



**Sarum Hall School**

## **Keeping Children Safe in Education, Child Protection Policy and Code of Conduct**

Date: 03.09.2018  
Review: 03.09.2019

Staff responsible: Headmistress (Designated Safeguarding Lead Person)  
Alison Buike (Deputy DSL)  
Deputy Head (2<sup>nd</sup> Deputy DSL)  
Academic Director  
Head of Early Years Foundation Stage  
Subject Coordinators  
Teachers  
Teaching & Learning Assistants  
Non-teaching staff

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## **Key contacts**

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**Designated safeguarding lead person, including Early Years: (DSL)**

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**Deputy Designated Senior Lead, including Early Years:**

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15 Eton Avenue  
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**2<sup>nd</sup> Deputy Designated Senior Lead, including Early Years:**

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**Nominated Governor for child protection, including Early Years:**

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**Child protection lead officer and Local Authority Designated Officer (LADO):**

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Contact details: 020 7974 6999

**Safeguarding lead officers:**

Name: Michelle O'Regan (Head of Service – Children in Need)

Tel: 020 7974 1905

Name: Nicole Cameron (Service manager)

Tel: 020 7974 1134

Name: Patricia Williams (Service manager)

Tel: 020 7974 1558

**Multi-agency safeguarding hub (MASH) team:**

The multi-agency safeguarding hub (MASH) is the front door service for children in need services provided by social workers and other professionals, including child protection. It also provides an out of hours service and a social work service at the Royal Free Hospital and University College London hospitals.

Manager: Claire Mumby

Tel: 020 7974 1553/3317

Fax: 020 7974 3310

**E-safety contact officer:**

Name: Jenni Spencer

Tel: 020 7974 2866

**Early Help/CAF team:**

Name: Emma Haigh

Tel: 020 7974 8832/8791

**Other Boroughs:**

**Barnet MASH Team**

Tel: 0208 359 4066

Fax: 0208 359 8032

**Haringey First Response Screening Team (within The MASH Team)**

Tel: 0208 489 4470

Fax: 0208 489 4442

**Islington Children Services Contact Team (within The MASH Team)**

Tel: 0207 527 7400

**Westminster ACCESS Team**

Tel: 0207 641 4000 option 1

Fax: 0207 641 7526

**Brent:** 0208 937 4300

**Anti-terrorist Hotline:** 0800 789321

**Police:** 999

**Local police force:** 020 8721 2779 or 101 (the non-emergency police number)

**DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors:** 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).

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This policy applies to EYFS

# **1 Purpose of policy**

Sarum Hall is committed to providing a safe and healthy learning environment that allows girls to develop to their full potential through the curriculum, PSHE and through information and communication technologies. This policy applies to all girls at Sarum Hall School, including those in the Early Years Foundation Stage. Particular attention is paid to school practices and procedures to help children to adjust their behaviours in order to reduce risks, including the safe use of information and communication technologies.

Our aim is to help girls achieve excellent outcomes by fulfilling all safeguarding and welfare responsibilities, creating an environment that promotes their welfare and helps them to develop socially emotionally and intellectually so that they can make the most of their life chances.

In line with the Education Act 2002 and Children Act  
[Keeping Children Safe in Education Sept 2018.pdf](#)  
[Working-together-to-safeguard-children](#)

Sarum Hall will ensure that arrangements are in place to keep children safe in education, safeguard and promote the welfare of children by:

- Ensuring safe recruitment practices; checking that any electronic references received are from a legitimate source.
- Ensure processes to reflect the requirement that any internal candidates provide references before interview (in line with external candidates) and that any such reference is from a senior person with appropriate authority.
- Safeguarding their welfare, particularly those who are most vulnerable
- Practitioners should, in particular, be alert to the potential need for early help for a child who:
  - Is disabled and has specific additional needs
  - Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
  - Is a young carer
  - Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
  - Is frequently missing/goes missing from care or from home
  - Is at risk of modern slavery, trafficking or exploitation
  - Is at risk of being radicalised or exploited
  - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
  - Is misusing drugs or alcohol themselves

- Has returned home to their family from care
- Is a privately fostered child
- Providing girls with opportunities to discuss issues and report problems affecting their safety and welfare
- Ensuring robust and timely procedures for recognition and referral where there are welfare or child protection concerns
- Understanding the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect immediately
- Keeping detailed, accurate, secure written records of concerns and referrals
- Listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- Through training, raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns, that staff have the skills, knowledge and understanding necessary to keep children safe including those who are looked after by a local authority. Guidance from the Children and Social Work Act 2017 will be implemented.
- Teaching children to keep themselves safe and ensuring they know who to approach for help
- Promoting partnership working with parents and professionals.

