

ST. MARY'S SCHOOL, HAMPSTEAD

EVERY CHILD MATTERS

SAFEGUARDING POLICY

(Previously known as the 'Child Protection Policy')

2011-2012



Original: 2010-2011

Revised by: Charlotte Hall (Bursar) – March 2012

Review Date: September 2012

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September 2011
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MISSION STATEMENT

St Mary's School seeks to provide an education firmly founded on Christ and the Catholic faith.

Spiritual and moral principles are nurtured in a way that is reflected in daily life.

Within a happy and caring environment and based on the recognition of the dignity and worth of every child, high standards are expected and pursued. Intellectual development is emphasised and fostered along with the pursuit of academic excellence.

St Mary's values the unique contribution of every child within the school community.

St Mary's aims to encourage an active partnership between home, school, parish and the wider community

ST. MARY'S SCHOOL, HAMPSTEAD

EQUAL OPPORTUNITIES STATEMENT

St. Mary's School, Hampstead is an equal opportunities school.

As an equal opportunities school we will not discriminate (directly or indirectly), harass or victimise any individual or groups of individuals on the grounds of:

Ethnicity
Ability
Special needs and disability
Race
Gender
Religion or belief
Culture
Home language
Family background or
Sexual orientation
Pregnancy or Maternity

The school is committed to the advancement of equality of opportunity.

INTRODUCTION – SCHOOL PROCEDURES

St. Mary's School, Hampstead is committed to the safety and welfare of all its pupils and will **have regard to, and comply** with the provisions set out in **all current** DfE Guidance ('Safeguarding Children and Safer Recruitment in Education'), ISI Standards Regulations, 'Every Child Matters' (DfE) and in accordance with locally agreed inter-agency procedures as outlined in the Camden Safeguarding Policy [see **attached document Sept 2011**]. The Policy and Procedures apply to the whole school community including the EYFS.

Aims and Objectives:

This Policy ensures that all staff in our School are clear about the actions necessary with regard to a child protection issue. Its aims are:

- To raise the awareness of all staff and identify responsibility in reporting possible cases of abuse;
- To ensure effective communication between all staff when dealing with child protection issues;
- To lay down the correct procedures for those who encounter an issue of child protection.

Procedures:

Designated Child Protection Co-ordinator:

The Head teacher [**Miss A Rawlinson**] is the designated Child Protection (CP) Co-ordinator for the School including the EYFS. In her absence this responsibility will be delegated to the Deputy Head [**Mrs M Campbell**]. Under the statutory Duty of Care the school has a clearly defined role of recognition and referral in CP matters.

The Designated Co-ordinator will have responsibility for liaising with all other relevant agencies over child protection cases and for co-ordinating action within the school. All referrals will be made within 24hrs.

Designated Safeguarding Governor: Mrs C Spinner

The Role of the School:

- To ensure that all staff are aware of the CP policies, practice and procedures in place to safeguard and promote the welfare of all children in the school **including the EYFS** (*Every Child Matters* – 5 outcomes).
- To provide and keep a record of CP training received by Staff.
- To ensure that all staff are fully aware of the Area Child Protection procedures (Camden – See CP Policy **September 2011** & All London Plan, DFCSF Guidance).
- To be responsible for Referral and liaison with other agencies.
- To maintain a Central Record of children on the Child Protection Register (CPR).
- To be responsible for the monitoring of children on the CPR.
- To ensure that child welfare records are kept separately from education records.
- To compile reports and attend at child protection conferences /multi-agency meetings.
- To ensure that copies of written Common Assessment Framework Form (CAF / eCAF) is sent to the local authority designated officer (LADO).
- To protect children from abuse through teaching, school ethos and work with parents.
- To follow procedures in cases where there are allegations made against a member of staff, volunteers or the Head Teacher as CP Co-ordinator informing promptly the designated Governor for CP, whether allegations are of a minor or serious nature, as well as informing the Chair of Governors. In case of serious harm, the police should be informed from the outset.

The Role of staff:

If any teacher, member of staff or volunteer suspects that a child may be a victim of abuse they must immediately, without delay, inform the Designated CP Co-ordinator about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”. Marlborough Child Protection Policy

Points to remember if abuse is suspected:

- Suspicion should be reported immediately as delay may cause the child harm
- The diagnosis of abuse is very difficult even for experts- if ever in doubt ask.
- It is important to listen to the child and reassure them but **never** promise to keep what they have said secret.
- It is inappropriate to question the child closely – this should be left to the later investigation. Asking a child leading questions or attempting to investigate the allegations of abuse may jeopardise a police investigation.
- All cases of both suspected and established abuse should be documented in an accurate and objective way. All the evidence should be described along with relevant comments and disclosure made by the child. This should be recorded in the monitoring sheets (Camden CP Policy Appendix 2.)as soon as possible.
- All records and details of the case should be kept strictly confidential and filed in the Head’s Office / Welfare Files.
- The protection of the child should be top priority

Staff are reminded that they must ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, engaging in inappropriate electronic communication with a pupil, use of staff mobile phones , gifts cards and notes etc.)

Confidentiality and Information Sharing:

- All staff must understand the issues of confidentiality raised by child protection.
- All staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.
- If a child confides in a member of staff and asks for secrecy it is important that a child is told sensitively of the duty to refer.
- Children should be assured that the matter will be treated confidentially and only shared with those that need to know.

- Staff who receive information on children and families in the course of their work should only share this within appropriate professional contexts.
- **A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. In such cases the school should report its concerns to the local authority social care department.**

Record Keeping:

- Child protection records will always be kept in a secure, central location [Head's Office / Welfare Files]. These records will be kept separately from children's educational records. (See School Central Record of Children Form – Camden CP Policy Appendix 4.)
- Referral forms – which will be completed by the Headmistress e- (e-CAF – see Camden CP Policy – Appendix 5) can be accessed electronically and can be used for monitoring purposes for use over a 4-6 week period for children whose names are on the CP Register or for those causing lower level CP Concerns. Any other written evidence (also drawings/ written work by the child) can be attached to the referral form.
- Information will be held in the pupil 'Welfare Files' and transferred when a pupil leaves the school. Copies of all documents will be retained and securely maintained for 25yrs.

