutory and voluntary agencies and, in particular, links with the Ealing Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where a child with a child protection plan leaves the school, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file, and that the child's social worker is informed.
- Notify children's social care if a child with a child protection plan is absent for more than two days without explanation.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through PSHME and ICT.
- Ensure that learning opportunities are in place to cover relevant issues through Relationships Education, and Relationships and Sex Education in the PSHME programme of study. This becomes statutory from September 2020.
- Ensure appropriate safeguarding responses are in place and are implemented to deal with pupils who go missing from the school, in particular any pupils who go missing on repeat occasions. The school has a separate *Missing Pupil Policy*.



### 5.3 Deputy Designated Safeguarding Leads

The Deputy Designated Safeguarding Leads are appropriately trained and, in the absence of the Designated Safeguarding Lead, carry out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the Designated Safeguarding Lead, a Deputy will assume all of the functions above.

### 5.4 Governing Body

It is the Governing Body's overall responsibility to ensure compliance with child protection statutory requirements. The Governing Body takes seriously its responsibility to uphold the aims of the charity and its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. The reporting of safeguarding practice at the school enables the Governing Body to ensure compliance with current legislation and to identify areas for improvement. The Governing Body recognise that close liaison with the local authorities is also vital in order that appropriate support and training can be given.

The **Governing Body** will ensure that:

- there are effective and statutorily compliant safeguarding policy and child protection procedures in place, together with a staff code of conduct (*Staff Professional Protocol*) and that these are provided to all staff (including temporary staff and volunteers) on induction;
- a Designated Safeguarding Lead and Deputy Safeguarding Leads are appointed, and that they have the appropriate authority and the time, funding, training, resources and support to fulfil the roles and responsibilities as outlined above;
- the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (July 2018) through effective implementation of the Safeguarding Policy and Child Protection Procedures and good cooperation with local agencies, to include arrangements regarding new 'Safeguarding Partners': the local authority; a clinical commissioning group for the specific area within the local authority; the chief officer of police for a police area in the local authority;
- The school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Ealing Safeguarding Children Board;
- a member of the Governing Body is nominated to:
  - have oversight of child protection matters;
  - liaise with the local authority and/or partner agencies on issues of child protection;
  - instigate the annual review of this policy;
  - handle allegations of abuse made against the Headmaster;
- the school has statutorily compliant procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headmaster (see part four of *KCSIE, September 2020* and Appendix 2 of this document);

- the school also has procedures in place to handle allegations against other children;
- the school operates safer recruitment policies and procedures that include the requirement for at least one member of a recruitment panel to have undertaken safer recruitment training and for appropriate checks to be made in line with national guidance (see part three of *KCSIE, September 2020* and the school's *Safer Recruitment Policy*);
- the school operates an effective training strategy that ensures all staff, receive child protection training, with refresher training taking place annually;
- the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads receive refresher training at two-yearly intervals as a minimum;
- an annual review of safeguarding is instigated, carried out and approved and that the minutes of governing body meetings record in detail the relevant discussion and actions taken in carrying out and approving their annual review of safeguarding;
- any weaknesses or areas of concern will be rectified without delay;
- where necessary, an appropriately trained and informed teacher is appointed to promote the educational achievement of any child who is 'looked after';
- appropriate safeguarding responses are in place to deal with pupils who go missing from the School, in particular any pupils who go missing on repeat occasions.

## **5.5 The Headmaster**

The Headmaster, also acting as the Designated Safeguarding Lead:

- ensures that the safeguarding and child protection policy and procedures adopted by the Governing Body are implemented and followed by all staff;
- allocates sufficient time and resources to enable himself (the Designated Safeguarding Lead) and Deputies to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and effectively;
- ensures that children's safety and welfare is addressed through the curriculum;
- receives the required child protection training and training in order to understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.

## **6. Safer Recruitment**

The school is committed to implementing the practices of safer recruitment as outlined in the school's *Safer Recruitment Policy*. (The school recognise the requirement of the *School Staffing (England) Regulations 2009* that at least one person on any appointment panel will have completed safer recruitment training.)

## **7. Good Practice Guidelines**

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

- treating all children with respect;
- setting a good example by conducting ourselves appropriately;
- involving children in decision-making which affects them;
- encouraging positive and safe behaviour among children;
- being a good listener;
- being alert to changes in children's behaviour;
- recognising that challenging behaviour may be an indicator of abuse;
- reading and understanding all of the School's safeguarding and guidance documents on wider safeguarding issues, including: *Staff Professional Protocol* (the staff code of conduct), the *Code of Safe Working Practice*, the *Pastoral Care Policy*, *Behaviour Policy* and *Anti-Bullying Policy*;
- asking the pupil's permission before doing anything for him which is of a physical nature (except where there is an urgent need to take action to protect him or to prevent him from harming others), such as assisting with dressing, physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between children and avoiding and discouraging the use of inappropriate sexualised or derogatory language;
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

## **8. Abuse of trust and inappropriate relationships**

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach, as outlined in the school's *Staff Professional Protocol* and *Code of Safe Working Practice*.

## **9. Children who may be particularly vulnerable**

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion,

communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all pupils at Durston House receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs;
- living in a known domestic abuse situation;
- affected by known parental substance misuse;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic, neglectful and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- do not have English as a first language;
- ‘looked after’ (LAC) children or children in care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.

Special consideration may include, as necessary, the appointment of an appropriately trained and informed professional to promote the educational achievement of any child who is ‘looked after’ or who is otherwise considered in need of such support. Where a member of staff is placed in a position of working with a ‘looked after’ child, he or she will be provided with all necessary information, including: the child’s status, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the Designated Safeguarding Lead.

## **10. Complaints about Staff**

The school's *Complaints Policy* will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. The *Complaints Policy* document is available to all parents, pupils and staff on the School Website. Alternatively a copy can be obtained from the School Office.