Decisions to seek support for a child in need would normally be taken in consultation with parents and girls, however their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

- Ensuring that staff know that anyone can make a referral to the local authority; recognising the importance of children receiving the right help at the right time to address risks and prevent issues escalating; the importance of acting on and referring immediately the early signs of abuse and neglect, radicalisation; keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. In the case of pupils identified as being at risk of radicalisation, Sarum Hall will consider the level of risk and identify the most appropriate referral, which could include Channel or Children's Social Care.

Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, there should be no suggestion in the school policy that their consent is required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

- Staff must be aware of new legal duty to raise concerns about Female Genital Mutilation (FGM) of girls under the age of 18 to the DSL who must in turn report to the police.
- Differentiating 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 use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches.

- Monitoring and supporting girls who are subject to child protection plans and contributing to the implementation of their plan. This includes ensuring that staff have up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents and delegated carers and information available to the Designated safeguarding lead.

## **2 Roles and responsibilities**

### **2.1 Camden Children Schools and Families (CSF)**

CSF (including Family Support and Social Work) will support the school to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough, including an early help service
- providing statutory social work services under the Children Act 1989
- providing the school with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and e-safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education.

### **2.2 Governing body**

The governing body will ensure that the school meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- The school has the following policies in place and that these are regularly monitored, reviewed and updated where necessary; recognising the expertise of staff by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is provided for staff to contribute to and shape safeguarding arrangements and child protection policy:
  - safeguarding and child protection policies and procedures in place that are consistent with Camden Safeguarding Children Board procedures,
  - a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media.
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
- There is a nominated governor with responsibility for liaising with Camden CSF on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
- A senior member of management staff is appointed by the governors as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- There is a designated teacher nominated to promote the educational achievement of looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies, whistleblowing and the staff

code of conduct policy. Training talks include the content of Part One of KCSIE and Annex A.

- Steps are taken to ensure parents and pupils are aware of the school's safeguarding and child protection policies and procedures.
- Governing bodies ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) and through sex and relationship education (SRE).
- Governing bodies ensure that appropriate filters and monitoring systems are in place; care is taken that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- The school has appropriate written procedures in place to ensure safe recruitment practices, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- At least 1 member of the governing body has undertaken safer recruitment training.
- In addition to regularly updated training staff receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- The school has procedures in place to deal with allegations made against other pupils and does not tolerate or allow sexual abuse to be passed off as "banter".
- The School has procedures in place for pupils who go missing from education.

### **2.3 Head teacher**

The head teacher will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly so that they are fully aware and understand the school safeguarding and child protection policies and are able to fully implement these including Part 1 Keeping children safe in education guidance and Annex A which is read and signed. If Part One of KCSIE is updated by the DfE; existing staff must be updated.
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services. SLT and teaching staff read Annex A.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals to FSSW.

- Staff are able to work in partnership with other agencies to safeguard children, including contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- Safe recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- Sarum Hall offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of the governing body.

## 2.4 Role of the designated safeguarding lead

The role of the designated safeguarding lead is to:

- see the complete safeguarding picture
- liaise with and manage referrals to relevant agencies such as Family Services and Social Work (FSSW), the LADO and the Disclosure and Barring Service (DBS)
- receive updated child protection training at least every two years with additional informal updates by e mails and regular staff meetings.
- implement local inter-agency working protocols and training in the LSCB's approach to Prevent duties.
- keep the head teacher and the board of governors informed of on-going safeguarding and child protection issues and enquiries
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals
- ensure the school's safeguarding and child protection policies are up to date and consistent with Camden's Safeguarding Children Board policies and that policies are reviewed annually
- ensure all staff, including temporary staff, are aware of and understand the policies and procedures and are able to implement them
- attend regular training and the designated teachers' meetings hosted by CSF in order to keep up to date with new policy, emerging issues and local safeguarding and child protection procedures and working practices
- have an awareness of those children who may be in need, young carers and children who have special educational needs
- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes
- provide a link between the school and other agencies, particularly FSSW and the Camden Safeguarding Children Board
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training regularly, in line with advice from the London child protection procedures (every 2 years) to determine the most appropriate schedule, level and focus for training. *Prevent* awareness training will be part

of this; Including:

1. The school's child protection policy;
  2. The staff code of conduct/behaviour policy including whistleblowing;
  3. The identity of the designated person;
  4. A copy of Part 1 and Annex A of KCSIE.
- the Designated safeguarding lead (DSL) teacher and deputy are given sufficient time, training and resources to carry out their responsibilities. The Deputy DSL is trained to the same level as the DSL.
  - Staff are released to attend child protection conferences, core group meetings and other meetings held to discuss Keeping Children Safe in School issues concerning girls at the school
  - Safe recruitment practice is always followed
  - Sarum Hall offers a safe environment for staff and girls to raise concerns about poor or unsafe practice
  - Appropriate action is taken whenever an allegation is made against a member of staff (Part 4 of KCSIE guidance is followed)
  - If an allegation is made against a teacher all unnecessary delays should be eradicated. We would not undertake investigations of allegations without prior consultation with the local authority designated officer or team of officers; or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the Designated Officer or team of officers can be held informally and without naming the school or individual.
  - Keeping Children Safe in School issues and training arrangements are brought to the attention of the governing body. The DSL and governor responsible for safeguarding prepare an annual KCSIE review for full board discussion at the Governors' meeting in the summer term.
  - Ensure relevant records and information is passed on appropriately when children transfer to other schools.

## **2.5 Working with parents and carers**

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the school statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school 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 policies to ensure their views are taken into account

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- 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.

### **3 Safeguarding (Keeping Children Safe in Education)**

#### **3.1 Definition**

Keeping Children Safe in School 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.

Sarum Hall will carry out its duty to safeguard pupils by:

- 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.

To achieve these aims, the school will:

- identify children who need extra help at an early stage and make appropriate referrals for an early help service to prevent concerns escalating
- identify children who may be suffering from significant harm and make a child protection referral to FSSW
- share information readily with relevant agencies and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

The school will refer to Camden's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

[\*Safeguarding children - Camden Council\*](#)

**Referral for early help services** will be made by way of an e-CAF referral to Camden's Early Help/CAF team for children with low-level needs who may need extra services which cannot be provided by the school to help them achieve good outcomes. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

**Referral for a social work service** will be made by way of an e-CAF referral to the FSSW MASH team for children with medium level needs who are likely to be assessed as being a child in need under section 17 of the Children Act 1989.

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These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

**Child protection referrals** will be made by way of an e-CAF referral to the FSSW MASH team under the procedures set out in section 4 for any child where there are concerns about significant harm.

### **Additional external policies**

[nspcc.org.uk](http://nspcc.org.uk)

[Keeping children safe in education - Publications - GOV.UK](#)

[Department for Education - GOV.UK](#)

[Discrimination: your rights](#)

[Guidance on School attendance.](#)

[Safeguarding Children and Young People from Sexual Exploitation](#)

[Behaviour and discipline in schools](#)

[Preventing and tackling bullying including cyber bullying](#)

[Children missing from school](#)

[Exclusion](#)

[Safeguarding Children in whom illness is fabricated or induced](#)

[Abuse linked to Faith or Belief](#)

[Preventing youth violence and gang involvement](#)

[Prevent Duty: Departmental Advice \(2015\)](#)

[Revised Prevent Duty](#)

[Use of reasonable force - Advice](#)

[Private fostering](#)

[Promoting fundamental British values through SMSC -](#)

[Trafficking](#)

[Dealing with issues relating to parental responsibility - Publications - GOV.UK](#)

### **3.2 Role of the school**

Sarum Hall recognises that girls may face many barriers to learning that may affect their prospects in later life. Sarum Hall will safeguard and promote girl's welfare and well-being by focussing on preventative actions and services so that all girls are able to fulfil their potential.

#### **Physical and mental health and emotional well-being**

##### ***Aims:***

Sarum Hall will promote girls' 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.