The Role of the Governing Body:

The governing body will ensure that:

- The school's safeguarding policies and procedures are consistent with Camden Safeguarding Children Board procedures, DCSF and ISI Standards and that these are regularly monitored, reviewed annually and updated where necessary, noting the efficiency with which the related duties have been discharged.
- There is a responsible Safeguarding Governor [**Mrs C Spinner**] and a designated Child Protection Co-ordinator [**Miss A Rawlinson**] who reports directly to the governing body on the implementation of child protection policies. The designated Governor and Child Protection Co-ordinator will receive updated

training in child protection and inter agency working every two years.

- The Safeguarding policies and procedures are applied to the EYFS.
- Parents are made aware of the school's safeguarding policies and procedures which are published on the school website www.stmh.co.uk and are available in hard copy on request (Free of charge).
- The school has appropriate procedures such as CRB checks and is compliant with DCSF /ISI Standards Regulations to ensure safe recruitment practices and to deal with allegations against staff, volunteers and Head.
- Assurance is obtained that appropriate child protection checks and procedures are applied to any other staff employed by another organisation and working with / contact with the school's pupils on and off site.
- All staff receives safeguarding and child protection training at least every 2 years and that all **temporary**, volunteer and supply staff are made aware of safeguarding arrangements. **Induction training is given to all staff and volunteers newly appointed.**
- Action is taken, without delay where any weakness in child protection or safeguarding policy and practice are apparent within the school.
- Other organisations using the school premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place.
- Report to the ISA within one month of leaving the school any person (employed, contracted, volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Respond to requests from the ISA for information that is held by the school.
**ISA Contact Information: address for referrals –
PO Box 181, Darlington DL1 9FA (tel: 01325 953 795).**

Independent Safeguarding Authority (ISA) Registration & CRB:

The current vetting and barring procedures are under review and consequently, there is no requirement for staff to be registered with the Independent Safeguarding Authority (ISA).

However, the ISA still has responsibility for keeping a list of those individuals who are barred from working with children and this information will be included in CRB checks, although employers can approach the ISA independently for information. Employers still need to refer individuals whom they consider to be unsuitable to work with children to the ISA.

Under proposed legislation to be enacted soon, the number of posts requiring checks will be reduced and CRB checks carried out by one employer should become more portable across different organisations. Until such time, St Mary's School will follow procedures as set out in this document and related guidance and standards.

The Safeguarding Vulnerable Groups Act requires a CRB check to be carried out for anyone who is involved in a regulated activity (ie: teaching, instruction, guidance, care or supervision of children) on a frequent or intensive basis (more than 2 days in every 30 or overnight) where that person has unsupervised contact with children.

Allegations of Abuse – made Against Staff, Volunteers, Head:

The school has a statutory duty to follow the procedures set out in the Local Authority Safeguarding Policy - See Policy **September 2011**: Section 5.4

See : 'GUIDANCE FOR THE MANAGEMENT OF AN ALLEGATION AGAINST A MEMBER OF STAFF, VOLUNTEERS or HEAD' (LBC)

Policy Review:

This Policy is reviewed annually by the Governing Body

Next Review date: **September 2012**

Signed.....Mrs M Jeffrey (Chair of Governors)

Date: Reviewed March 2012- C Hall

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Safeguarding Procedures - Recruitment:

SAFEGUARDING PROCEDURES

The Following procedures are carried out by the school to ensure safe recruitment, vetting and training:

1) Safer Recruitment:

- Advertisements and forms demonstrate commitment to child protection and safety.
- Interview Panels skills and experience appropriate for the vacancy available.
- Trained NCSL Safer Recruitment Assessors: Head and three Governors fully qualified.
- CP Questions during interview procedure.
- Recruitment Administration:
 - a) References checked verbally. Background checks made with past employers.
 - b) Verification of professional status, original certification seen and copied
 - c) Handwritten letters of application and school application form completed
 - d) Proof of identity confirmed
 - e) Staff with VISA and Work Permits – ensured that they have the right to work.
 - f) Enhanced CRB Disclosure made for all staff, Governors, Trustees and Volunteers (See CRB Policy). Re-checks made every 3 yrs or with a change of role. Letters of ‘Good Conduct’ sought for overseas employees. Supply Staff CRB **and vetting** details sought from agencies and recorded.
 - g) **Medical Declaration Form signed.**
 - h) Single Central Record of evidence maintained
- Staff:
 - a) Staff Handbook and Induction Procedures
 - b) Policy Documents and Procedures available and updated regularly
 - c) Regular staff training – access to multi-agency advice and expertise

- d) Child Protection Training from Camden at least every 2 years.
Head –Designated person – training at least ever 2 years.
(Camden);CAF, eCAF Training)

RELATED STAFF TRAINING DETAILS:

- 1) NCSL
Safer Recruitment Assessor

Headmistress - Miss A Rawlinson
Chair of Governors – Mrs M Jeffrey
CP Governor – Mrs Catherine Spinner
Governor – Mrs Elizabeth Evans

- 2) e-CAF Training

Headmistress - Miss A Rawlinson (March 2010)
Deputy Head – Mrs M Campbell (March 2010)
SENCO – Mrs C Keane (March 2010)
Bursar – Miss C Hall (June 2010)
EYFS - Miss A Emery (June 2010)

- 3) Whole Staff Training – See Separate Records (Bursar)

Last whole staff training: September 2011

- 4) London Borough of Camden:

Safeguarding Children – Level B

Headmistress - Miss A Rawlinson – 30/03/11
Deputy Head - Mrs M Campbell – 30/03/11

- 5) ISI Workshops 2010-2011

Headmistress – Miss A Rawlinson
Bursar – Charlotte Hall
Governor – Mrs McCarron

Recognition of Indicators of Abuse:

- a) Categories of Abuse & Indicators

Appendix 1:

CHILD PROTECTION; DEFINITIONS AND INDICATORS

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Safeguarding and Social Care have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals

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Related Policies and Procedures:

The Wider Context : Every Child Matters – Meeting the 5 outcomes:

Being Healthy
Staying Safe
Enjoying & Achieving
Making a positive Contribution
Achieving economic wellbeing

Find below Related Policies and Procedures used at St Mary's School:

Staff Induction Policy
Staff Handbook
CRB Policy
Data Protection

Health & Safety Policy / First Aid & Medicines Policy
Emergency Procedures
Fire Procedures
Collection of Children Policy
Missing Children Procedure

Allegations against Staff Procedure
Complaints Procedure

E-Safety Policy
ICT – Acceptable Use Agreement Form – Staff sign
E- Safety Agreement Form – Parents sign
Keeping Safe – 12 rules – Pupils sign
Digital Agreement Form
Cyber Bullying and use of Mobile Phones

Anti-bullying Policy
Behaviour & Discipline Policy

PSHCE Policy
Sex & Relationships Policy

Equal Opportunities / Equality Policy

Working With Parents – Guidance

House Systems – ‘Little Sisters’

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London Borough of Camden
Safeguarding Policy – September 2011

Children, Schools and Families

Model safeguarding and child protection policy for schools and colleges in Camden



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Key contacts

School/college

Name of school/college:

Headteacher/principal:

Name:

Contact details:

Designated child protection teacher:

Name:

Contact details:

Deputy designated child protection teacher:

Name:

Contact details:

Nominated governor for child protection:

Name:

Contact details:

London Borough of Camden

Child protection lead officer:

Name: Bodil Mlynarska

Contact details: 020 7974 6999

Safeguarding lead officer, Crowndale Centre:

(covering Kentish Town, Chalk Farm, Camden Town, Regents Park, Somers Town, Holborn)

Name: Ila Modi

Contact details: 020 7974 1502

Referrals to the Duty & Assessment team

Tel: 020 7974 4094

Fax: 020 7974 1557

Safeguarding lead officer, West End Lane:

(covering (Hampstead, Gospel Oak, West Hampstead, Swiss Cottage, Highgate, Kilburn)

Name: Patricia Denney

Contact details: 020 7974 6628

Referrals to Duty and Assessment team

Tel: 020 7974 6600

Fax: 020 7974 6611

1 Purpose of policy

This school/college is committed to helping children achieve good outcomes by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

In line with the Education Act 2002, the school/college will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- providing a safe, healthy learning environment that allows them to develop to their full potential
- safeguarding their welfare, particularly those pupils who are most disadvantaged
- providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare
- ensuring safe recruitment practices
- ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan
- raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns
- teaching children to keep themselves safe and ensuring they know who to approach for help
- promoting partnership working with parents and professionals.

2 Roles and responsibilities

2.1 Camden Children Schools and Families (CSF)

CSF and the Family Support and Social Work division will support the school/college to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough
- providing services under the Children Act 1989 for those children who have been assessed as being in need, in need of protection or requiring alternative accommodation
- providing the school/college with advice, support and guidance, policy and procedures, training and a dedicated lead officers with responsibility for child protection and safeguarding

- dealing with allegations against members of staff and volunteers
- taking responsibility for those children who are not in education.

2.2 Governing body

The governing body will ensure that:

- the school/college's safeguarding policies and procedures are consistent with Camden Safeguarding Children Board procedures and that these are regularly monitored, reviewed and updated where necessary
- related school policies around pupil welfare, such as behaviour and attendance, are in place to support the wider safeguarding of pupils
- there is a responsible safeguarding governor and a designated child protection teacher who reports directly to the governing body on the implementation of child protection policies and liaises with Camden CSF on safeguarding matters
- parents are made aware of the school/college's safeguarding policies and procedures
- the school/college has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers that are consistent with statutory guidance and reviewed on an annual basis
- all staff receive safeguarding and child protection training at least every 2 years
- action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school or college
- other organisations using the school/college premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place.

2.3 Head teacher/principal

The head teacher/principal will ensure that:

- staff are fully aware of the school/college safeguarding and child protection policies and that these policies are fully implemented

- all staff have a good understanding of their role in the identification and referral of safeguarding concerns
- the designated child protection teacher is given sufficient time and resources to carry out their responsibilities
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school/college
- safe recruitment practice is followed whenever recruiting to posts
- the school/college offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice
- appropriate action is taken whenever an allegation is made against a member of staff
- safeguarding issues are brought to the attention of the governing body.

3 Safeguarding children

3.1 Definition

Safeguarding covers a broad agenda and aims to achieve the following:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

Safeguarding is a preventative agenda that helps children to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

3.2 Role of the school/college

The school/college recognises that pupils may face many barriers to learning that may affect their prospects in later life. The school/college will safeguard and promote pupil's welfare by focussing on preventative actions and services so that all pupils are able to fulfil their potential under each of the 5 *Every Child Matters* outcomes:

- ***Being healthy***

Aims:

The school/college will promote pupil's health by educating them on healthy diets and lifestyles using the healthy schools programme and school policies on healthy eating and physical exercise, as well as delivering information on sexual health and relationships and substance misuse via the curriculum.

The school/college will work closely with health professionals to monitor pupil's health and ensure that pupil's with health needs receive the extra support they need to fully participate in education.

Pupils affected by their parent's or their own substance misuse problems will be referred to Camden's Forward Drug and Alcohol Service (FWD) to receive expert advice and support.

Key safeguarding policies

- Administering medicines (see link for DfE advice)
[Managing medicines in schools - The Department for Education](#)
- Sex and relationships
- Intimate care (see section 5.4.3)
- Healthy schools (see link for DfE advice)
[Healthy Schools - The Department for Education](#)

- ***Staying safe***

Aims:

The school/college aims to provide a safe learning environment where pupils are:

- kept safe from accidents whilst at school and during outings
- protected from maltreatment through the implementation of Camden Safeguarding Children Board child protection procedures and safe recruitment practices
- taught to keep themselves safe via safety messages delivered through the curriculum and other forums
- feel supported, safe and protected and able to raise concerns.

Safety messages will be delivered via the curriculum and pupils will be provided with opportunities to discuss issues they feel are affecting their safety at school and within the community.

