



Policy Owner	Len Blom / Marcus Shute
Approving Body	Board of Governors
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St Aubyn's School Safeguarding and Child Protection Policy

Introduction

The Governing Body takes seriously its responsibility under the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS).

We recognise that all staff (including temporary, supply, ancillary staff and volunteers) and Governors have a full and active part to play in protecting our pupils from harm, and that each child's safe-guarding and welfare are our paramount concerns.

We believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of each individual child.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following:

Keeping Children Safe in Education (Statutory guidance for schools and colleges)
September 2016

"Working Together to Safeguard Children" March 2015

Disqualification under the Child Care Act 2006 (by association)

The Multi-Agency Safeguarding Hub (MASH)

National College for Teaching and Leadership (NCTL)

London Child Protection Procedures and Practice Guidance 5th Edition, (Updated every six months)

Statutory guidance issued under section 29 of the Counter – Terrorism and Security Act 2015

The Prevent Duty (Department of Education Guidance June 2015)

Transparency

St Aubyn's School prides itself on its respect and mutual tolerance.

Parents/guardians have an important role in supporting St. Aubyn's School. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

Contents of Policy

Alongside DBS checks and our Safer Recruitment Policy, <http://www.staubyns.com/policies> we must maintain a culture of vigilance about risks to children and a clear understanding about appropriate interaction with children as referred to in the Code of conduct for Staff; challenging unacceptable behaviour, providing examples of good conduct and ensuring children and young people know where to turn if they have problems or are being abused.

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns and the Prevent Duty requires schools to protect children who may be vulnerable to radicalisation

We are aware that the policy should differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former should be reported to Children's Social Care immediately; the latter should lead to inter-agency assessment using local processes, including the use of "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches.

Policies need to be developed from the core themes of:

- Safeguarding
- Promoting welfare

All of them should be reviewed annually by governors at a meeting in which detailed formal minutes are recorded and held on file. The ISI handbook states (Part 3, para 76): "There must be an annual review of the school's child protection policies, including an update and review of procedures and their implementation, or more regularly if required. KCSIE indicates that the Designated Safeguarding Lead would work with the headmaster and governors on this. Governors should also ensure that the school contributes to interagency working in line with Working Together to Safeguard Children 2015 through effective implementation of the child protection

policy and procedures and good cooperation with local agencies. The implementation of these policy provisions will be checked through discussion with Governors and DSL, and by scrutiny of the relevant minutes. Minutes should therefore be sufficiently detailed to demonstrate the depth of the review".

Related Child Protection Policies

These policies and procedures are available on the school website at <http://www.staubyns.com/policies>

- Staff Code of Conduct Policy Safer Recruitment Policy
- E-Safety Policy
- Behaviour Management Policy
- Anti-bullying Policy
- Health and Safety Policy
- Whistle Blowing Policy
- Lost Child Procedure
- Supervision Policy
- Pupil Sanction Record Policy
- Visiting Speaker Policy
- Physical Contact with Pupils Policy and Procedures

Statement of intent

The safety and welfare of all our pupils at St Aubyn's School, including EYFS, is our highest priority and early intervention is critical. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the school will follow the procedures laid down by Redbridge Local Safeguarding Children Board (LSCB) 020 8708 3885 together with DfE guidance contained in Working Together to Safeguard Children and Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education>. This is applicable to the whole School community, including those pupils in the Early Years Foundation stage (EYFS).

What are Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

The types of harm to children are not stand-alone issues but often overlap. It is also important to distinguish between 'actual harm and the likelihood of significant harm. In effect, schools do not have to wait for an incident to occur if they believe a child might be significantly harmed in some way.

Child Abuse

“Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.”

The following categories of abuse or neglect are recognised and defined by Keeping Children Safe in Education and are utilised as part of the assessment criteria for determining whether a child/young person may be at risk of significant harm.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. Forced marriage can occur in some cultures. It is a form of domestic violence which usually involves physical violence or threat.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment 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. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in

preparation for abuse (including by the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. We need to be alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM) or already having suffered FGM.

Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Signs and Indicators of Child Abuse and Neglect

Lists of signs and symptoms are not fail-safe mechanisms, but they are often helpful indicators in certain combinations of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons, as they move through the inevitable stages of growing up, and their families experience changes.

These are lists of some of the signs and types of behaviour, which may indicate that a child is being abused. In themselves, they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaviour in such ways. There is a good deal of overlap between the signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

Signs of Sexual Abuse	Signs of Emotional Abuse
<ul style="list-style-type: none"> ➤ Sudden changes in behaviour or school performance ➤ Inappropriate sexualised behaviour ➤ Tendency to cling, need reassurance ➤ Tendency to cry easily ➤ Regression to young behaviour ➤ Apparent secrecy ➤ Anorexia or bulimia ➤ Unexplained pregnancy ➤ Phobias, panic attacks ➤ Distrust of a familiar adult 	<ul style="list-style-type: none"> ➤ Physical, mental and emotional development lags ➤ Over-reaction to mistakes ➤ Compulsive stealing, scavenging ➤ Running away ➤ Sudden speech disorders ➤ Drug solvent abuse ➤ Self-mutilation ➤ Extremes of passivity or aggression ➤ Admission of punishment which appears excessive ➤ Fear of parents being contacted

<p>Signs of Neglect</p> <ul style="list-style-type: none"> ➤ Constant hunger ➤ Poor personal hygiene ➤ Poor state of clothing ➤ Emaciation ➤ Frequent lateness or non-attendance at school ➤ Untreated medical problems ➤ Destructive tendencies ➤ Low self esteem ➤ Neurotic behaviour ➤ No social relationships ➤ Running away ➤ Compulsive stealing or scavenging 	<p>Signs of Physical Abuse</p> <ul style="list-style-type: none"> ➤ Unexplained injuries or burns, particularly recurrent ➤ Improbable excuses ➤ Refusal to discuss injuries ➤ Untreated injuries ➤ Withdrawal from physical contact ➤ Arms/legs covered in hot weather ➤ Aggression towards others ➤ Fear of medical help ➤ Fear of returning home ➤ Running away ➤ Bald patches ➤ Self-destructive tendencies
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<p>Signs that FGM may have occurred</p> <ul style="list-style-type: none"> ➤ Prolonged absence from school or other activities with noticeable behaviour change on return. ➤ Possible bladder or menstrual problems ➤ Difficulty in sitting still or looking comfortable ➤ Complaints about pain between their legs ➤ Reference to actions carried out upon them by others that they are not allowed to talk about ➤ Changes in general behaviour, i.e. withdrawn 	<p>Signs of Child Sexual Exploitation</p> <ul style="list-style-type: none"> ➤ Sudden appearance of unexplained gifts or new possessions. ➤ Associating with other young people involved in exploitation. ➤ Having older boyfriends/girlfriends. ➤ Suffering from STDs or becoming pregnant. ➤ Experiencing changes in emotional well-being ➤ Misuse of drugs/alcohol ➤ Absence from home for periods of time or regularly returning home late. ➤ Absence from school
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Safer Recruitment practices -

St Aubyn’s School follows the Government’s recommendations for the safer recruitment and employment of staff who work with the children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in the DfE’s guidance ‘Keeping Children Safe in Education’ (KCSIE 2016), members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks. All staff will require DBS checks before they commence employment. We will promptly report to the DBS any staff member or volunteer whose services are no longer used and the DBS referral criteria are met before starting work. All volunteers, contractors working regularly during term-time, such as contract catering and cleaning staff, are also subject to the relevant statutory

checks. Our care for the safety of pupils extends beyond the School's boundary. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. Further checks will also include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent school checks.

Our policies are reviewed by governors annually. Please refer to the school's Recruitment Policy at <http://www.staubyns.com/policies> for further details.