Sarum Hall will work closely with health professionals to monitor girls' health and ensure that girls with health needs receive the extra support they need to fully participate in education.

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

### **Protection from harm and neglect**

#### ***Aims:***

Sarum Hall aims to provide a safe learning environment where girls are:

- taught about safeguarding, including online, through the curriculum and PSHE. Attention is paid to school practices to help girls adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet. Resources from The UK Safer Internet Centre [www.saferinternet.org.uk](http://www.saferinternet.org.uk) and CEOP's Thinkuknow website [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) are used.
- kept safe from accidents whilst at school and during trips
- protected from maltreatment through the implementation of London 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
- able to feel supported, safe and protected and able to raise concerns.

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

### **Education, training and recreation**

#### ***Aims:***

Sarum Hall will ensure that girls attend regularly, enjoy learning, play and are achieving to their full potential.

### **Making a positive contribution and social and economic well-being.**

#### ***Aims:***

The ethos of Sarum Hall will be one where girls feel valued and are able to participate and contribute to the development of policies that support co-operation, inclusion and integration.

Girls 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.

Sarum Hall will follow DFE guidance "Recording and reporting racist incidents" in order to challenge racist abuse or harassment by girls and promote good race relations.

### **3.3 Supporting girls**

Sarum Hall will support all girls 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. This will be done through PSHE curriculum, assemblies and outside speakers.

<http://www.childline.org.uk/Pages/Home.aspx>

<http://www.nspcc.org.uk/help-and-advice>

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

### **3.4 Powers regarding management of girl 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.

- Behaviour and discipline in schools

### **3.5 Working with parents and carers**

Parents and carers have the main responsibility for keeping their child safe and promoting their child's welfare and that Sarum Hall recognises the importance of working in partnership with them to ensure the welfare and safety of girls.

Sarum Hall will:

- make parents aware of the school's statutory role in Keeping Children Safe in School and promoting the welfare of girls, including the duty to refer girls on where necessary, by making all Sarum Hall policies available on Sarum Hall 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 Sarum Hall 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 girls need extra support.

### **3.6 Inter-agency working**

Sarum Hall 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, Sarum Hall will lawfully share information with agencies in order to ensure girls 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 girl.

Sarum Hall recognises the central role they play in Keeping Children Safe in School and will ensure that a representative attends all multi-agency meetings such as case conferences and core group meetings.

Sarum Hall will liaise with Local Authority lead officers for Keeping Children Safe in School wherever there are any concerns or issues relating to Keeping Children Safe in School practice or the safeguarding of individual girls.

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

Sarum Hall will be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

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 Family Services and Social Work (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 Safeguarding Lead should make a referral to FSSW.

### **3.7 Role of Family Services and Social Work (FSSW)**

FSSW is responsible for Children's Social Care 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***  
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 girl 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 Annex B to record any concerns and/or monitor the girls' progress.

- ***Children in need of protection – high level risk***  
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 procedures**

### **4.1 Role of school**

The school 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 (DfE 2015)
- What to do if you're worried a child is being abused - Publications - GOV.UK
- London Safeguarding Children Board (procedures)

In line with these policies and procedures, the school will:

- identify those pupils where there are child protection concerns and making a referral to FSSW
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

### **4.2 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 safeguarding lead.
- Staff should refer to Annex A 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 safeguarding lead 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 Annex B. Details of any concerning incidents should also be recorded on this form.

### **4.3 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 the FSSW MASH team;
- 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.

### **4.4 Referral**

- A decision on whether or not to refer a pupil to the MASH should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns.
- Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the designated teacher. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a “no names” basis with Camden’s Child Protection Co-ordinator or the MASH team social worker 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, interfere with a criminal investigation or cause undue delay. 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 MASH team. If the child lives outside Camden, a referral should be made to their home local authority.
- All referrals will be acknowledged by the MASH manager within 24 hours and the referrer informed of what action will be taken.

### **4.5 Attendance at case conferences and core groups**

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- The designated safeguarding lead will liaise with FSSW to ensure that all relevant information held by the school is provided to FSSW during the course of any child protection investigation.
- The designated safeguarding lead will ensure that the school 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. School will consider at all times what is in the best interests of the child.
  - failing that, the designated safeguarding lead or their deputy will attend
  - if no-one from the school can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

#### **4.6 Monitoring**

Where a pupil is the subject of a child protection plan and the school 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 safeguarding lead
- all information will be recorded on the child protection monitoring/incident form shown at Annex B prior to each conference and core group meeting
- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings
- the designated safeguarding lead will notify FSSW if the child is removed from the school roll, excluded for any period of time or goes missing.

