

SAFEGUARDING & CHILD PROTECTION POLICY

Date: November 2017

Next Review: November 2018

Responsibility: Full Governing Board

1. INTRODUCTION AND RATIONALE

In line with the Department for Education's (DfE) statutory guidance, "Keeping Children Safe in Education" (September 2016), the Governors and all school staff recognises that all children have a fundamental right to learn in a safe environment and to be protected from harm.

Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, the Governing Board and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant Governors attend appropriate training and work effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

2. AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously, listening to children and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies including Early Help Services in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To make appropriate links and reference to policies in related areas such as discipline and bullying.
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages.

The attached document reflects the content of information all school staff should use as part of regular safeguarding and child protection covering the following areas:

- Legislative framework
- Definitions and categories of abuse and neglect
- Possible indicators of abuse and neglect
- Action by person receiving or identifying a concern
- Action by Designated Teacher
- Consent-child and parent/carer
- Recording and the referral process
- Guidelines for safe practice-professional conduct
- Reports for case conferences.

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The Governors will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff:

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard;
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern with the named person for safeguarding;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child;
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know;
- All staff should have access to appropriate child protection training which is regularly dated;
- School leaders must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.

4. RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER

Governors will ensure that the school has identified a Designated Safeguarding Lead for child protection and a named second person, to undertake the following responsibilities:

- To ensure all staff are familiar with school and Tri-Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff (*see Appendices 4,5 and 8*)
- To ensure all staff receive training in the above, including staff who are temporary or start midyear.
- To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues. Staff report initial concerns raised to the Designated Teacher both verbally and in a brief dated written report;

- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject to an exclusion from the school;
- To ensure the school is represented at child protection case conferences Core Group Meetings and Child in Need Meetings and that written reports are provided as required (*see Appendix 7*);
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB);
- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection;
- To support and advise staff on child protection issues generally;
- To disseminate relevant information between agencies to the appropriate staff, e.g. teachers and support staff;
- To maintain accurate and secure child protection records and send on to new schools (where relevant).

5. RESPONSIBILITIES OF SCHOOL STAFF

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so, they should seek advice and support as necessary from the Head or Designated Teacher and other senior staff members.
- b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- c) All school staff are expected to:
 - Be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Children Safe in Education, e.g Radicalisation in line with the Prevent Duty 2015, Children Missing from Education, Child Sexual Exploitation, Female Genital Mutilation in line with mandatory reporting of concerns from October 2015;
 - Report concerns (including concerns about other staff/professionals) to the Head/Designated Teacher as appropriate;
 - Be aware of the relevant local procedures and guidelines;
 - Monitor and report as required on the welfare, attendance and progress of all pupils;
 - Keep clear, dated, factual and confidential records of child protection concerns (*see appendix 9*);
 - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

6. APPOINTMENT OF STAFF

When appointing staff, the Governing Board is committed to adhering to the principle of safer recruitment, taking account of the DfE's statutory guidance 'Keeping Children Safe in Education' September 2016. They will take account of the guidance issued by the Local Authority's Human Resources Section or Human Resources provider and observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to an enhanced DBS (Disclosure & Barring Service) check;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary.
- The school will maintain an accurate Single Central Record for all staff and adults in the school.
- Since May 2015 all newly appointed staff are required to sign the Catholic Education Service (CES) 'Disqualification Policy' to confirm their compliance with the stated obligations.

7. ALLEGATIONS AGAINST STAFF

- a. Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff members are vulnerable to accusations of abuse.
- b. Governors further recognise that, regrettably, in some cases such accusations may be true. The Governors therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the Headteacher and/or Designated Teacher and notification/consultation with the Local Authority Designated Officer (LADO).
- c. Where an allegation is made about the Headteacher, the Chair of Governors will be informed and the LADO will be notified by the Chair of Governors.

8. STAFF CONTACT WITH PUPILS

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff should familiarise themselves with the school's expectations regarding professional conduct (*see Appendix 8*). The use of control and physical restraint is last resort and should only be considered in exceptional circumstances to keep the child/young person safe and/or those around them safe. A record will be made and parents informed.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

9. STAFF TRAINING AND SUPPORT

- a. Governors recognise the importance of child protection training for Designated Safeguarding Leads and for all other school staff who have contact with children. The Designated Governor for Child Protection will have specific training in their role, available from the Tri-Borough or Diocese.