Key safeguarding policies:

- Child protection policies and procedures listed in section 4
- Dealing with allegations of abuse (see updated policy)

- Safeguarding children and safer recruitment in schools
<http://www2.cnwl.ac.uk/UserFiles/File/Safeguarding%20Children%20and%20Safer%20Recruitment%20Practices%20in%20Education.pdf>
- Health and safety and risk assessments (see section 5.5 of this policy)
- Educational visits (ensuring pupils are safe on school/college outings)
- Monitoring visitors (see section 5.3)
- Safe recruitment (see section 5.1)
- E-safety (keeping pupils safe on the internet)
- Anti-bullying and behaviour
- Anti-discrimination and equality
- Children missing from school (action to be taken when a child disappears from the school/college role)
- “Learning together to be safe” (DCSF 2008 – guidance on keeping pupils safe from targeting by violent extremists)
<http://publications.dcsf.gov.uk/eOrderingDownload/00804-2008BKT-EN.pdf>
<http://www.standards.dfes.gov.uk/ethnicminorities/resources/racistincidents2006v1.f.pdf>
- Guidance for schools on gangs and group offending
<http://publications.teachernet.gov.uk/eOrderingDownload/00802-2008BKT-EN.pdf>
- Guidance on dealing with forced marriage (FCO 2008 – contains guidance for schools and colleges on what action to take)
<http://www.fco.gov.uk/resources/en/pdf/3849543/forced-marriage-guidelines09.pdf>
- Teenage relationship abuse (see link for DfE advice)
[Teenage Relationship Abuse campaign - The Department for Education](#)

- *Enjoying and achieving*

Aims:

The school/college will ensure that pupils attend regularly, enjoy learning and are achieving to their full potential.

Key safeguarding policies:

Attendance, behaviour and exclusions (new policies)

<http://media.education.gov.uk/assets/files/pdf/b/behaviour%20and%20discipline%20in%20schools%20%20%20guidance%20for%20governing%20bodies.pdf>

<http://media.education.gov.uk/assets/files/pdf/u/use%20of%20reasonable%20force%20advice%20for%20headteachers%20and%20governors.pdf>

SEN

- *Making a positive contribution*

Aims:

The ethos of the school/college will be one where pupils feel valued and are able to participate and contribute to the development of policies that support co-operation, inclusion and integration.

Pupils will be encouraged to participate in a wide range of activities at school and within the community and discouraged from engaging in anti-social behaviour.

The school/college will follow DCSF guidance “Recording and reporting racist incidents” in order to challenge racist abuse or harassment by pupils and promote good race relations.

Key safeguarding policies:

- Anti-bullying and behaviour
[Children and young people - participation - The Department for Education](http://media.education.gov.uk/assets/files/pdf/p/preventing%20and%20tackling%20bullying.pdf)
<http://media.education.gov.uk/assets/files/pdf/p/preventing%20and%20tackling%20bullying.pdf>
- Anti-discrimination and equality
- Participation
- **Screening and searching**
<https://www.education.gov.uk/publications/eOrderingDownload/screening%20searching%20and%20confiscation.pdf>
- Exclusion (see link to DfE advice)
[Exclusion guidance - The Department for Education](#)

- ***Achieving economic wellbeing***

Aims:

The school/college will ensure that older pupils are helped to prepare to move on to further education, training or employment and are given opportunities for work experience.

Key safeguarding policies:

Work experience

3.3 Supporting pupils

The school/college will support all pupils who have been assessed as having extra needs or are subject to a child protection plan. All children will be made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

Schools should ensure pupils know about the Camden Safeguarding Children Board website that contains detailed information for children and young people on a range of safeguarding issues and how to keep themselves safe and seek appropriate help.
[Camden Children Safeguarding Board :: Staying safe: what you can do](#)

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

3.4 Powers regarding management of pupil behaviour

- Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found in the policies listed at the following links.

<http://media.education.gov.uk/assets/files/pdf/b/behaviour%20and%20discipline%20in%20schools%20%20%20guidance%20for%20governing%20bodies.pdf>

<http://media.education.gov.uk/assets/files/pdf/u/use%20of%20reasonable%20force%20advice%20for%20headteachers%20and%20governors.pdf>

However, Camden strongly advises schools:

- not to carry out non-consensual searches of pupils or their bags or lockers except in the presence of the safer schools police officer
- only to use reasonable force where there is a risk of harm to the pupil or others or a risk of substantial damage to property.

Schools should be familiar with Camden's local policies on bullying, use of physical restraint and guidance on carrying out searches of pupils.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

3.5 Working with parents and carers

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the school/college recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

The school/college will:

- make parents aware of the school/college's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school/college policies available on the school/college web-site or on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff

- consult with and involve parents and carers in the development of school/college policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

3.6 Inter-agency working

The school/college recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

To achieve this, the school/college will lawfully share information with agencies in order to ensure pupils receive appropriate services, and will use the Common Assessment Framework to assess those children with extra needs and make appropriate referrals to agencies on behalf of the pupil.

The school/college recognises the central role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings such as case conferences and core group meetings.

The school/college will liaise with Camden's lead officers for safeguarding wherever there are any concerns or issues relating to safeguarding practice or the safeguarding of individual pupils.

3.7 Children who are **missing from education or home educated**

Schools need to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns. Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. Schools should refer to Camden's "Children missing from education" policy and the CSCB missing children protocol for further details.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- The Education Welfare Service must be notified of all decisions
- If the child is already known to FSSW, their allocated social worker should be notified immediately

- If the child is not known to FSSW, but the school has concerns about their welfare, the designated child protection teacher should make a referral to FSSW.

3.7 Role of Family Services and Social Work (FSSW)

FSSW is responsible for carrying out Camden's statutory duty to safeguard and promote the welfare of children in the borough by providing services for children who have been assessed as being in need, in need of protection or in need of accommodation under the Children Act 1989.

Intervention by FSSW is based on the assessed level of need or risk the child is experiencing. Levels of need and risk and corresponding responses by FSSW are explained in the division's eligibility criteria for services. FSSW offer a service at the following levels:

- ***Children in Need – medium level risk (ISA level 2)***

These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Services for these children focus on early intervention and prevention, and are aimed at supporting families so that children are able to remain at home.

Staff who are concerned that a pupil may require extra support and services from FSSW because they are in need should complete a CAF assessment and make a referral to the relevant duty and assessment team.

Parental consent must be sought prior to making any referral. Staff may use the monitoring form shown at appendix 2 to record any concerns and/or monitor the pupils' progress.