#### **4.7 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 safeguarding lead 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 Annex B) 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 **or**
  - 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 safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school.
- Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste.

#### **4.8 Confidentiality and information sharing**

- All information obtained by school staff about a pupil will be kept confidential and will 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. 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?
- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the MASH social worker on a "no names" basis to gain advice on whether this course of action should be taken.
- 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 safeguarding lead or seek advice from the MASH social worker.

#### 4.9 Children who harm other children

Where a pupil's behaviour causes significant harm to other pupils, for example through violent or sexually abusive behaviour, the school will refer the child to FSSW MASH under the *Children who harm other children* protocol available at: [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board](#) and [Sexual violence and sexual harassment between children in schools and colleges](#)

#### 4.10 Prevention of radicalisation

The school's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Under Counter-Terrorism and Security Act 2015, the school also has a duty to refer young people on to Camden's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

[prevent-duty-departmental-advice-](#)

*Schools should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where a school may have concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, they should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.*

*The school designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer (if they have one), the Police Prevent Engagement Officer (Gareth Tuck, [gareth.tuck@met.pnn.police.uk](mailto:gareth.tuck@met.pnn.police.uk) or call 07818 587 396) and Camden's Prevent co-ordinator (Manisha Bhikha, [manisha.bhikha@camden.gov.uk](mailto:manisha.bhikha@camden.gov.uk) or call 020 7974 1475).*

*To make a referral to the Channel Panel, schools/colleges should first refer the young person to the MASH team using an e-CAF in the same way as for other safeguarding referrals. Where possible, the school should gather any relevant evidence, for example correspondence with parents, internet history and visited websites, notes from meetings to discuss concerns and behaviour, and known associates.*

*When making a referral, if the referral is considered appropriate for Channel support, the school will be invited to the multi-agency panel meeting to provide information on the concerns that have been noted, and contribute perspectives on the most appropriate support that should be offered to the pupil and/or family.*

**Keeping Children Safe in Education, Child Protection Policy and Code of Conduct**  
This policy applies to EYFS

**Relevant school policies:**

Whistle blowing  
SEND/LDD/G&T/EAL  
Educational visits  
Policy to promote good behaviour and set out sanctions  
Policy to prevent bullying  
Curriculum policies including PSHE Policy and ESR (Education for Social Responsibility)  
SRE (sex and relationships education)  
Admission, Attendance Registers and Children who Go Missing from Education  
Children missing from school  
First Aid policy  
Policy on supporting girls with medical needs  
Intimate care Policy  
Health and safety  
E-safety policy on use of ICT, mobile phones and other electronic devices  
Taking, storing and using images of girls  
Restraint Policy  
EYFS Policy  
Equality and diversity Policy  
Accessibility policy and plans  
Complaints policy  
Confidentiality  
Recruitment Policy  
Mission Statement

## **5 Early Years**

Early Years settings within schools

### **5.1 Legal and policy framework**

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

### **5.2 Safeguarding and child protection**

All safeguarding and child protection policies listed in sections 3 and 4 of this policy will apply equally to children in our Early Years setting (Nursery and Reception) so far as they are relevant to that age group.

In addition, the school has the following child protection policies:

**Keeping Children Safe in Education, Child Protection Policy and Code of Conduct**  
This policy applies to EYFS

## Policy on the Responsible Use of the Internet & Mobile Devices for Staff and Volunteers, including the use of Personal devices within school (including the Early Years Setting)

- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile
- parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared
- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose
- Staff must never use a personal electronic device or phone with a camera/recording function in the presence of pupils.
- Staff may use their phones in a private area where no pupils are present. In the case of emergency, or on a school trip where phone contact needs to be made, staff phones should be used.
- If personal mobile phones are brought into the school, including early years, they are stored away securely and used only during non-contact time in a private area.

Notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

### **5.3 Suitable people**

The school will follow the safe recruitment policy set out in section 6 of this policy to ensure that staff and volunteers who are recruited to work, including in the early years setting, are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Sarum Hall 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, as detailed in section 6 of this policy.