Staff Duties and Responsibilities to promote the Welfare of pupils at all times and to take action to Safeguard their Welfare

Procedures for Dealing with Allegations or Concerns about a Child

All our School staff are made aware of their duty to safeguard and promote the welfare of children in the School's care.

What to do if a pupil decides to speak to an adult.

- Listen and give space for them to do this safely.
- Record actual comments or concerns raised without putting words in the child's mouth. Allow the child to tell his or her own story, without asking detailed or leading questions.
- React professionally, and remember that they are not carrying out an investigation, (which is a task for specialists),
- Take what the child says seriously, and calmly, without becoming emotionally involved,
- Make it clear why unconditional confidentiality cannot be offered, (drawing on the policy for pupils on confidentiality issues as necessary),
- Explain that any adult member of staff is obliged to inform the DSL or DDSL, if child protection or safeguarding issues are involved, in order that specialist help can be arranged.
- Explain that only those who have a professional "need to know" will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse,
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having being bullied or abused,
- Record what has been said, preferably on the orange Cause for Concern Form
- Inform the DSL immediately.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in School is required to report instances of actual or suspected child abuse or neglect to the DSL or DDSL via a pen handwritten statement on the orange "Cause for Concern" form (see appendix 2 and 3).

Alternatively any staff member or volunteer can refer a child directly to LCSB if they want to.

The Role of the DSL

Marcus Shute (m.shute@staubyns.com, 07827442782), Deputy Head, is our school's Designated Safeguarding Lead (DSL). He has been fully trained at Level 3 every two years for the demands of this role in child protection and inter-agency working. He is a member of the senior leadership team at our School. Jennifer Butcher, Head of Pre Prep, is the School's Deputy Designated Safeguarding Leads (DDSL) and DSL for EYFS.

Both the DSL and the DDSL receive regular training to ensure that they remain conversant with best practice. It is imperative that they understand the assessment process for providing early help and intervention. Online refresher training, which meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE), is completed every two years. The DSL and DDSL have job descriptions which outline clearly their safeguarding roles.

The DSL will report all safeguarding concerns to the headmaster. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, a prompt referral to the LSCB for Redbridge is made (within 24 hours of the safeguarding issue being raised). Allegations involving staff or volunteers will be referred to the LADO (see below). Allegations where a crime may have been committed will be referred to the Police.

The DSL acts as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. He maintains close links with the LSCB for Redbridge to have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet.

The DSL receives focused training to support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation.

The DSL reports at least once a term to the governors on the child protection cases, referrals and issues.

All governors should have access to regular updates through email, notices etc. regarding any changes in school policy, procedures or national guidance.

The school's detailed and accurate records on child protection are kept securely in the headmaster's secretary's office, and are separated from routine pupil records. Access is restricted to the DSL, the DDSL, the headmaster and as required

for inspection purposes. Child Protection files are copied and transferred to a pupil's new school and transferred separately from the main pupil file.

When allegations or concerns involve a member of staff or volunteer the following will apply:

- The allegation should be reported to the DSL, who will inform the headmaster.
- Take any allegation of abuse, involving a member of staff, very seriously.
- No investigation may be undertaken before consultation with the LADO, which may be anonymous in the first instance.
- Involve the Local Authority (LADO), within 24 hours of a disclosure or suspicion of abuse.
- Inform the member of staff concerned of the allegation that has been made.
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place.
- For possible criminal behaviour, the police should be contacted. This will be supported by the LADO.
- We will make a referral to the National College for Teaching & Leadership (NCTL) – 0345 609 0009 and to DBS – 013 2595 3795 where a teacher has been dismissed (or would have been dismissed had he/she not resigned). This is a legal duty and failure to refer when the criteria are met is a criminal offence.
- A report is made to OFSTED Safeguarding Children 08456 404046 - within 14 days if there is an allegation of serious harm or abuse by any person living, working or looking after children at their premises.