- b. Governors expect the Head/Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.
- c. The Headteacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Safeguarding Lead.
- d. The Governing Board recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Headteacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

10. CURRICULUM

The Governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection
Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils; (Link to Anti-Bullying Policy).

11. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY

Governors recognise that children with Special Educational Needs and/or Disability (SEND) may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

The school makes appropriate provision, in consultation with the Headteacher, staff and parents, for pupils with SEND, e.g. toileting and dressing.

12. CONFIDENTIALITY

Governors accept that child protection raises issues of confidentiality, which should be clearly understood by all staff.

13. RECORD KEEPING AND REPORTS

- a. Governors expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- b. Governors further expect school staff to assist the Family and Children's Services Department by providing information for child protection case conferences as required.

14. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

Governors expect the Headteacher to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

15. COMMUNICATING POLICY TO PARENTS AND PUPILS

- a. Governors expect parents and pupils to be informed that the school has a child protection policy and is required to follow national and local guidance for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines. A leaflet, facilitating this communication is produced by ACE* and forms part of the ACE reference manual for schools (*See Appendix 10 'Child Protection in Hammersmith & Fulham Schools'*). This leaflet is available on the school website and is part of the Safeguarding and Child Protection Policy. The telephone number for Childline is permanently displayed on the school notice board.

16. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.

Governors require the Headteacher and/or Designated Safeguarding Lead to report to them on the effectiveness of the school's Safeguarding and Child Protection Policy and on associated issues in the school over the preceding year.

17. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This Safeguarding and Child Protection Policy should be read in conjunction with other relevant school policies such as Behaviour and Discipline, Anti-Bullying and Equality policies.

* The ACE reference manual provides guidance documents on school Attendance, Children in employment and entertainment, Elective home education, children missing education, and exclusions. <https://www.lbhf.gov.uk/children-and-young-people/education-support-services/ace/ace-reference-manual>

Tri-Borough Safeguarding and Child Protection

SAFEGUARDING CHILDREN IN TRI BOROUGH SCHOOLS (LEGAL FRAMEWORK & SUPPORTING GUIDANCE)

- Everyone can help to provide a safe environment for children and young people
- Safeguarding not only includes child protection, but also encompasses health and safety, bullying and other issues such as medical needs, school security, drugs and substance misuse
- Safeguarding arrangements in schools should include measures to minimise risks and ensure concerns are addressed

KEEPING CHILDREN SAFE IN EDUCATION SEPT 2016 - details specific responsibilities placed on governing bodies and designated staff within schools. The guidance requires all staff to be trained in child protection regularly (best practice is for training to be provided annually to cater for any staff turnover and to take account of any new guidance or national/local safeguarding priorities). Designated leads for safeguarding should have training every 2 years.

The guidance is supported by various pieces of legislation including:

Ss175 AND 157 EDUCATION ACT 2002 – which place a duty on governing bodies of maintained schools & FE institutions and Proprietors of Independent schools to safeguard and promote the welfare of children. A similar duty is also placed on governing bodies of non-maintained special schools

These are statutory duties and failure to have arrangements in place or have regard to guidance, may be grounds for action by the Secretary of State. Failure of individuals may result in disciplinary proceedings.

THE CHILDREN ACT 1989 - provides the main legislative foundation for the care and protection children. Its overriding consideration is that the child's welfare is paramount and delay is likely to prejudice a child's welfare.

Ss17, 27, 47 CHILDREN ACT 1989 - place duty on local authorities, including schools, to assist where children are in need or at risk of harm

'WORKING TOGETHER TO SAFEGUARD CHILDREN' 2015 - provides a national framework within which agencies and professionals should work together to put the Children Act into practice. It forms the basis for local policies and procedures

'FRAMEWORK FOR THE ASSESSMENT OF CHILDREN IN NEED AND THEIR FAMILIES' - provides guidance as to how professionals and relevant staff undertake assessments in order to decide:

- whether a child is in need, including those at risk of significant harm
- what actions must be taken and which services would be appropriate

'WHAT TO DO IF YOU'RE WORRIED A CHILD IS BEING ABUSED' - provides practice guidance on what to do if you have concerns about a child's welfare, what happens once you tell someone and what further contribution you may be asked to make in order to address the child's needs. It also gives some basic information on the legislative framework for safeguarding children and some useful guidance on information sharing.