Staff policies set out in section 6 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Camden policy "*Guidance of the management of an allegation against a member of staff*" as referred to in section 6 of this document.

**Keeping Children Safe in Education, Child Protection Policy and Code of Conduct**

This policy applies to EYFS

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

#### **5.4 Staff training, skills and supervision**

The school will ensure that:

- all staff, including in early years settings, have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy including information about the Designated Safeguarding Lead and on-line safety.
- all policies set out in section 7 of this policy will apply equally to early years staff
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take
- all early years staff are able to communicate effectively in English both orally and in writing
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

#### **5.5 Staff ratios**

The school will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe
- parents are kept informed of staff members and numbers
- children are kept within staff sight and hearing at all times.

For nursery classes:

- there will be at least one member of staff for every 13 children
- one member of staff will be a qualified teacher
- at least one member of staff will hold a full and relevant level 3 qualification.

For reception classes:

- class sizes will be limited to 30 pupils
- classes will be led by a qualified teacher supported by suitably qualified support staff.

#### **5.6 Health**

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

## **Health and safety and suitability of premises**

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

## **6 Safe recruitment**

See also the School's *Recruitment, Selection and Disclosures policy and procedure*.

### **6.1 General principles**

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

The school will follow the *Keeping children safe in education* guidance from 3<sup>rd</sup> September 2018

The school will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors, in accordance with statutory requirements. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed through TRA Teacher Services System, overseas checks and checks from countries in the European Economic Area. Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school (see section 6.3).

- 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 DBS and other checks as part of safe recruitment practices.

- Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safe recruitment training. Schools will take up the accredited safe recruitment training offered through the Camden Safeguarding Children Board or any other accredited training provider.
- Although the head teacher 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.
- 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.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- In schools, the head teacher and Bursar will be responsible for keeping a single central record of all staff and volunteers who work at the school.
- The single central records should include details of all checks carried out and the outcome of these checks in the format shown at Annex 3.
- Where the school has salaried trainee teachers, the school will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.
- For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.
- Where staff are recruited via third parties such as employment agencies, the head teacher and/or the board of governors will:
  - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
  - request written confirmation of the outcome of all checks
  - request written confirmation that an enhanced DBS certificate has been received by the agency
  - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

## **6.2 Checks to be taken out**

The school will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided.

- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and to ensure they are not prohibited from teaching.
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach.
- If a candidate applying for a teaching post is not currently teaching, the school will contact their former school to enquire about their reasons for leaving.
- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.
- Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers. References may be taken up prior to interview and will be requested directly from the referee. Referees will be contacted to resolve any issues that emerge from the references provided.
- The school will keep copies of the following documents on staff personnel files:
  - documents used as proof of identity such as passports or driving licences
  - a summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed)
  - documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

### **6.3 DBS checks**

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity. This is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising

- care
- guidance and advice
- driving a vehicle
- personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at the school or unpaid volunteers who regularly work unsupervised at the school and whose work means they have an opportunity for contact with children.

Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on this:

- the age of the children;
- their level of vulnerability;
- the numbers of children in the group;
- the nature of the role;
- opportunities for contact with the children.

The school has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

#### **6.4 Volunteers**

The head teacher will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- All volunteers will be required to undergo a recruitment process, such as references, DBS and other checks and interviews that is appropriate and proportional to the duties assigned to them.
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children should be subject to an enhanced DBS check, including barred list information.
- New volunteers who are not carrying out regulated activity but who have an opportunity for regular contact with children will be subject to an enhanced DBS check but this may not include a barred list check.

- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the head teacher will decide whether an enhanced DBS check should be carried out depending on:
  - the nature of the role
  - what information is already known about the volunteer
  - what references from work or volunteering activity the volunteer has provided regarding suitability
  - whether the role is eligible for an enhanced DBS check.
- The school will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
- All volunteers will be fully inducted in relation to all school policies and procedures.

This section also applies to school governors who will be treated as volunteers for the purposes of carrying out DBS checks.