- ***Children in need of protection – high level risk (ISA level 3)***

These are children who it is believed are suffering or likely to suffer significant harm requiring statutory intervention via child protection procedures (see section 4).

4 Child protection

4.1 Role of school/college

The school/college will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children (*DCSF 2010*)

<https://www.education.gov.uk/publications/eOrderingDownload/00305-2010DOM-EN.pdf>

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- What to do if you're worried a child is being abused (*DCSF 2006*)
[What to do if you're worried a child is being abused - Every Child Matters](#)
- The London Safeguarding Children Board child protection procedures
http://www.londonscb.gov.uk/files/2010/procedures/full__amended_13_apr.pdf
- Camden Safeguarding Children Board guidance on:
 - Missing children
 - Trafficked children
 - Children abused through sexual exploitation (CATSE)
 - Working with neglectful parents
 - Working with parents affected by substance misuse
 - **Protocol on working with children who harm other children (see section 4.5)**

In line with these policies and procedures, the school/college will carry out the following:

- identifying where there are child protection concerns and referring the pupil on to FSSW
- contributing to the development and monitoring of child protection plans as a member of the core group
- ensuring that the school has a senior member of staff who is designated to take on lead responsibility for child protection issues
- ensuring staff are aware of their responsibilities and receive adequate training to enable them to carry these out.

4.2 Role of the designated child protection teacher

The school/college will ensure that a senior member of staff is appointed to the role of designated teacher to take lead responsibility for child protection issues, and that another member of staff is appointed to deputise in their absence.

Their role is to:

- refer cases on appropriately to relevant agencies
- provide advice and guidance for staff on child protection issues
- take the lead in developing, monitoring and reviewing the school/college child protection policy and procedures **and keeping abreast of new policy developments**

- oversee child protection systems within the school/college, including management of records, provision of information to other agencies and the monitoring of pupils who are subject to child protection procedures
- link with and report to the head teacher/principal and the board of governors regarding child protection issues within the school/college
- provide a link between the school/college and other agencies, particularly FSSW and the Camden Safeguarding Children Board
- ensure staff , **including temporary staff**, are aware of the school/college policies and procedures and that appropriate training is taken up at the required frequency
- ensure parents are fully aware of the school/college policies and procedures and that they are kept informed and involved.

4.3 Child protection procedures

The following procedures set out what actions the school/college will take where there are child protection concerns regarding a pupil.

4.3.1 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated teacher.
- Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated teacher or their deputy and advice sought on what action should be taken.
- Concerns may be monitored over time and recorded on the monitoring/incident form shown at appendix 2. Details of any *concerning incidents should also be recorded on this form.*

4.3.2 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely

- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to FSSW
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a formal record and pass this on to the designated teacher.

4.3.3 Referral

- A decision on whether or not to refer a pupil to FSSW should be made by the designated teacher or their deputy following a discussion with the member of staff who has raised concerns.
- It is an expectation that a Common Assessment Framework assessment (CAF) is completed for every referral either by the teacher raising concerns or by the designated teacher.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated teacher may discuss the case on a “no names” basis with Camden’s Child Protection Co-ordinator or the duty and assessment manager or senior practitioner to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated FSSW social worker, the referral should be made directly to them. If the child is not already known to FSSW, referrals should be made to the relevant duty and assessment team depending on child’s home address. If the child lives outside Camden, a referral should be made to their home local authority.
- All referrals should be in writing using the e-CAF. However, urgent child protection referrals will be accepted by telephone but must be confirmed in writing within 48 hours using the e-CAF.
- All referrals will be acknowledged by FSSW within 24 hours and the referrer informed of what action will be taken.

4.3.4 Attendance at case conferences and core groups

- The designated teacher will liaise with FSSW to ensure that all relevant information held by the school/college is provided to FSSW during the course of any child protection investigation.

- The designated teacher will ensure that the school/college is represented at child protection case conferences and core group meetings:
 - where possible, a member of staff who knows the child best, such as a class teacher or head of year will be nominated to attend
 - failing that, the designated teacher or their deputy will attend
 - if no-one from the school/college can attend, the designated teacher will ensure that a report is made available to the conference or meeting.

4.3.5 Monitoring

Where a pupil is the subject of a child protection plan and the school/college has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated teacher
- all information will be recorded on the child protection monitoring/incident form shown at appendix 2 prior to each conference and core group meeting
- the completed monitoring form will be kept on the pupil's file and copies made available to all conferences and core group meetings
- the designated teacher will notify FSSW if the child is removed from the school roll, excluded for any period of time or goes missing.

4.3.6 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school.
- The designated teacher will ensure that all welfare records have a basic information sheet (see appendix 3) attached and that this information is kept up to date.
- The designated teacher is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding monitoring/incident form (see appendix 2) and all records should be signed and dated.
- **Records should show:**
 - **what the concerns were**
 - **what action was taken to refer on concerns or manage risk within the school/college**

- whether any follow-up action was taken
- how and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring/incident form must be completed;
 - whenever concerns arise or there is a serious incident
 - where a child is being monitored, prior to a case conference or core group meeting.
- Where a child who is subject to a protection plan transfers to another school, the designated teacher is responsible for ensuring that copies of all relevant records are passed to the designated child protection teacher at the new school.
- Child protection records will only be kept until the pupil leaves the school/college and should be disposed of as confidential waste.
- The designated teacher is responsible for keeping central records of child protection and welfare concerns which should be recorded on the form shown at appendix 4, and for completing the safeguarding return to CSF as shown at appendix 5.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

4.4 Confidentiality and information sharing

- All information obtained by school/college staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with FSSW and make appropriate referrals. Equally, where a child is subject to a child protection investigation,

schools and colleges must share any information about the child requested by FSSW.

- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.
- Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school/college's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated teacher or seek advice from Camden's safeguarding lead officer or a duty social worker.

4.5 Children who harm other children

Schools/colleges may sometimes need to deal with children whose behaviour causes significant harm to other children. Examples of this may be children who sexually abuse other children, are violent towards other children or who set fires.

These cases will be dealt with under the joint protocol between schools/colleges, Family Services and Social Work (FSSW) and the Youth Offending service (YOS). In general, incidents will require a strategy meeting under child protection procedures and specialist assessment and intervention from FSSW and YOS.