Complaints from staff are dealt with under *Grievance Procedures* in accordance with *Contracts of Employment*, an explanation of which forms Appendix 5 of *Working at Durston House* in the *Staff Handbook*.

The procedure in *Appendix 2* will apply if there is an allegation that a teacher or other member of staff or volunteer has:

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

If the allegation is made against a supply teacher, contractor or other person not directly employed by the School, the organisation or agency of employment may be informed.

## **11. Training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff, including temporary staff and volunteers, and Governors will receive training on appointment as part of their induction, overseen by the Designated Safeguarding Lead, which includes:

- this policy
- the behaviour policy
- the Staff Professional Protocol
- the Code of Safe Working Practice
- safeguarding response to children who go missing from education
- the identity of the Designated Safeguarding Lead and Deputies and role of the designated safeguarding lead
- a copy of the current Part One of *KCSIE* (including *Annex A*)
- online Safeguarding and Child Protection awareness courses, Level 1 and/or Level 2, as appropriate (Graffham Consulting Ltd and/or EduCare).

All staff and Governors will receive child protection training that is updated regularly, as advised by Ealing Safeguarding Children Board (see **Section 5.1**). Such training, when arranged, takes priority over all other commitments.

The Designated Safeguarding Lead and Deputies will receive training updated at least every two years, as advised by Ealing Safeguarding Children Board, including training in inter-agency procedures and safer recruitment. Such training, when arranged, takes priority over all other commitments.

## **12. Health & Safety, Trips and Outings**

The School's *Health & Safety Policy, Trips Policy and Procedures* and *Outings Policy and Procedures* are set out in separate documents, and reflect the consideration given to the protection of our pupils both physically within the school environment and away from the school when undertaking school trips and outings.

Where extended school activities are provided by and managed by the school, our own *Safeguarding Policy and Child Protection Procedures* apply. Where other organisations provide services or activities on our site the member of the school's staff responsible for arranging the services or activities will check that the service or activity providers have appropriate procedures in place, including relevant risk assessments and safer recruitment procedures.

When pupils attend off-site activities, including those abroad on school trips, we shall check that effective child protection arrangements are in place. All staff are bound by the school's *Trips Policy and Procedures* and *Outings Policy and Procedures* when arranging and organising off-site trips.

## **13. Photography and Images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- seek parental consent (including use of names);
- ensure that pupils are appropriately dressed;
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

Further guidance for staff on the taking and storing of photographs and images of pupils is contained in the *Taking, Storing and Using Images of Children Policy*. Guidance specific to the use of mobile phones and cameras in the EYFS setting can be found on page 9 of the *Reception Policy*:

*Teachers are only permitted to use school cameras to take photographs of the boys. Each class teacher has a camera and it is his or her responsibility to ensure that it is stored securely. Photographs that are taken with the camera are downloaded on to the school database and are deleted from the cameras on a regular basis.*

*Teachers may use their mobile phone only when they are not on duty or teaching. The Emergency Phone is carried to the field in the Emergency Bag and the Lead Teacher on a school outing takes the Outing Phone.*

Pupils in Reception (EYFS) are not permitted to bring mobile phones to school.

## **14. Pastoral Education and Bullying**

**All staff should be aware that children can abuse other children. All staff should be clear as to the school's policy with regards to peer on peer abuse.**

The school promotes the welfare of children through the Personal, Social, Health, Moral & Economic education (PSHME) curriculum and the ICT curriculum. Pupils are given the information to avoid situations and persons, including over the internet and mobile technology, which/who could lead them into harm.

The school is determined that no kind of bullying will be tolerated. The school's *Anti-Bullying Policy* can be found on the School Website. The school acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying. If there is a concern that a child is at risk of serious harm, the school's *Child Protection Procedures* will be followed.

### **Mental health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Comprehensive guidance is included in *KCSIE September 2020*.

## **15. Online Safety**

Many of our pupils will use mobile devices and computers at some time. They are important tools for communication and education as well as for recreation and socialising. We know, however, that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails (online bullying), to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

The school's *Staff Professional Protocol*, the *Code of safe Working Practice*, the *Use of Internet and Digital Technology Policy – Pupils*, the *Pupil Mobile Phone Policy*, and the *Staff Acceptable Use of Electronic Communication Policy* explain the responsibilities of staff in relation to keeping children safe in school.

Pupils receive guidance on safe use of the web (including anti-bullying) through the ICT and PSHME curricula and in-year group assemblies. Online bullying by children, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through our *Anti-Bullying Policy and Procedures*.

Chat rooms and social networking sites are higher risk sources of inappropriate and harmful behaviour in the digital arena. The *Codes of Practice* of popular social networking providers do not permit children under the age of thirteen years to hold accounts. Parents should be aware of this and of the appropriateness of their children 'chatting' on mobile or social networking sites at home.

## **16. Secure Premises**

**School premises:** The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

**Visitors:** The school keeps a *Visitors' Book* in the School Office. All visitors must sign in on arrival and sign out on departure and are escorted while on school premises by a member of staff or appropriately vetted volunteer. All visitors will have their identity checked, before being given a temporary ID Card with the title 'Visitor,' which must be clearly displayed, on a lanyard, and worn at all times while on the school premises.

## **17. Prevent Duty – Radicalisation**

As a provider of education to children, the school is aware of its duty under Section 26 of the *Counter-Terrorism and Security Act* (CTSA 2015), and further identified in *KCSIE* (September 2020), to protect children from the threat of radicalisation, as part of its wider safeguarding duties. The school will at all times be vigilant in seeking to assess any risk to pupils, as individuals, or in the context of their families, of being drawn into terrorism, which will include indicating support for extremist ideas that are consistent with terrorist ideology. The school recognises that its 'Prevent Duty' draws on local partnership arrangements. The DSL and Deputy DSLs will attend WRAP courses organised by the London Borough of Ealing Prevent team. The school will be ready to consult guidance from the local authority, including the *Ealing Grid For Learning*, and seek advice – to include training and associated support materials – as appropriate. In a case where the school considers that a pupil is at risk from any form of radicalisation, advice will be sought from either the London Borough of Ealing Prevent co-ordinator, or the Due Diligence and Counter Extremist Group (DDCEG) helpline with regard to making a referral to Ealing Children's Services or directly to the Channel programme.