## **7 Staff practice and conduct**

### **7.1 Induction and training**

- The head teacher will ensure that all staff are fully inducted, and are given the school safeguarding, child protection, behaviour, children missing from education policies and procedures including the role of the Designated Safeguarding Lead and that staff are fully aware of their role in implementing these. Staff will be asked to confirm in writing that they have received all relevant staff policies, including “*What to do if you are worried a child is being abused*” guidance.
- The designated safeguarding lead will ensure that all staff are fully inducted with regard to the schoolchild protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.
- The head teacher will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive multi-agency safeguarding training provided by Camden Safeguarding Children Board at the relevant level.
- As well as basic safeguarding training, the designated safeguarding lead and their deputy will receive specific training on their role and other 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 and referral process as part of their safeguarding training.

## 7.2 Conduct and safe teaching practice

- The school 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 appropriate boundaries.
- The head teacher will ensure that there is a written code of conduct in place, including acceptable use of technologies, staff pupil relationships, communications, including via social media, and whistle blowing and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school 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).

## 7.3 Providing intimate or personal care to pupils

*Staff 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.*

*The School has a written policy in place in order to promote safe working practices for staff and ensure children’s privacy. 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 the School’s Intimate Care Policy 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.*

## 7.4 Behaviour management, physical intervention and restraint

[Restraint Policy.doc](#)

*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.*

[Behaviour and discipline in schools - Publications - GOV.UK](#)

*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.*

#### **7.4 Music tuition**

*It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.*

*Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:*

- *ensure they behave in an appropriate manner and maintain professional boundaries at all times*
- *only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed*
- *make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why*
- *ask the child's permission first and respect their wishes*
- *report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken.*

*The school should:*

- *carry out a risk assessment around providing music tuition. This should include:*
  - *looking at whether rooms/spaces used for tuition are adequately safe and open locations that can be easily observed by others*
  - *passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly*
- *let parents know when they arrange tuition what level of physical contact may take place as part of the activity*
- *record any reported incidents or issues and deal with these within the framework of the school's own policies*
- *make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.*

#### **7.5 Allegations against staff**

If it is alleged that a member or staff/volunteer has:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against/related to a child
- behaved toward a child or children in a way that indicates they would pose a risk or harm if they work with children

The person receiving the allegation must take it seriously and immediately inform the Headmistress (DSL), if she is absent, then the Chair of governors. A written record of the allegation must be made; using the informant's words- including time, date, place, what was said and anyone else present. This record should be signed and dated and immediately passed to the Headmistress.

If an allegation is made against the Headmistress, this must be reported to the Chair of Governors.

The Headmistress or Governor will not investigate the allegation without immediate prior consultation with the LADO. In the most serious cases, the police will be contacted.

The school will follow Camden's "*Guidance for the management of an allegation against a member of staff*".

[Policies / Guidance | Camden Safeguarding Children Board](#)

[Managing allegation against staff and volunteers](#)

All allegations in relation to staff members will be referred to the head teacher; allegations against the head teacher will be referred to the board of governors.

Where a staff member is removed or resigns from the school prior to or following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at:

[Making barring referrals to the dbs](#)

## **7.6 Whistleblowing**

The school foster a culture of openness in line with the "Freedom to speak up" review and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school 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;

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- 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 head teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

## **8 Health and safety and risk assessments**

### **8.1 Responsibility for health and safety**

The governing body and head teacher will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

The health and safety policy adopted by the school will be based on the government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

[DfE Health & Safety Advice](#)

Day-to-day responsibility for health and safety issues in the school will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is:

**Name: Victoria Heeley**  
**Designation: Bursar**  
**Contact details: 0207 472 0293**

### **8.2 Risk assessments**

The school will seek to identify and manage risk through the use of risk assessments. These will 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.

### **8.3 Working with aggressive and violent parents**

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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 discussed with the head teacher and the designated safeguarding lead and the information 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.

#### **8.4 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 head teacher will decide whether or not contractors should be subject to DBS 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 head teacher will liaise with the Bursar and Facilities manager and perform a risk assessment
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the head teacher 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 provide proof of identity
  - expected to wear a name-badge or carry some form of identification at all times when on the school premises;
  - suitably supervised by school staff at all times;
  - made aware of school health and safety procedures.
- The head teacher 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 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.