5 Safe learning environment

5.1 Safe recruitment

The school/college recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school/college are suitable do to so and do not pose any kind of risk.

The school/college will follow the guidance set out in "Safeguarding children and safer recruitment in education" (*DCSF 2007*).

<http://publications.teachernet.gov.uk/eOrderingDownload/Final%206836-SafeGuard.Chd%20bkmk.pdf>

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- The school/college will carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed.
- All applicants for positions that involve regulated activity will be subject to checks with the Independent Safeguarding Authority to ensure they have not been barred from working with children. This will include any applicant whose work will bring them into contact with children on a frequent or intensive basis, defined as working once a week or more or four days in a single month.
- The school/college will also ensure that all current staff that have regular or unsupervised contact with pupils have an up-to-date CRB check.
- The school/college will ensure that all CRB checks carried out on staff are renewed after 3 years of the original CRB disclosure.
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo CRB and other checks as part of safe recruitment practices.
- Staff and governors who normally sit on interviewing panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken this training.
- Although the headteacher/principal will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out.
- The school/college will use a checklist to ensure all safe recruitment practices are carried out (see appendix 7) for every applicant applying for posts. **School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.**
- The headteacher/principal will keep a single central record of all staff, volunteers and governors that includes details of all checks carried out and the outcome of these checks in the format shown at appendix 6.
- Where staff are recruited via third parties such as employment agencies, the headteacher/principal and the board of governors will seek written confirmation from the agency that they have carried out all necessary checks on the individual and request written confirmation of the outcome of all checks and ask to see the CRB disclosure prior to making any decision regarding the individual's employment.

- A further CRB check will be made via Camden Human Resources for all agency staff appointed.

The school/college will:

- verify the applicant's identity and immigration status from their passport, including having sight of passports and/or relevant Home Office documents
- carry out enhanced CRB checks, normally via Camden's Human Resources team who will notify the school/college of the outcome
- carry out checks with the Independent Safeguarding Authority to establish whether the applicant is included on List 99 or the Protection of Children list
- in the case of teaching staff, check the applicant's academic and vocational qualifications and registration status
- where the applicant has been living abroad, make enquiries in the country of origin
- make extensive enquiries of at least 2 referees, including previous and recent employers.

5.2 CRB checks and the Independent Safeguarding Authority

Schools/colleges should be aware that current vetting and barring procedures are under review and consequently, there is no requirement for staff to be registered with the Independent Safeguarding Authority (ISA).

However, the ISA still has responsibility for keeping a list of those individuals who are barred from working with children and this information will be included in CRB checks, although employers can approach the ISA independently for information. Employers still need to refer individuals whom they consider to be unsuitable to work with children to the ISA.

Under proposed legislation to be enacted soon, the number of posts requiring checks will be reduced and CRB checks carried out by one employer should become more portable across different organisations. Until such time, schools should follow procedures as set out in this document and will be informed about any changes when they occur.

The Safeguarding Vulnerable Groups Act requires a CRB check to be carried out for anyone who is involved in a regulated activity (ie: teaching, instruction, guidance, care or supervision of children) on a frequent or intensive basis (more than 2 days in every 30 or overnight) where that person has unsupervised contact with children.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

5.3 Volunteers

The headteacher/principal will ensure that unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom, are:

- subject to a CRB and ISA check where they are carrying out a regulated activity that brings them into frequent or intensive contact with children (see section 5.2 for details)
- required to undergo a recruitment process, such as reference checks and interviews, that is appropriate and proportional to the duties assigned to them
- competent to carry out the duties assigned to them
- only assigned duties that are suitable to their qualification and experience
- suitably supervised by teaching staff at all times
- fully inducted in relation to all school policies and procedures.

It is the headteacher/principal's responsibility to decide whether or not an individual volunteer requires CRB and ISA checks depending on the level of contact with pupils.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

5.4 Site security and visitors

- **The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.**
- The headteacher/principals will decide whether or not individual visitors or contractors should be subject to CRB or ISA checks before being allowed access to the building, depending on the level of access they are likely to have to pupils. To help with this decision, the headteacher/principal will apply the frequent or intensive basis test.
- Where the visitor is employed by an organisation where CRB and ISA checks are normally required, for example NHS staff, the headteacher/principal will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
 - informed to report to reception on arrival
 - expected to wear a name-badge or carry some form of identification at all times when on the school/college premises
 - suitably supervised by school/college staff at all times
 - made aware of school/college health and safety procedures.

- The headteacher/principal and the board of governors will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school/college policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

5.5 Staff

5.5.1 Induction and training

- The headteacher/principal will ensure that all staff are fully inducted, are made aware of the school/college's safeguarding policy and procedures and that staff are fully aware of their role in implementing these.
- The designated teacher will ensure that all staff are fully inducted with regard to the school/college child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.
- The headteacher/principal will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School/college staff and governors will receive multi-agency safeguarding training provided by Camden Safeguarding Children Board to at least level B, (training for staff that regularly work with children, young people and families) which should enable them to:
 - develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm
 - describe inter-agency roles and responsibilities for safeguarding children

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- understand what will happen once they have informed someone about those concerns
- make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process
- demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.
- The designated teacher and deputy designated teacher will receive:
 - level B Camden SCB training “Safeguarding children: a shared responsibility”
 - specific training on the role of the designated teacher
 - relevant multi-agency training courses provided by Camden SCB
- Schools/college staff will also receive training on the use of the Common Assessment Framework assessment as part of their safeguarding training.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

5.5.2 Conduct and safe teaching practice

- The school/college expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.
- The headteacher/principal will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school/college expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF “*Guidance for safer working practice for adults working with children & young people*” (2009).

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies, which should cover the following areas:

- *positions of power and trust for the purposes of the Sexual Offences Act 2003*
- *expected guidance on professional and personal standards of conduct and behaviour*
- *confidentiality*

- *duty of care*
- *contact and communications with pupils and parents, including appropriate physical contact, home visits, email and other electronic communications*
- *behaviour management and use of restraint*
- *dealing with allegations*
- *first aid and administering medicines*
- *photography and videos*

5.5.3 *Providing intimate or personal care to pupils*

Staff in primary schools may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

Schools must have a written policy in place in order to promote safe working practices for staff and ensure children's privacy (see section 5.4.2). Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- Staff should follow any agreed school policy or practice when providing intimate or personal care.
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.
- Parents should always be notified if intimate care has been provided.
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.
- When children are changing, levels of supervision should be appropriate to the pupil's age.
- Staff should avoid any physical contact unless a child needs help.
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

5.5.4 *Physical intervention and restraint*

It is the school/college's policy to use physical intervention and restraint only in line with Camden CSF policy "*Physical intervention policy for schools and centres*".