Tri-Borough Safeguarding and Child Protection
PROTECTING CHILDREN FROM ABUSE
(Including Definitions and Categories)

LAs, schools and other educational establishments, have a duty to safeguard and promote the welfare of children. Every member of staff can help to protect children from abuse by being alert to possible indicators of abuse e.g. bruises, signs of neglect and distress, knowing what action to take, and knowing the name of the designated person responsible for child protection matters.

‘What To Do If You’re Worried A Child Is Being Abused’, issued to all schools, is practice guidance which focuses on what you should do if you have concerns about children, what will happen once you tell someone and what further contribution you may be asked to make. It also contains some basic information about the legislative framework for safeguarding children and useful guidance about information sharing.

Every member of staff should be familiar with the processes contained in this guidance, which includes some useful definitions and categories of abuse summarised below. More detailed guidance can be found in the **London Child Protection Procedures**.

CHILDREN IN NEED: Those unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services

SIGNIFICANT HARM: Threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering or likely to suffer, significant harm.

WHAT IS ABUSE AND NEGLECT?

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

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

The name of your Designated Teacher is: Miss L. Doherty and in her absence Miss McGinty.

POSSIBLE INDICATORS OF ABUSE

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

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

DEALING WITH CHILD PROTECTION CONCERNS Tri Borough
Initial Action

1. ACTION BY PERSON RECEIVING OR IDENTIFYING A CONCERN

- Treat the concern seriously and take all reasonable steps to protect the child
- Call an ambulance if **urgent** medical attention is needed and immediately inform the Duty Social Worker within the Local Authority covering the child's home address
- Talk to the child according to age, understanding, language preference and special needs
- Avoid leading questions and keep an open mind
- Do not interrupt, make assumptions, offer suggestions or alternative explanations, or attempt to investigate the concern
- Reassure the child that information will only be passed on a 'need to know' basis; do not promise total confidentiality
- Tell the person with designated responsibility for child protection immediately

3. CONSENT

- In general, agreement to refer child welfare concerns should be sought from the child, if sufficiently mature, and/or family, provided this will not increase risk of harm or prejudice an investigation
- Any doubts should be discussed with the Duty Social Worker within the Local Authority covering the child's home address

REMEMBER
Act quickly, delay may prejudice a child's welfare

2. ACTION BY DESIGNATED PERSON

- Discuss the information with the person receiving the concern in order to decide what action to take
- If the child has made an allegation against a professional, the Designated Teacher should now contact the LADO within the Local Authority where the school is located
- Has the child suffered or is the child at risk of significant harm? If yes, contact the Duty Social Worker in the Local Authority where the child's home address is located
- Does the concern amount to a possible criminal offence? **NB: REMEMBER concerns about possible sexual abuse should not be discussed with the parents prior to discussion with Children's Services.** If yes, contact the Duty Social Worker in the Local Authority where the child's home address is located
- Does the child need additional services? If yes, can the school deal? If not, do you need to contact the LA for support e.g. education psychologist or should you make a 'child in need' referral to Localities or Early Help

4. RECORDING

- The person receiving the concern should record the information including date, time, place, those present and anything said, in the child's own words. This should be signed and dated by the person receiving and countersigned by the designated person.
- All decisions (including taking no further action), the reasons and those who made them, should be recorded (timed, dated, signed and countersigned as appropriate)
- When calling the Duty Social Worker, be ready to provide the child's name, date of birth, ethnicity, address, information about the concern as above, details of any siblings and contact details of parent(s)

***You may need to refer to your notes
If called to give evidence in court***

Tri Borough Safeguarding and Child Protection**REFERRING CHILD PROTECTION CONCERNS****(KEY POINTS FOR ACTION)**

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

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

DELAY MAY WELL LEAD TO THE CHILD SUFFERING FURTHER HARM

REMEMBER

- **BE AWARE**
- **SHARE ANY CONCERNS**
- **ACT QUICKLY**

**Tri Borough Safeguarding and Child Protection
Report for conference**

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

Conference (initial/review¹) details:

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

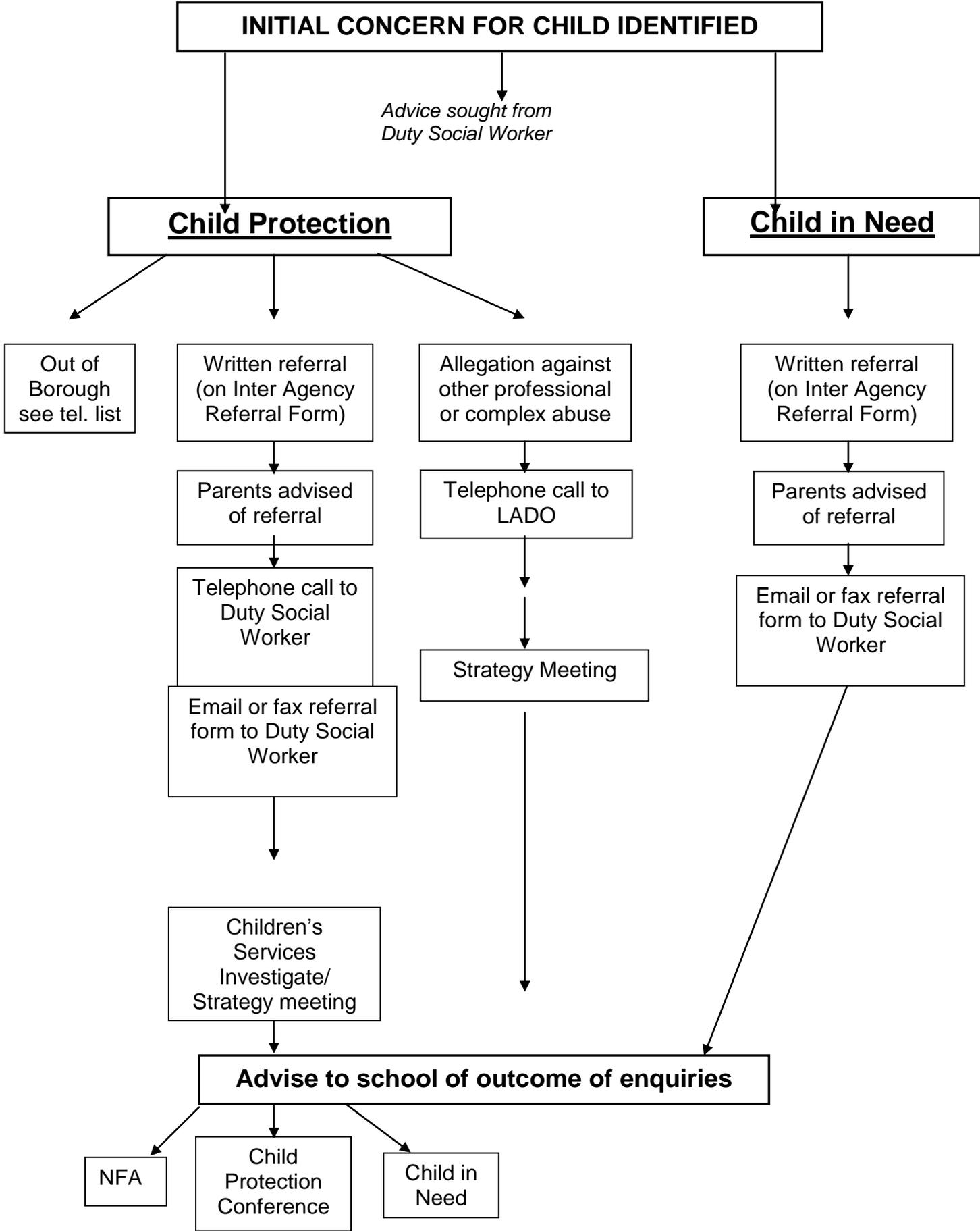
Child(ren)'s details:

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

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

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

Tri Borough Safeguarding and Child Protection
REFERRAL PROCESS TO DUTY SOCIAL WORK SERVICE