## **18. Monitoring and Review**

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the school and a prompt report to the Governors. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the school's procedures.

In addition, the Designated Safeguarding Lead will ensure that this policy is reviewed annually and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary.

The Governors will undertake an annual review of this policy and its procedures including good co-operation with local agencies and of the efficiency with which the relevant duties have been discharged.

The Governors will ensure that any deficiencies or weaknesses with regard to child protection arrangements at any time are remedied without delay.



## **19. EYFS**

Although *Keeping Children Safe in Education (KCSIE)* makes no specific mention of a responsibility to keep OFSTED informed of allegations within the Reception (EYFS) setting, Durston House School recognises the requirement of the *Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five [paragraph 3.8]* (Published March 2014; Effective from September 2014) to inform OFSTED of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Durston House School also recognises the requirement to notify OFSTED of the action taken in respect of such allegations – such notification to be made as soon as is reasonably practicable, but at the latest within fourteen days of the allegations being made.

## Evaluation of this Policy

*This policy will be evaluated annually by the school, amended where necessary and approved by SMT.*

<i>Created</i>	<i>October 2008</i>	<i>IK</i>	<i>Version 1</i>
<i>Revised</i>	<i>5 December 2008</i>	<i>IK</i>	<i>Version 2</i>
<i>Revised</i>	<i>November 2009</i>	<i>IK</i>	
<i>Revised</i>	<i>November 2010</i>	<i>IK</i>	<i>Version 3</i>
<i>Revised</i>	<i>November 2011</i>	<i>IK</i>	
<i>Revised</i>	<i>November 2012</i>	<i>IK</i>	<i>Version 4</i>
<i>Revised</i>	<i>June 2014</i>	<i>IK</i>	<i>Version 5</i>
<i>Revised</i>	<i>15 Nov 2014</i>	<i>IK</i>	<i>Version 6</i>
<i>Approved</i>	<i>18 Nov 2014</i>	<i>SMT</i>	
<i>Revised</i>	<i>2 March 2015</i>	<i>IK</i>	<i>Version 7</i>
<i>Approved</i>	<i>2 March 2015</i>	<i>SMT</i>	
<i>Revised</i>	<i>September 2015</i>	<i>IK</i>	<i>Version 8</i>
<i>Approved</i>	<i>23 September 2015</i>	<i>BoG Ed &amp; Welfare Committee</i>	
<i>Approved</i>	<i>September 2015</i>	<i>SMT</i>	
<i>Revised</i>	<i>September 2016</i>	<i>IK</i>	<i>Version 9</i>
<i>Approved</i>	<i>14 September 2016</i>	<i>BoG Ed &amp; Welfare Committee</i>	
<i>Approved</i>	<i>14 September 2016</i>	<i>SMT</i>	
<i>Revised</i>	<i>September 2017</i>	<i>IK</i>	<i>Version 10</i>
<i>Approved</i>	<i>13 September 2017</i>	<i>SMT</i>	
<i>Approved</i>	<i>13 September 2017</i>	<i>BoG Ed &amp; Welfare Committee</i>	
<i>Revised</i>	<i>30 January 2018</i>	<i>IK</i>	<i>Version 11</i>
<i>Approved</i>	<i>30 January 2018</i>	<i>SMT</i>	
<i>Approved</i>		<i>BoG Ed &amp; Welfare Committee</i>	
<i>Revised</i>	<i>27 August 2018</i>	<i>IK</i>	<i>Version 12</i>
<i>Approved</i>	<i>31 August 2018</i>	<i>SMT</i>	
<i>Approved</i>	<i>12 September 2018</i>	<i>BoG Ed &amp; Welfare Committee</i>	
<i>Revised</i>	<i>2 September 2019</i>	<i>IK</i>	<i>Version 13</i>
	<i>11 September 2019</i>	<i>SMT</i>	
	<i>11 September 2019</i>	<i>BoG Ed &amp; Welfare Committee</i>	
<i>Revised</i>	<i>3 April 2020</i>	<i>IK</i>	<i>Version 14</i>
	<i>9 April 2020</i>	<i>SMT</i>	
	<i>9 April 2020</i>	<i>BoG Covid-19 Committee</i>	
<i>Revised</i>	<i>6 May 2020</i>	<i>IK</i>	<i>Version 15</i>
	<i>11 May 2020</i>	<i>SMT</i>	
	<i>11 May 2020</i>	<i>BoG Covid-19 Committee</i>	
<i>Revised</i>	<i>September 2020</i>	<i>GE Awaiting ratification from governors</i>	<i>Version 16</i>
<i>Next Revision</i>	<i>September 2021 (or as required)</i>		

# Child Protection Procedures

*Durston House is a Preparatory School for Boys aged 4 – 13; throughout these Procedures, a child is referred to by the pronoun 'he'.*

It is important that a child at risk, or in need, receives the right help at the right time to address risks and prevent issues escalating. It is therefore important that all staff understand their responsibility to: identify, act on and refer the early signs of abuse and neglect; keep clear written records; listen to the views of the child; reassess concerns when situations do not improve; share information quickly and challenge inaction.

## 1. Recognising abuse

To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody (adult or child) may abuse or neglect a child by inflicting harm, for example by hitting him, or by failing to act to prevent harm, for example by leaving a young or immature child home alone.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in Part One of *KCSIE, September 2020* and reproduced in *Appendix 1*.