Where the allegation(s) concern the DSL, the staff member should report the matter to the headmaster, or where they concern the headmaster to the Chairman of Governors and/or direct to the school's local authority - LADO 020 8708 5350 OR 07903 211521. The Chair of Governors can be contacted through the School Business Manager – 020 8504 1577 who is clerk to the Governors.

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation,
- Consider suspending the member of staff (or volunteer) concerned.

Pupil on Pupil Abuse

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform the HOD as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.

- The pupils will be interviewed on his/her own and asked to give an account of events.
- The incident should be recorded and signed and dated. In serious incidents, the Head of Department will inform the Headmaster.
- The parents/guardians of all parties should be informed. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed if necessary. This should recognise that suitable support is needed both for children who are involved.
- A meeting involving all the parties, with close staff supervision, may, or may not, be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- If a child is at serious risk of harm from another pupil a referral should be made to LCSB.

Reference should be made to the School's Behaviour, Anti bullying and E-Safety policy regarding pupil on pupil abuse.

Whistle-blowing

Our school Policy on Whistle-blowing is set out in a separate document.

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO.
- Whistleblowing about staff on staff poor behaviour, staff on child behaviour or child on child behaviour can be passed to any member of the SMT. If the issue is one of Safeguarding it must however go to the DSL unless it is against the DSL or Headmaster. If it is against the DSL it is passed to the Headmaster and in the case of a concern against the Headmaster it goes to the Chair of Governors, Mrs Elizabeth Ruff, e.ruff@foxwilliams.com.

Physical Intervention

Our school Policy on Physical Intervention is set out in a separate document.

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Anti-Bullying

Our school Policy on Anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. Any such substantiated abuse will be referred to local agencies including the police. We keep a record of bullying incidents.

External Agency Contact Information

http://www2.redbridge.gov.uk/cms/care_and_health/children_and_families/protecting_and_safeguarding.aspx

The website for child protection, London Borough of Redbridge:

Referral and Assessment Team - [0208 708 3885]

Child Protection Co-ordinator - [0208 708 3909 (Team Manager)]

Out of Hours Emergency Duty Team - [0208 708 5825 (After 5pm)]

Police Emergency - 999

Police Non-Emergency - [101, 0207 230 1212 (Metropolitan Police), 01245 491491 (Essex Police)]

OFSTED Safeguarding Children – 084 5640 4046

08456 404046 (Monday to Friday from 8am to 6pm)

Whistleblowing@ofsted.gov.uk

LADO: Lado@redbridge.gov.uk 020 8708 5350/5357

Disclosure and Barring Service (DBS)

PO Box 181, Darlington, DL1 9FA

[Tel: 01325 953795]

National College for Teaching and Leadership

[Tel: 0345 609 0009]

The Channel Duty Guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Telephone helpline and mailbox for non-emergency advice for staff and governors:
020 7340 7264 and counter-extremism@education.gsi.gov.uk

Induction and training of staff

Every new member of staff, including part-timers, temporary, visiting, contract staff and volunteers working in the school, receives appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL or the Headmaster and, if required, to the main points of local procedures of LADO or LSCB, to which referrals are made. Training in child protection is an important part of the induction process and all staff complete level one child protection on-line training- every two years Training also includes a review of the school's child protection policy including the staff code of conduct policy/behaviour policy, the school's whistleblowing policy, awareness training to equip staff to identify children at risk of being drawn into terrorism, the identity of the DSL/DDSL and a copy of Part 1 of KCSIE. Training also promotes staff awareness of child sexual exploitation and honour based violence. Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such practice is suspected. All staff and volunteers sign confirmation that they have read the Safeguarding Policy. (See appendix 1) and part one of KCSIE. The Head, the DSL and all staff receive safeguarding and child protection training as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. The DSL and deputy DSL undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and deputy DSL will receive regular updates, but at least annually to ensure that they remain conversant with best practice and keep up with developments in their role.