LARMENIER & SACRED HEART CATHOLIC PRIMARY SCHOOL

SAFEGUARDING ~ CODE OF CONDUCT FOR STAFF, STUDENTS AND VOLUNTEERS

GUIDELINES FOR SAFE PRACTICE

- Know the school's child protection arrangements and named Designated Safeguarding Leads (DSLs): **Lena Doherty** (KS2 Teacher) and in her absence **Jennifer McGinty** (Headteacher).
- Gifts to individual children should be part of an agreed reward system; other gifts should be of insignificant value and given equally. Do not single a child out for special treatment. Do not accept gifts regularly or ones of significant value; declare any which may be misconstrued.
- Maintain professional boundaries. Do not give out your address, home/mobile phone number or e-mail address unless agreed with senior management and parents. Do not send pupils text messages and follow internal guidance about internet/e-mail use. Do not socialise with pupils or take them to your home.
- Report any concerns that a pupil has developed a crush on a member of staff. If a child touches you inappropriately, record and report it to the designated person. It may be innocent, but could indicate a problem that needs to be explored. Avoid clothing which could give the wrong messages.
- Physical contact should be needs led, age and gender appropriate. Involve another member of staff where contact may be misinterpreted. Avoid conduct which could be misinterpreted e.g. horseplay, tickling or fun fights. Avoid children sitting on your lap.
- Where physical contact is necessary to demonstrate the use of an instrument or equipment, e.g. PE, games and music tuition, ensure that this is within appropriate boundaries.
- Do not do anything personal for a child that they can do for themselves. If bathing or changing a child with special needs, try to have another person present. Follow the agreed care plan for children requiring intimate care on a regular basis. Supervising children showering or changing should be age and gender appropriate and sensitive to potential embarrassment.
- Record and report incidents involving a child, including injuries, according to relevant procedures, e.g. Child Protection, Physical Intervention, Health and Safety.
- Do not make, or encourage others to make, comments which are sarcastic, demeaning or insensitive, or humiliating, or might be interpreted as such.
- Avoid meetings with pupils in secluded areas. Ensure visual access and/or open door in 1 to 1 situations and avoid 'engaged' signs. Avoid being alone with a pupil in transport.
- Plan and agree arrangements for out of school activities in advance, e.g. overnight stays and adult/pupil ratio. Follow Health and Safety rules.
- Adhere to the school's policy on relationships and sex education and the wishes of parents. Ensure materials used relate to planned learning outcomes and cannot be misinterpreted.
- Only use photography etc. as appropriate to a school lesson or activity and ensure a senior member of staff is aware. Avoid 1 to 1 sessions. Be clear about the use and disposal of images. Be sensitive to children who appear uncomfortable being photographed. Recognise potential for misinterpretation. Ensure all images are available for scrutiny. Do not take, display, or distribute images without consent.
- Report any concerns about a colleague's behaviour and/or attitude toward children to the Headteacher.

I have read the 'Safeguarding ~ Staff, Students and Volunteers' Code of Conduct' and I agree to follow the guidelines produced by the Tri-Borough.

Name: *(please print)*

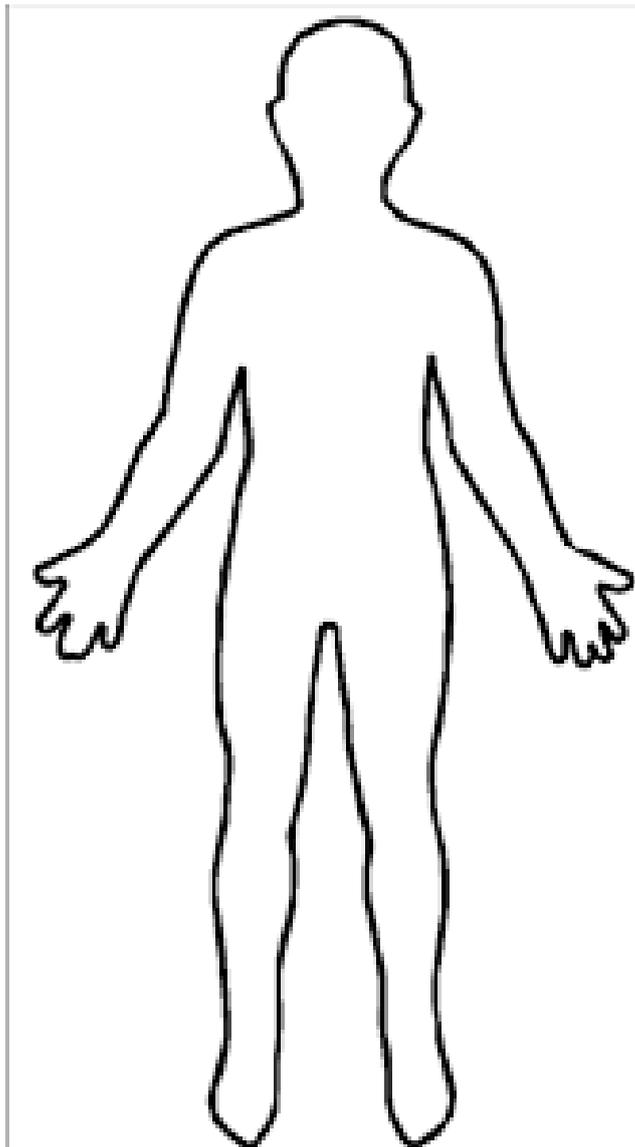
Signed: Date:

Action taken by Designated Teacher and/or Headteacher:

Please tick and date:

- **Reported to Designated Safeguarding Officer**
- **Reported to Headteacher**
- **Referral to Children’s Social Care yes / no (to monitor)**

Signed



Children's Services by dialling:

Hammersmith & Fulham

020 8753 6600

They can also dial the

NSPCC Helpline (Freephone) on

0808 800 5000

- A**ttendance (statutory)
- C**hild employment and entertainment
- E**lective home education and children missing education

Child Protection in Hammersmith & Fulham Schools

The purpose of this leaflet is to inform parents and carers about the procedures used in Hammersmith & Fulham schools and nurseries to protect children and young people from abuse and neglect.

The leaflet aims to answer the most common questions that parents or carers ask about child protection.

What is child abuse?

Child abuse occurs when a relative, carer or professional harms or neglects a child or young person or fails to protect a child from being harmed by another person. Besides physical injuries, the abuse can be emotional or sexual.

What has this got to do with education?

The Children Act 1989 requires local councils to investigate the circumstances of all children thought to be suffering significant harm. Children's services (social care) make these investigations, but other council departments, including schools, must assist in protecting children from abuse. The government expects all schools to have child protection procedures. Each school has to name a senior teacher to be responsible for seeing the procedures are followed in the school.

What do the child protection procedures in Hammersmith & Fulham say?

The guidelines of the Local Safeguarding Children's Board (LSCB) make it clear that all schools and nurseries must report all cases of actual or suspected child abuse. This includes any unexplained marks or injuries, any unusual behaviour, and any worrying observations or remarks made about or by a child.

Shouldn't school staff talk to parents or carers first?

Yes, in most cases. However, there may be occasions when it is not possible or not considered to be in the child's best interests. Does this mean that the child will be removed from home?

No. It is very rare for this to happen: the Children Act 1989 says that everything possible should be done to assist parents or carers to look after their children at home. Children will only be removed from home if

there is no other way of ensuring their safety.

If there is serious concern about possible abuse or neglect, a meeting will be called. This will be known as a child protection case conference. The family will be invited.

What happens if a referral is made and the child is not being abused?

This can be very upsetting for the parents or carers and children, but please remember that a child protection referral is not an accusation. It is the sharing of concern. Many children have been saved from being seriously hurt (or worse) and families helped at times of great stress because of prompt action by school staff. Very often referrals will come to nothing. Staff must act in the best interests of the child, even if that means that innocent parents or carers are sometimes upset. Schools cannot take risks with the welfare or safety of children.

What can parents or carers do to prevent a false alarm?

Children benefit from their education when staff and parents or carers work in partnership. This means that there must be good communication between home and school. Parents or carers should tell class teachers or headteachers if a child

- has been hurt accidentally,
- has a medical condition that may lead others to suspect abuse,
- is specially upset about something that has happened at home.

What can parents or carers do if they feel they may have gone too far in punishing their children or fear they may harm them?

Help is available, and telling someone there may be a problem is the first step to solving it. Parents or carers can contact a social worker from their local area

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