5.5.5 *Allegations against staff*

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In the event that an allegation is made against a member of staff or volunteer, the school/college will follow Camden's "Guidance for the management of an allegation against a member of staff".

The school/college will appoint a responsible staff member (normally the headteacher) who will be the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

5.5.6 Whistleblowing

The school/college recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school/college environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools/colleges are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school/college, staff and volunteers may report concerns to the following;

- Camden's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil
- Camden Council's confidential and independent help-line for protected disclosure on **0800 734199** or the Ofsted whistle-blowing line on **0300 123 3155** where there are issues regarding the school/college's overall procedures around safeguarding.
- The headteacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

5.6 Health and safety and risk assessments

5.6.1 Policy

Governing bodies are legally responsible for ensuring the safety of pupils and staff within the school environment and all schools should have a robust health and safety policy in place.

The Department of Education has issued advice to schools on health and safety issues which stress the need to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves. <http://media.education.gov.uk/assets/files/pdf/d/departamental%20advice%20on%20health%20and%20safety%20for%20schools.pdf>

Governing bodies should delegate their day-to-day responsibilities to a member of staff who is competent to carry out these duties and who has received the appropriate training.

Camden can also provide schools and colleges with specialist health and safety advice available at the following weblink:

[Camden Essentials: Health and safety in schools](#)

The advice covers issues such as reporting accidents, communicable diseases, safer management, risk assessment, science and technology safety and school trips and journeys. Schools and colleges should also refer to Camden's "Emergency procedures for schools" policy document.

5.6.2 Risk assessments

Risk assessments are a method of:

- identifying hazards
- evaluating the risks these hazards may present to pupils and staff
- deciding on appropriate action to eliminate or reduce these risks.

Schools and colleges may use the Camden risk assessments available on the website link or develop their own risk assessments to cover issues that are relevant to the school's situation, for example covering the safety of pupils moving over different school sites. Guidance on carrying out risk assessments relating to the behaviour of individual pupils can be found in the "Physical intervention and restraint" policy.

A risk assessment should be carried out:

- on an annual basis for the school environment as a whole
- for all school trips
- for pupils travelling between locations during the school day
- for all work-based learning or work experience placements
- when a pupil who has been excluded for risky or violent behaviour is returning to the school
- whenever there are any changes to the school environment or school practices
- following any serious incident.

5.6.3 Working with aggressive and violent parents

It is inevitable that parents who are involved with FSSW may become frustrated, angry or hostile; this is a very common reaction as parents are fearful of their children being removed from their care and from the level of stress that FSSW intervention is likely to cause to their family. Such a reaction may be reflected in a mistrust of other agencies working with the child.

FSSW is aware of the impact of parental hostility on schools and take the matter very seriously; any threats against a member of the child's professional network must be examined in order to ensure the safety of the whole network, and may provide an important indication of risk to the child.

Where schools are working with families who are known to FSSW and there are concerns about the behaviour of parents towards members of school staff, this must be shared with FSSW.

If there are high levels of risk involved in contact with parents, FSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

6 Monitoring and reviewing policies

To enable the school/college to monitor the safety of the premises and the school environment, as well as the implementation of policies, the headteacher/principal will ensure that;

- **all school/college policies are regularly monitored by the designated teacher and annually reviewed by the head teacher and governing body**
- the school/college keeps a central record of all accidents and incidents including what action was taken and by whom
- staff are aware of their responsibility to record accidents and incidents
- the headteacher/principal has an overview all accidents/incidents
- racist incidents are recorded and dealt with in accordance with DCSF guidance
- serious accidents and incidents are reported to the board of governors
- the designated teacher ensures a high standard of recording of child protection concerns

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- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school/college safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

Appendix 1:

CHILD PROTECTION; DEFINITIONS AND INDICATORS

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, FSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child’s physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child’s emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child’s age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals

Appendix 2:

Safeguarding children monitoring/incident form

Name of school:

Name of child:

DOB:

Status: monitoring due to concerns subject to child protection plan

Concerns/risks

Attendance and punctuality

Periods of exclusion (including dates)

Contact with parents/family

Health and physical appearance

Behaviour and emotional presentation (including any sexualised behaviour)

Concerning incidents

Peer relationships

Academic performance and achievement

Views of child and parents

--

Outcomes of monitoring

- continue monitoring carry out CAF referral to FSSW
 referral to health services referral for education support services
 referral for behavioural support referral on behalf of parent/carer

Action taken

--

Name of staff member:

Date:

Appendix 3:

Safeguarding basic information record

This record is to be placed at the front of the pupil's welfare record

Name of school:

Name of pupil:

Date of birth:

Address:

Child's status:

child in need child protection looked after

Parent/carer details:

Contact number:

Name of GP:

Contact details:

Other agencies involved:

Name	Agency	Contact details

Appendix 4:

School central safeguarding record

Status	Name of child	Name of social worker	Contact number
Children being formally monitored			
Children in need			
Children subject to a child protection investigation			
Children subject to a child protection plan			
Looked after children			

Appendix 5:

SCHOOLS SAFEGUARDING CHILDREN RETURN

This form is to be completed by the designated teacher on a termly basis and sent to Family Services and Social Work at the end of every term.

Name of school:

Name of designated teacher:

Term:

EDUCATION RECORDS

BASIC DETAILS

Name, D.O.B., address, parent/carer details and contact numbers, GP,

Key Worker names from other agencies involved and CP status

Do the details above get recorded in school welfare /child protection file?

YES	NO

Are children/young people's views on their situation routinely and shared with other relevant agencies?

YES	NO

Do decisions not to refer to statutory agencies get recorded in the welfare file and is the action proposed indicated?