Online Safety

Most of our pupils will use mobile 'phones, devices and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep pupils safe in school. Cyber-bullying by pupils, via texts and emails: will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures and e- safety policy. Cyber bullying is dealt with in the children's PSHE lessons and assemblies. Staff should not use personal digital cameras or camera phones for taking and transferring images of pupils or staff and they should not store images on personal equipment at home without permission. Staff who work with pupils and the internet, do online E-Safety training every two years.

The School will ensure that:

- Appropriate filters and monitoring systems are in place to keep children safe online. The School's system e-safe Systems Ltd. aims to reduce the risk of children being exposed to illegal and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of , or cause harm;
- Children are taught about safeguarding, including online; and
- Staff are equipped with knowledge to safeguard children online by attending online safety training.

The School's E-Safety policy also sets out the School's approach to online safety.

<http://www.staubyns.com/policies>

Staff Obligations

All staff in our school are required to notify the school immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf). The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006. Please see Appendix 4

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 and to those who are directly concerned in the management of that childcare.

The school takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the School immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the School immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed

in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed.

We recognise that it is a key role of the school to support children and that the school may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation.

The school will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer.

Preventing radicalisation (the Prevent Duty) – see Appendix 5

We recognise that it is a key role of the school to support children and that school may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation and may need help and protection. However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, Deputy Head, Mr Shute or Head of Pre Prep Mrs Butcher and, where deemed necessary, with children's social care. In Prevent priority areas, such as the London Borough of Redbridge, the

local authority has a Prevent Lead who can also provide support. Her name is Melanie Roulston and she can be contacted on 020 8708 5244.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Visiting Speakers

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to the pupils is to ensure that they can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

<http://www.staubyns.com/policies>

Absence

Children going missing from education, particularly on repeated occasions, is a potential indicator of abuse or neglect including that a child may be at risk of "Honour Based" violence.

Children Missing from Education

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

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

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system, e.g. home education;
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded.

Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The School undertakes that the DSL and other appropriate staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, the School ensures that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with the consent of parents or on an interim or full care order) and the relevant contact arrangements with birth parents or those with parental responsibility. The Designated Senior Lead will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead also has details of the child's social worker.

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities can provide additional safeguarding challenges. The School's Safeguarding Policy reflects that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

Assumptions that the indicators of abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.

- Children with special educational needs and disabilities can be disproportionately impacted by things like bullying, without showing outwardly any signs.
- Communication barriers and difficulties in overcoming these barriers.

Female Genital Mutilation – see Appendix 6

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. Section 5b of the FGM Act 2003 introduces a mandatory duty which requires regulated health and social care professionals and teachers in England and Wales to report "known" cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty applies from 31 October 2015 onwards. A "known" case is one that is visually identified or disclosed to the member of staff by the girl. The member of staff need not be 100 per cent certain that FGM has been carried out before reporting the matter. The legislation

requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either

- are informed by a girl under 18 (at the time of the disclosure) that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth. The duty to report a disclosure or concern regarding FGM is a personal duty, requiring the member of staff to report the matter directly (see below) and cannot be transferred.

To report suspected cases of FGM, staff are asked to call 101 and report the matter directly to the police force where the girl resides. In cases where there is a potential for immediate endangerment then it is appropriate to dial 999 and ask for immediate police intervention. Throughout the process, you should ensure that you keep a comprehensive record of any discussions held and subsequent decisions made. This will include the circumstances surrounding the initial identification or disclosure of FGM, any details of any safeguarding actions which were taken and when and how the case was reported to the police, including the case reference number. The DSL, Headmaster and Head of Pre Prep (Marcus Shute, Len Blom or Jennifer Butcher) should be kept updated throughout this period. Reporting should be made as soon as possible after a case is discovered and best practice is for reports to be made by the close of the next day. Of course where an immediate report to the police may place that girl or other members of the family in danger then a delay in reporting may be necessary. In such cases then members of staff are asked to speak to the DSL to seek advice and record any decisions made. The DSL may decide to speak to the LADO in such cases. It is important to remember the safety of the girl is the priority. Once reported, the member of staff's duty has been discharged. Depending on your role subsequent information provided by the police may be limited in such cases.