## 2. Specific Safeguarding Issues

Expert and professional organisations provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the TES website and also on its own website ([www.nspcc.org.uk](http://www.nspcc.org.uk)). Staff can also access broad government guidance on the issues listed below via the GOV.UK website:

child sexual exploitation (CSE)	gangs and youth violence
child criminal exploitation	honour based abuse
bullying including cyberbullying	gender-based violence/violence against women and girls (VAWG)
peer on peer abuse	mental health
domestic violence	private fostering
drugs abuse	preventing radicalisation, channel
fabricated or induced illness	sexting
faith abuse	teenage relationship abuse
female genital mutilation (FGM)	trafficking
forced marriage	

Additional advice and support on a range of safeguarding issues are listed within Annex A of *KCSIE September 2020*

## 3. What to do if you suspect a child is at risk of harm

**If a member of staff is concerned that a pupil may be suffering harm or is at risk of harm, the matter should be referred to the Designated Safeguarding Lead as soon as possible.**

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, his art or written work could be concerning or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is permissible to ask the child if he is all right or if you can help in any way.

Use the welfare concern form (see *Appendix 4*) to record these early concerns and pass it to the Designated Safeguarding Lead immediately. If the child does begin to reveal that he is being harmed or is at risk of harm you should follow the advice in the section '**If a child discloses information to you**' below.

### **If a child discloses information to you**

It takes a lot of courage for a child to disclose that he is being neglected and/or abused. He may feel ashamed, particularly if the abuse is sexual; his abuser may have threatened what will happen if he tells, he may have lost all trust in adults, or he may believe, or have been told, that the abuse is his own fault.

If a child talks to you about any risks to his safety or wellbeing you will need to let him know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen; if you leave it until the very end of the conversation, the child may feel that you have misled him into revealing more than he would have otherwise.

During your conversation with the child:

- Allow him to speak freely.
- Remain calm and do not over react – the child may stop talking if he feels he is upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that in order to help him you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it in such a way that he feels he has done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the Designated Safeguarding Lead. Otherwise let him know that someone will come to see him before the end of the day.
- Follow the procedure outlined below: **Taking action: advice for staff.**

- Write up your conversation as soon as possible on the **Record of Concern Form** and hand it to the designated person.
- Seek support if you feel distressed.

A record of concern form is provided in *Appendix 5* of this document.

#### **4. Taking action: advice for staff**

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the Designated Safeguarding Lead as soon as possible, unless it involves an allegation against a member of staff or volunteer in which case the procedures in *Appendix 2* should be followed;
- if the Designated Safeguarding Lead is not available, ensure the information is shared with a Deputy Designated Safeguarding Lead on the same day. If there is a risk of immediate serious harm to a child and it is not possible to report the matter in accordance with this procedure, a referral should be made to children's social care immediately. See paragraph 5 below.
- Do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete and submit a welfare concern form or a child protection record of concern as appropriate – see *Appendix 4* or *Appendix 5*;
- seek support for yourself if you are distressed.

#### **5. Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined above. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, his Deputies, and/or a Co-Chair of Governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the child's safety.

If, at any point, there is a risk of immediate serious harm to a child, and you are unable to share the information with the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead, a referral should be made to children's social care immediately. Anybody can make a referral.

Under these circumstances, you (or, if necessary, the most senior person in the school that you can find to help you) should contact the ***Ealing Children's Integrated Response Service, tel. 020 8825 8000 (Option 2 followed by Option 1) between 9.00 am and 5.00 pm; after office hours calls reach the Contact Centre of Ealing Social Services. Or by email to: [ecirs@ealing.gov.uk](mailto:ecirs@ealing.gov.uk)***. Urgent referrals should be made by telephone in the first instance.

The ECIRS team will require basic information from you such as:

*Your name*

*Address*

*Details of the child that you have concerns about.*

This information is taken to help the specialist safeguarding team make enquiries, and contact you again if necessary. Information you supply is held in the strictest of confidence and not disclosed to any party, including those connected to the child you have concerns about.

Other points of contact if you wish to seek advice or report your concerns:

- *Ealing Children's Referral Team, tel. 0208825 8000 between 9.00 am and 5.00 pm; after hours calls reach the Contact Centre of Ealing Social Services;*
- *London Borough of Ealing Social Services Child Protection Administration Team, tel. 020 8825 8930;*
- *Ms Sandra Miller (Child Protection Advisor – CPA), tel. 020 8825 6404;*
- *Ms Annari Kotzé (Child Protection Advisor – CPA), tel. 020 8825 7596;*
- *Mr Paul Andrews, Ealing Borough Council Safeguarding, Review and Quality Assurance Manager, and Local Authority Designated Officer (LADO), tel. 8825 8930; 020 8825 8155*
- *Mr John Churchill (Head of Safeguarding, Review and Quality Assurance), tel. 020 8825 8364;*
- *Ms Sharon Scott, Ealing Borough Council Head of Children in Need, tel.020 8825 9780;*
- *Police Child Protection Team, tel. 020 3276 3553.*

NSPCC – for help if you are unsure whether to report your concerns, you can call 0800 028 0285 (from 8.00 am to 8.00 pm on Monday to Friday), or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) .

## **6. Notifying parents**

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

If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, however, then advice will first be sought from children's social care. This is also subject to advice from the LADO if the allegation involves a member of staff.

## **7. Action by the Designated Safeguarding Lead – referral to children's social care**

The Designated Safeguarding Lead (or in his absence, a Deputy Designated Safeguarding Lead) will make a referral to children's social care immediately if it is believed that a child has suffered or is at risk of suffering significant harm.

In situations where a pupil is not at risk of suffering significant harm but is instead in need of additional support from one or more agencies, the Designated Safeguarding Lead will still liaise with children's social care and, depending on their advice, will complete a CAF form to recommend assessment/referral of the pupil and/or his parents for appropriate social care services. (Should a child be resident in a borough other than Ealing, a CAF form should be obtained by contacting the local children's services team for the borough of residence.)