YES	NO

TRAINING

Is staff CP training recorded in their professional development files?

(A Certificate of Attendance is provided by the FSSW Safeguarding trainer)

YES	NO

Do new staff have CP induction?

(Supply staff should have training organized/checked by their employing agency)

YES	NO

Is CSCB multi- agency CP training attended by Designated Teacher CP and /or Senior member of staff at least once yearly?

YES	NO

CHILDREN SUBJECT TO CHILD PROTECTION PLANS

Are welfare records held securely for CIN and for children who have a child protection plan?

YES	NO

Are you using the school central record or comparable system to keep CIN/CP/LAC overview?

YES	NO

CHILDREN IN NEED MONITORING

CAF of all children who are being formally monitored
Primary – could be held by classteacher
Secondary – could be held by Head of Year

Does designated CP teacher have the overview of all children being monitored and are these recorded on the monitoring form?

YES	NO

How many looked after children are attending your school

No.s

Have this term’s PEP’s been completed and have targets been set?

YES	NO

ATTENDANCE AT MULTI-AGENCY MEETINGS (THIS TERM)

Numbers of Strategy meetings
Case Conferences
Core Group meetings
Network meetings
Reviews NOT ATTENDED and whether school report provided?
Family Group Conference

No.s

CP REFERRALS

How many made this term?

No.s

Was an e-CAF sent within 48 hours of telephone reference?

YES	NO

PRIVATE FOSTERING

How many incidents of private fostering have you identified and referred to Family Services and Social Work this term?

No.s

How many meetings have there been with either the private foster carer or social worker?

No.s

Number of children referred under child protection with additional needs:

- SEN
- Fixed term exclusions
- Non-Attendance
- BIP referrals linked to low achievement
- No of referrals on same families
- Medical/Mental health issues
- Involvement in Criminal Justice system
- Issues relating to bullying

No.s

Any ethnicity trends in child protection issues / referrals i.e group harassment/bullying, vulnerable groups, more CP referrals within a particular group.

INTERPRETING SERVICES

How many referrals made for Interpreters to discuss CP/welfare issues with families during the current term?

No.s

How many times were staff members used for interpreting in this period?

No.s

MISSING CHILDREN

How many missing children were referred to the School Inclusion Team this term for logging onto the DCSF national missing children's database?

No.s

TRANSITIONS

Ensuring education and welfare records follow pupils when they move school, including cross borough and outside London.

Does this always take place?

YES	NO

If not, why not?

Are checks with previous school done prior to taking in a new pupil and obtaining previous school records to ensure for any possible extra support being provided?

YES	NO

DESIGNATED TEACHERS CP

Who else in the school Leadership Team will be available for staff with CP concerns if the Designated Teacher absent.

Name _____

Appendix 6 Schools central checks record

Identity					Qualifications			ISA children's list	CRB	Right to Work in the UK	Overseas checks
Name	Date of service	Address	DOB	*Evidenced & date (name of person carrying out check)	Qualifications required Y/N	*Qualifications evidenced & date (name of person carrying out check)	*Check evidenced & date (name of person carrying out check)	*Check evidenced & date (name of person carrying out check)	*Check evidenced & date (name of person carrying out check)	Check needed Y/N	*Checks carried out Y/N

* For agency staff, please give details of confirmation of checks that have been carried out by the supplying agency.

Appendix 7

Recruitment and Selection Checklist

PRE-INTERVIEW:	Initials	Date
<p>PLANNING Timetable decided: job specification and description and other documents to be provided to application reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc. – paragraphs 3.17 – 3.20 and 3.22 to 3.29.</p>		
<p>VACANCY ADVERTISED (where appropriate) Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked – paragraphs 3.15, 3.16 and 3.21.</p>		
<p>APPLICATIONS on receipt Scrutinised – any discrepancies/ anomalies/ gaps in employment noted to explore if candidate considered for shortlisting – paragraphs 3.30, 3.31 and 3.33.</p>		
<p>SHORTLIST PREPARED</p>		
<p>REFERENCES – seeking Sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy – paragraphs 3.32 and 4.30 to 4.36.</p>		
<p>REFERENCES – on receipt Checked against information on application; scrutinised; any discrepancy/ issues of concern noted to take up with applicant (at interview if possible) – paragraphs 4.35 and 4.36</p>		
<p>INVITATION TO INTERVIEW Includes all relevant information and instructions – paragraphs 3.36 – 3.39</p>		

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<p>INTERVIEW ARRANGEMENTS At least 2 interviewers: panel members have authority to appoint: at least 1 panel member has received safer recruitment training; have met and agreed issues and questions/ assessment criteria/ standards – paragraphs 3.40 - 3.42.</p>		
INTERVIEW:	Initials	Date
<p>INTERVIEW Explores applicants’ suitability for work with children as well as for the post – paragraphs 3.43 and 3.44.</p>		
<p>NB Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file; where appropriate applicant completed application for CRB Disclosure – paragraphs 3.37 and 3.38.</p>		
POST- INTERVIEW:	Initials	Date
<p>CONDITIONAL OFFER OF APPOINTMENT: PRE APPOINTMENT CHECKS Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period – paragraphs 3.45 – 3.49.</p>		
<p>REFERENCES (if not obtained and scrutinised previously).</p>		
<p>IDENTITY (if that could not be verified straight after the interview) – paragraph 4.13.</p>		
<p>QUALIFICATIONS (if not verified on the day of interview) – paragraph 4.28.</p>		
<p>Permissions to work in UK if required – paragraph 4.65.</p>		
<p>CRB – Where appropriate satisfactory CRB disclosure received – paragraphs 4.18 – 4.21.</p>		
<p>ISA children’s list– person is not prohibited from taking up post – paragraph 4.15.</p>		

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HEALTH – the candidate is medically fit – paragraph 4.38.		
GTC England – (for teaching post in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration – paragraph 4.39.		
QTS – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher Education Institute (HEI), or the FE Teaching Certificate conferred by an awarding Body – paragraph 4.40.		
STATUTORY INDUCTION (for teachers who obtained QTS after 7 May 1999) – paragraphs 3.50 and 3.51.	Initials	Date
Copy of staff handbook given		
Copy of health and safety policy given		
Copy of child protection policy given		
Copy of e-safety guidelines given		