Raising awareness

Mrs M Lalude (mo@teddybearnursery.com) is the liaison governor for child protection issues. She will meet with the DSL each term to discuss Child Protection cases and issues. These cases and issues will then be discussed in Governor's Board Meetings. Mrs Lalude is not a point of referral re concerns about the headmaster. Only the Chair of Governors has this responsibility. The governors carry out an annual review of the school's child protection policy and procedures with day-to-day issues being delegated to its SMT committee, which both the headmaster and the designated safeguarding lead attend. The governing body is responsible for:

- reviewing the procedures for and the efficiency with which the child protection duties have been discharged;

- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- approving amendments to child protection arrangements in the light of changing regulations or recommended best practice.

The school plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views

Parents

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the headmaster who will decide on the appropriate response as described. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LSCB.

Promoting Awareness

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried, including the HODs and the medical staff. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- Every child has a homework diary which contains guidance on where to turn for advice, including confidential helplines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.

- Our medical centre displays advice on where pupils can seek help.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection. For more details on cyber-bullying please refer to the school's e-safety policy.

Position of trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy, including a review of the efficiency with which responsibilities for child protection have been discharged.

Appendix 1

**CONFIRMATION OF RECEIPT OF SAFEGUARDING &
CHILD PROTECTION POLICY**

Name: _____

Date of joining school: _____

Post: _____

Date of induction: _____

Name and post holder of staff member responsible for induction:

I confirm that I have received and read the St Aubyn's Safeguarding and Child Protection Policy.

I have been made aware of my duty to safeguard and promote children's welfare.

The procedure for reporting concerns about a pupil has been explained to me.

Signature: _____

Name: _____

Date: _____

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

Appendix 2

Child Protection Initial Concern Form

If you are approached by a child or a parent and are concerned that it may be a Child Protection issue, please fill in this form as soon as possible and pass it immediately to the DSL or DDSL. Record statements and observations, rather than interpretations or assumptions. This form can also be used for staff to report their own concerns about a child. If you have made notes beforehand or separately please attach these also.

See overleaf for "Reporting a concern flowchart".