If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with children's social care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to children's social care will be made without delay.

If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to the children's social care within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact the children's social care again.

## **8. Children with harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's *Anti-Bullying Policy and Procedures* where necessary.

However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. All such instances must be reported to the Designated Safeguarding Lead and will be dealt with in accordance with this policy. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the Designated Safeguarding Lead will refer the abuse to external agencies, including, as necessary, the police and children's social care services.

A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation. The school will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

The management of children and young people with harmful behaviour (including sexually harmful behaviour) can be complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

## **9. If a child goes missing**

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Please see the School's separate *Missing Pupil Policy* for further details.

## **10. Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, the Deputy Designated Safeguarding Leads or a Co-Chair of Governors (depending on the subject of the

concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The school will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under Section 47 of the Children Act 1989 in accordance with the requirements of *Working Together to Safeguard Children* (July 2018).

Where allegations have been made against staff, the school will consult with the LADO and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

Record of concern forms and other written information will be stored in a locked facility in the Bursar's Office, and any electronic information will be password protected and only made available to relevant individuals.

## **11. Related safeguarding portfolio policies (for reference)**

The following documents are available on DurstonNet or in the School Handbook. Those available to parents are located on the School Website

- Anti-Bullying Policy
- Behaviour Policy
- Code of Safe Working Practice
- Collection of Children Policy (EYFS)
- Complaints Policy and Procedures
- First Aid Policy
- Health and Safety Policy
- Missing Children Policy and Procedures
- Outings Policy and Procedures
- Pastoral Care Policy
- Privacy Notice
- Pupil Mobile Phone Policy
- Rewards and Sanctions Policy
- Safer Recruitment Policy
- Staff Acceptable Use of Electronic Communication Policy
- Staff Professional Protocol
- Taking, Storing and Using Images of Children Policy



- Trips Policy and Procedures
- Use of Internet and Digital Technology Policy
- Whistleblowing Policy
- Learning Support Register

## 12. Summary of Key Service and Professional Contacts

Contacts from whom informal preliminary advice can be sought are:

- *Ealing Children's Referral Team, tel. 020 8825 8000 between 9.00 am and 5.00 pm; after hours calls reach the Contact Centre of Ealing Social Services;*
- *London Borough of Ealing Social Services Child Protection Administration Team, tel. 020 8825 8930;*
- *Ms Sandra Miller (Child Protection Advisor – CPA), tel. 020 8825 6404;*
- *Ms Annari Kotzé (Child Protection Advisor – CPA), tel. 020 8825 7596;*
- *Mr Paul Andrews, Ealing Borough Council Safeguarding, Review and Quality Assurance Manager, and Local Authority Designated Officer (LADO), tel. 8825 8930; 020 8825 8155*
- *Mr John Churchill (Head of Safeguarding, Review and Quality Assurance), tel. 020 8825 8364;*
- *Ms Sharon Scott, Ealing Borough Council Head of Children in Need, tel.020 8825 9780;*
- *Police Child Protection Team, tel. 020 3276 3553;*
- *Nazia Matin, Ealing Borough Council Prevent Co-ordinator, tel. 020 8825 8895;*
- *Paul Smith, Ealing Borough Council Prevent Safeguarding Manager, tel.020 8825 7590.*

NSPCC – for help if you are unsure whether to report your concerns, you can call 0800 028 0285 (from 8.00 am to 8.00 pm on Monday to Friday), or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) .

Following advice from one of the above agencies, any referral to Social Services will be made initially by telephone to the *Ealing Children's Referral Team* (020 8825 8000) and confirmed in writing using the *Ealing Children's Services Inter Agency Referral Form*, copies of which are available on DurstonNet or from the Headmaster's Secretary's Office.

The document *Durston House Safeguarding Policy and Child Protection Procedures* is available on the School website.

## Evaluation of these Procedures

These procedures will be evaluated annually by the school, amended where necessary and approved by SMT.

<i>Created</i>	<i>October 2008</i>	<i>IK</i>	<i>Version 1</i>
<i>Revised</i>	<i>5 December 2008</i>	<i>IK</i>	<i>Version 2</i>
<i>Revised</i>	<i>November 2009</i>	<i>IK</i>	
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<i>Revised</i>	<i>November 2012</i>	<i>IK</i>	<i>Version 4</i>
<i>Revised</i>	<i>June 2014</i>	<i>IK</i>	<i>Version 5</i>
<i>Revised</i>	<i>15 Nov 2014</i>	<i>IK</i>	<i>Version 6</i>
<i>Approved</i>	<i>18 Nov 2014</i>	<i>SMT</i>	
<i>Revised</i>	<i>2 March 2015</i>	<i>IK</i>	<i>Version 7</i>
<i>Approved</i>	<i>2 March 2015</i>	<i>SMT</i>	
<i>Revised</i>	<i>September 2015</i>	<i>IK</i>	<i>Version 8</i>
<i>Approved</i>	<i>23 September 2015</i>	<i>BoG Ed &amp; Welfare Committee</i>	
<i>Approved</i>	<i>September 2015</i>	<i>SMT</i>	
<i>Revised</i>	<i>September 2017</i>	<i>IK</i>	<i>Version 10</i>
<i>Approved</i>	<i>13 September 2017</i>	<i>SMT</i>	
<i>Approved</i>	<i>13 September 2017</i>	<i>BoG Ed &amp; Welfare Committee</i>	
<i>Revised</i>	<i>30 January 2018</i>	<i>IK</i>	<i>Version 11</i>
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<i>Approved</i>	<i>12 September 2018</i>	<i>BoG Ed &amp; Welfare Committee</i>	
<i>Revised</i>	<i>2 September 2019</i>	<i>IK</i>	<i>Version 13</i>
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<i>Revised</i>	<i>3 April 2020</i>	<i>IK</i>	<i>Version 14</i>
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<i>Revised</i>	<i>6 May 2020</i>	<i>IK</i>	<i>Version 15</i>
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	<i>11 May 2020</i>	<i>BoG Covid-19 Committee</i>	
<i>Revised</i>	<i>September 2020</i>	<i>GE</i>	<i>Version 16</i>

## **Appendix 1: Types and signs of abuse (maltreatment of a child)**

**At the outset, it should be made clear that abuse, neglect and safeguarding issues are rarely ‘standalone’ events that can be covered by one definition or label. In many cases, multiple issues will overlap with one another.**

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen’s Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **Emotional abuse**

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

### **Sexual abuse**

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.

### **Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may 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.

*KCSIE* also recognises the following as specific safeguarding issues:  
These are listed on page 17 of the latest guidance in *KCSIE September 2020* and include amongst others:

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also involve the use of technology. Further details are contained with Annex A of *KCSIE September 2020*

### **Child sexual exploitation (CSE)**

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying) and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Female genital mutilation (FGM), Honour-Based Violence (HBV), Forced Marriage**

While Durston House is a boys’ school, staff should be aware that disclosures by pupils of FGM (procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs) involving young female members of their families should be reported to the Designated Safeguarding Lead. Also associated with FGM is a more general ‘honour-based’ violence (HBV), which encompasses crimes that have been committed to protect or defend the honour of the family and/or the community, which might include forced marriage or breast ironing. Any disclosures pertaining to HBV, should be reported to the Designated Safeguarding Lead. Staff should certainly be aware of the school’s mandatory reporting duty, which came into effect in October 2015, to inform the police of any discovery that an act of FGM appears to have been carried out.

### **Indicators of abuse**

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

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

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

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age.

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

### **Radicalisation**

Increasingly children and young people can be exposed to extremist influences or prejudiced views, in particular via the internet and other social media. It is the school's duty to protect pupils from extremist and violent views in the same way that we seek to safeguard children from drugs, gang violence or alcohol.

Examples of the manner in which children can be vulnerable to radicalisation (and indicators that might suggest such vulnerability) although not exhaustive, can be as follows:

- spending increasing time in the company of suspected extremists;
- changing a style of casual dress or personal appearance to accord with an extremist group;
- day-to-day behaviour becoming centred around an extremist ideology, group or cause;
- loss of interest in friends and/or activities not associated with an extremist cause;
- possession of material or symbols associated with an extremist cause;
- attempts to recruit others to a specific group/cause/ideology;
- communications with others that suggests identification with a group/cause/ideology;
- clearly identifying another group, or groups, as perpetrators of social or political ills;

- expressing attitudes that justify offending on behalf of a group, cause or ideology.

### **Children Missing from Education**

Attendance at school is key to a child's well-being. Inexplicable absences, or interrupted attendance, or, indeed, children missing from education, are potential indicators of abuse or neglect, and in such cases children may be at risk of being victims of harm, exploitation, serious violent crime, or radicalisation. The importance of maintaining accurate information in the school's *Attendance Registers*, and informing the DSL of any concerns in this respect, must be emphasised. (It should be noted that the school's *Oasis* and *Engage* databases hold telephone contact numbers for all parents/guardians, together with an independent emergency contact number, as standard practice.)

### **Peer on Peer Abuse (including 'Sexting' and 'Upskirting')**

Peer on peer abuse can be considered an umbrella term covering a list of forms of abuse that is not exhaustive. Such abuse may involve physical harm, emotional abuse, sexually harmful behaviour (which would include sexual violence, sexual harassment, 'sexting' and 'upskirting'), bullying and cyber-bullying (online bullying, which might also include 'sexting'). In many cases peer on peer abuse may be considered an extreme form of bullying. Procedures for dealing with bullying are included in the school's *Anti-Bullying Policy*, where the involvement of the Headmaster will allow him to consider the severity of the circumstances and act appropriately, in his role as DSL if the situation requires.

'Sexting' is the term used when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. Mobile phones, tablets, laptops and smartphones are all devices that can be used for purposes of 'sexting'. 'Sexting' may also be called 'trading nudes', 'dirties' or 'pic for pic'. It is illegal for young people to take explicit photographs or videos of themselves or others, or to share an explicit image or video of a child, even if such sharing is between children of the same age. It is illegal to possess, download or store an explicit image or video of a child, even if the child has given permission for it to be created.

'Upskirting' is the term used for taking a photograph under a person's clothing without them knowing, with the intention of viewing their underwear, genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Should a disclosure of 'sexting' or 'upskirting' be reported to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Leads, the matter will be reported directly to the Metropolitan Police Service 'acting on information received'. No attempt will be made to examine the reported material by the Designated Safeguarding Lead or his Deputies. Since January 2016, the legislation specific to child abuse images has been such that, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest. Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they present a risk to others. When an incident of 'sexting' has been reported to the police, it the responsibility of the police to involve social services, if necessary, in the first instance.

## **Appendix 2: Procedure to be followed in the event of an allegation against a member of staff or volunteer of abuse**

The DfE has issued statutory guidance which all schools and local authorities must follow when a potential child protection allegation is made against a member of staff. The guidance is contained within the document: *Keeping Children Safe in Education (2020)*.

### **1. The School's Procedures**

The School's procedures for dealing with allegations made against staff will be used where the member of staff or volunteer has:

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

If an allegation is made against a member of staff or volunteer, the school's priority will be to achieve a quick resolution of that allegation. Any unnecessary delay must be avoided.

The following definitions are to be used when determining the outcome of allegation investigations:

- a) **Substantiated**: there is sufficient evidence to prove the allegation.
- b) **Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- c) **False**: there is sufficient evidence to disprove the allegation.
- d) **Unsubstantiated**: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- (e) **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

### **2. Reporting an allegation against staff or volunteers**

All allegations, complaints, concerns or suspicions against staff should be reported directly to the Headmaster (as Designated Safeguarding Lead) or, in his absence, to a Co-Chairman of Governors, unless that person is the subject of the concern.