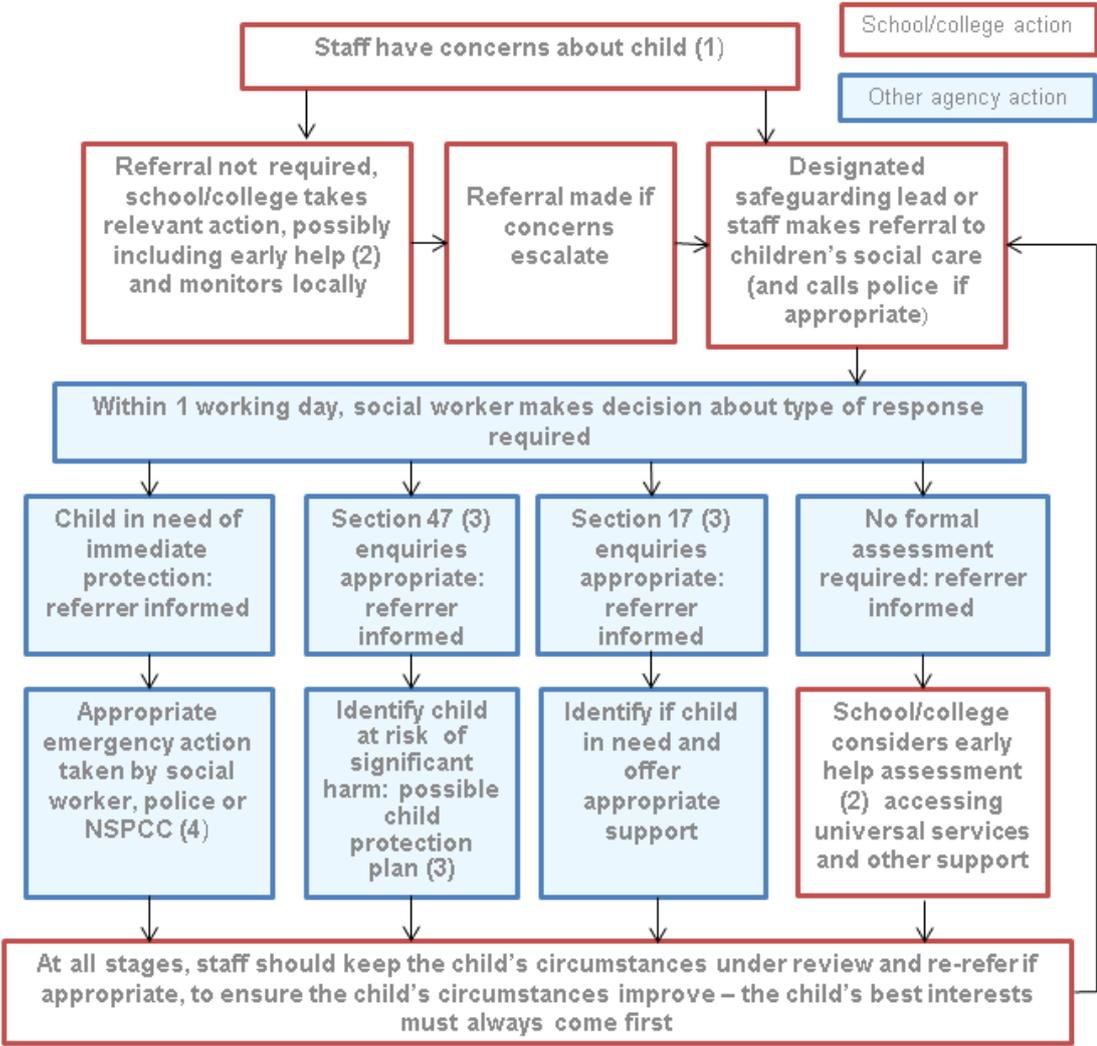
The form should then be passed to the Designated Safeguarding Lead for Child Protection:-

Mr M. Shute or Mrs J. Butcher

Member of Staff:	Date:
Student name & Form:	Place:
Source: Parent / 'phone call / student report / staff report	
Statements & Observations:	
Non-verbal behaviour during initial conversation noted, if appropriate:	
Any other concerns? (<i>Known background information that might help</i>)	
Date Form Received by Designated Safeguarding Lead (DSL):	
Action Taken by Designated Safeguarding Lead (DSL):	

Appendix 3

Actions where there are concerns about a child





Appendix 4

CONFIDENTIAL DECLARATION

Keeping Children Safe in Education (KCSIE)

DfE rules state that schools may not allow people to work in their setting or to be directly concerned in their management, if they **or others in their households** are ‘disqualified’.

Grounds for disqualification are not only that a person is barred from working with children (included on the children’s barred list) but also include that:

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

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

Staff affected by the ‘by association’ rule may be able to apply to Ofsted for a waiver of disqualification but may not work in the setting until such waiver is confirmed.

Please provide **in confidence** to the Headmaster disqualification information relating to you or others in your household.

If no such information exists please sign this declaration form and return it to the Headmaster.

Name of Staff Member

.....

I confirm that the rule regarding disqualification does not apply to me or any members of my household and that I will inform the Headmaster immediately if my circumstances alter.

Signature:

.....

Date:

Appendix 5

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 6

Honour Based Violence

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. 4 types of procedure: Type 1 Clitoridectomy – partial/total removal of clitoris Type 2 Excision – partial/total removal of clitoris and labia minora Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage
- Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection

Domestic Abuse

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor. What should I do if I suspect a family is affected by domestic abuse? To talk through your concerns call the Redbridge Domestic Abuse Helpline on 07939 255 014 or talk to your local outreach service.