All allegations, complaints, concerns or suspicions about the Headmaster should be reported to a Co-Chairman of Governors (or in his absence the Governor with responsibility for Child Protection).

All allegations, complaints, concerns or suspicions about a Co-Chairman of Governors should be reported to the Headmaster (or in his absence, the Governor with responsibility for Child Protection).

The Headmaster or Co-Chairman of Governors (or the Governor with responsibility for Child Protection), as appropriate, (the ‘case manager’), will decide whether or not to inform the police or and/or the LADO based on the established statutory criteria for such a referral<sup>3</sup>. The case manager will also inform the Designated Safeguarding Lead (currently the Headmaster), or, if the Designated Safeguarding Lead is the subject of the allegation, a Deputy Designated Safeguarding Lead, (in accordance with *KCSIE 2020*, Part Four, paragraph 201). The LADO will be informed within one working day of all allegations that come to the School’s attention and appear to meet criteria and the LADO, too, may consult the police and children's services as appropriate.

The LADO’s contact details can be found in section 12 of the Child Protection Procedures.

The case manager will not undertake an investigation of allegations without prior consultation with the LADO. Borderline cases will be discussed informally with the LADO without naming the school or individual until the LADO has advised whether a referral is required. Any allegations not meeting the criteria will be dealt with in accordance with Ealing Children’s Safeguarding Board procedures. All such cases will be handled within the school without delay.

All discussions with the LADO will be recorded in writing.

### **3. Disclosure of Information**

The case manager will inform the accused person as soon as possible after consulting the LADO and, unless there is the need for a strategy discussion, will provide as much information as possible at that time. Where the LADO advises that a strategy discussion is needed, or police or children’s social care services need to be involved, the case manager will not speak to the accused person or the parents or carers until those agencies have consulted and have agreed what information can be disclosed.

The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

### **4. Action to be taken against the accused**

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns

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<sup>3</sup> As defined in *WORKING TOGETHER TO SAFEGUARD CHILDREN* (July 2018), Chapter 1 ‘Assessing need and providing help’, page 39. Also to be considered: *KCSIE* (September 2020), paragraph 182: ‘*If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school. . . staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.*’



or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. The individual concerned will be advised to contact his/her trade union representative, if he/she has one, or a colleague for support. He/she will also be given access to welfare counselling and medical advice.

The case manager will appoint a named representative to keep the member of staff informed of the progress of the case and to consider what other support might be appropriate. If the member of staff is suspended he/she will also be kept up to date with current work-related issues.

Where an investigation by the police or children's social care is unnecessary, the LADO will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.

It may be necessary to undertake further enquiries to determine the appropriate action. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the Ealing Children's Safeguarding Board.

## **5. Suspension**

Suspension will not be an automatic response to an allegation and will only be considered in a case where:

- a) there is cause to suspect a child or other children at the school is or are at risk of significant harm;
- b) the allegation is so serious that it might be grounds for dismissal; or
- c) there is a real risk that an investigation may be hampered if the member of staff or volunteer is not suspended during the investigatory process.

All options to suspension will be considered before taking that step. Consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the school or providing an assistant when the individual has contact with children. The school will give due weight to the views of the LADO when making a decision about suspension.

A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.

### **Criminal proceedings**

The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

### **Return to work**

If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and/or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child[ren] who made the allegation.

### **6. Ceasing to use staff**

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met – see above – as per the guidance published by the Disclosure and Barring Service (DBS).

If the accused person resigns or ceases to provide his/her services, this will not prevent child protection allegations being followed up in accordance with this policy and the statutory guidance. A referral to the Disclosure and Barring Service (DBS) will be made as soon as possible, if the criteria are met – see above – as per the guidance published by the DBS.

Staff should be aware that the DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK.

Where a teacher is dismissed (or would have been dismissed had he/she not resigned), separate consideration will be given as to whether a referral to the National College for Teaching and Leadership (NCTL) should be made, as per the flow chart that appears in the guidance published by the NCTL.

Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

### **7. Timescales**

All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Headmaster should instigate appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

### **8. Unsubstantiated or malicious allegations**

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the School's *Rewards and Sanctions Policy* or *Exclusion Policy*.

Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to implement the *Exclusion Policy* by requiring that parent to withdraw their

child or children from the school on the basis that they have treated the school or a member of staff unreasonably and their behaviour is likely to affect the future well-being of the member of staff.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

## **9. Record keeping and references**

Details of all allegations found to be malicious will be removed from personnel records.

A clear and comprehensive summary of any allegations made against a member of staff, and all details leading to and including a resolution, and a note of any actions taken and decisions reached will be kept on the confidential personnel file and will be retained until the accused has reached normal retirement age or for a period of 10 years if that is longer. However, where an issue or concern relating to a member of staff and the safeguarding of children has been identified, records of any concerns, suspicions or investigations will be kept for 75 years. Such records will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The School will provide information regarding a substantiated allegation for the purposes of future references and DBS disclosures in accordance with the School's safer recruitment procedures. In cases where allegations are found to be malicious or unsubstantiated, reference will not be made in employer references.

## **10. NSPCC Helpline**

Should a member of staff feel ill at ease, or, for whatever reason, unable to raise an issue as outlined in the procedures above, or feels that a genuine concern is not being addressed, the NSPCC's *what you can do to report abuse* dedicated helpline is available as an alternative route. Staff can call 0800 028 0285 (from 8.00 am to 8.00 pm on Monday to Friday), or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

**Appendix 3:**

**Confirmation of receipt of Safeguarding and Child Protection policy and induction training**

Name:.....

Date of joining school: ...../...../..... Date of induction: ...../...../.....

Name and designation of staff member responsible for induction: .....

- I confirm that I have received, read and understand the school’s *Safeguarding Policy and Child Protection Procedures*, including the procedure for reporting concerns about a child.
- I confirm that I have read and understand Part One of *Keeping Children Safe in Education* (including *Annex A*).
- I confirm that I have been made aware of my duty to safeguard and promote children’s welfare (see below).

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

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

Signature:.....

Date:...../...../.....

Please sign and return this form to the Designated Safeguarding Lead:

Designated Safeguarding Lead Signature:.....

Date:...../...../.....

THIS FORM MUST BE RETURNED BY THE DESIGNATED SAFEGUARDING LEAD TO THE BURSAR

## **Appendix 4: School welfare concern information form**

If you have any concern about a child's welfare the following information should be recorded in a single document and given to the Designated Safeguarding Lead (or, in his absence, a Deputy Designated Safeguarding Lead) – NB you should speak to the Designated Safeguarding Lead about your concerns before completing this form. This form should be downloaded as a word document, completed electronically and emailed to the Designated Safeguarding Lead.

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead (Appendix 5 of the *Safeguarding Policy and Child Protection Procedures*), and hand it to the Designated Safeguarding Lead without delay.

Pupil's full name

Pupil's Form

Date of this record

Why are you concerned about this pupil?

What have you observed and when?

What have you heard and when?

What have you been told and when?

Date and time you provided this information to the designated person

Your name and designation

Signature

Have you spoken to the child?

What did they say? Use the child's own words

Have you spoken to anyone else about your concern?

If yes, who?

Is this the first time you have been concerned about this child?

If no, provide further details of previous concerns

## **Appendix 5: Child protection record of concern information form**

NB: you should speak to the Designated Safeguarding Lead about your concerns before completing this form. This form should be downloaded as a word document, completed electronically and emailed to the Designated Safeguarding Lead without delay – that is, on the same day. If the Designated Safeguarding Lead is unavailable, send it to a Deputy Designated Safeguarding Lead.

NB: If you do not have certain information, such as the pupil's or family's ethnicity, do not delay handing in the form.

### **Pupil's details**

Full name

Address

Telephone

Date of birth

Gender

Is the child looked-after by the local authority or are there any other legal family arrangements of which you are aware? (for example, a residence order)

When was the pupil first admitted to this school?

Ethnicity and culture

Religion

Does the pupil have any disability or special educational need?

If yes, please specify

Preferred language of pupil

Is any type of language support required to converse with the pupil?

If yes, please specify

Does the pupil know this form has been completed?

If not, why not?

If yes, what did the pupil say?

Details of those with parental responsibility (complete for each parent)

Name

Address

Telephone Number

Relationship to pupil

Ethnicity, culture and religion, if known

Preferred language

Is any type of language support required?

Do those with parental responsibility have any disability or special need?

If yes, how does this disability or special need affect the child?

Details of any siblings

Does the child regularly spend time with other carers, for example, after-school or holiday carers?

Has a Common Assessment Framework (CAF) been completed for this child? If yes, please give date and reason for the CAF

Why are you concerned about this child?

*Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself.*

What have you observed and when? *(This relates to anything you have personally witnessed)*

What have you been told and when? *(Write here anything you have been told by the child or any other person. Be clear about who has said what)*

What have you heard and when? *(This may be third-party information that is relevant but as yet unsubstantiated)*

If an allegation has been made, give any details you have about the alleged abuser

Date and time of this record

Your details

Full name

Position

Do those with parental responsibility know this form has been completed?

If not, why not?

If yes, what did they say?

**NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the child at risk. Speak to the Designated Safeguarding Lead first.**

Does the child have any visible injury, or have they told you they have been injured?

If yes, has medical advice been sought?

Has any action already been taken in relation to this concern? (for example, child taken out of class, first aid)

Name and position of the person this record was handed to:

Date and time the above person received this record:

If this record has been handed to anyone other than the Designated Safeguarding Lead please explain why:

***If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here .....***

## Appendix 6: Coronavirus (Covid-19) Interim Safeguarding Arrangements

If the school is required to amend its arrangements regarding school closure, either wholly or through a rota system as advised by the Local Health Protection Team the following interim safeguarding arrangements will apply:

Important safeguarding principles remain as before:

- with regard to safeguarding, the best interests of children must continue, in all circumstances, to come first;
- should anyone have a safeguarding concern about a pupil, he or she should act immediately;
- a DSL (or Deputy) will always be available for contact during hours of the school's operation;
- it is essential that unsuitable people are not permitted to enter the children's workforce and or gain access to pupils;
- pupils should continue to be protected when they are online.

During the period of interim safeguarding arrangements, the present school *Safeguarding Policy and Child Protection Procedures* will remain in force.

The school will heed to any updated advice received from the local authority regarding children with education, health and care (EHC) plans, to include reporting mechanisms, referral thresholds and children in need.

At all times, during hours of operation, the school will endeavour to have the DSL (or a Deputy) on site. (In the event that neither the DSL nor a Deputy is on site, the DSL will be in a position to be contacted readily by telephone.)

New staff who are recruited, or volunteers who enter the school to work with pupils, during the period of interim safeguarding arrangements, will be provided with a safeguarding induction, which will be supported by the up-to-date *Safeguarding Policy and Child Protection Procedures* and Part 1 of KCSIE. All recruitment of staff will continue to follow the safer recruitment procedures outlined in Part 3 of KCSIE.

The school will continue to consider that the safety of children when online – particularly at a time of increased use of online facilities at school and in the home – is of paramount importance.

All existing school safeguarding and guidance documents on wider safeguarding issues – including the *Staff Professional Protocol* (the staff code of conduct), the *Code of Safe Working Practice*, the *Pastoral Care Policy*, *Behaviour Policy* and *Anti-Bullying Policy* – will continue to be in active use during the period of interim safeguarding arrangements.