#### **8.5 Use of the school premises by other organisations**

The school will only allow use of the school premises by other organisations schools outside of school hours for the purposes of providing supplemental schooling if:

- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values
- the organisation can provide evidence that they have followed safe recruitment practices and that their staff have the requisite DBS checks
- the following reasonable and due diligence checks are taken out on the organisation by the school;
  - an internet search on the organisation
  - checks with Camden's Community Groups and Schools Consultant (020 7974 7319)
  - checks with Camden's Channel officer (020 7974 1475)
  - checks with Camden Community Safety (020 8733 6443) and the local police
  - DfE dedicated telephone helpline for non-emergency advice for staff and governors (020 7340 7264)
  - **Anti-terrorist Hotline (0800 789321)**
  - **Police 999, local police force 020 8721 2779, 101**

## 8.6 Monitoring and review

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the head teacher and the board of governors will ensure that;

- all school policies are regularly monitored by the designated safeguarding lead and annually reviewed by the head teacher and governing body;
- the school 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 head teacher has an overview all accidents/incidents;
- serious accidents and incidents are reported to the board of governors;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

## **9 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 available at: [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board](#)*

*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 safeguarding lead should make a referral to FSSW.*

## **10 Non-collection of children from school**

The school will put in place a policy regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow the procedure agreed with FSSW:

- The schools will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will put FSSW on notice at 4.00 pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4.30pm, the school will contact the FSSW assessment team who will arrange for a social worker to collect the child or make arrangements for the child to be transported to the FSSW office.

- The school will hold more than 1 emergency contact number for a child and regularly ask parents to confirm and update this and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead and reported to the Education Welfare Service. If there are also child protection concerns, a referral should be made to FSSW.

### **Additional policies**

[Missing Child Policy.docx](#)

## **11 Safeguarding vulnerable groups**

*Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from FSSW or other agencies in order to overcome problems or keep them safe. School should be aware of the following policies so that they are able to respond to the needs of these vulnerable groups*

### **Children at risk of sexual exploitation**

[Child Sexual Exploitation | Camden Safeguarding Children Board](#)

### **Children at risk of female genital mutilation (FGM)**

[Female genital mutilation: guidelines to protect children and women - Publications - GOV.UK](#)

*Schools now have a mandatory duty to report **known cases** of FGM on girls under the age of 18 to the **police**. Details of the duty and what action to take can be found in the CSCB guidance available at:*

<http://www.cscb-new.co.uk/wp-content/uploads/2015/10/FGM-mandatory-reporting-guide.pdf>

### **Children at risk of forced marriage**

[Forced marriage - Detailed guidance - GOV.UK](#)

### **Children who run away/go missing**

[Policies / Guidance | Camden Safeguarding Children Board](#)

*Schools should also be aware that going missing in an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.*

### **Young People living with domestic or sexual violence**

*Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Camden Safety Net on **020 7974 1864** for advice and support.*

**Young People at risk from gang activity or serious youth violence** Camden has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on **020 7974 6174** for advice.

**Children at risk of self-harm**

Schools should have awareness of risks and signs of children who self-harm and have clear procedures to provide support.

**Trafficked children**

Child Trafficking | Camden Safeguarding Children Board

**Privately fostered children**

Schools have a legal duty to notify Camden of any pupil they know to be privately fostered. Schools should contact the Fostering team on **020 7974 6783** to notify Camden of any private fostering arrangements that come to their notice.

**Young carers**

If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action on **020 7272 6933** for advice and can refer the pupil on for services and support. Further details can be found on the website.

[www.family-action.org.uk](http://www.family-action.org.uk)

**Young People at risk of radicalisation and extremism**

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Staff need to be aware of any pupils who may be in contact with or being targeted by extremists. Schools should refer to section 4.10 of this policy for information on what action to take to refer the young person to Camden's Channel Panel where there is evidence that a pupil is being radicalised or involved in extremism. Schools can also seek advice from Rema Patel [rema.patel@camden.gov.uk](mailto:rema.patel@camden.gov.uk) Camden's Prevent co-ordinator (in post February 29<sup>th</sup>)

## Appendix 1

### CHILD PROTECTION; DEFINITIONS AND INDICATORS

#### Definitions

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

**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.

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:

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

**Keeping Children Safe in Education, Child Protection Policy and Code of Conduct**  
This policy applies to EYFS

(including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

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

### **Specific safeguarding issues**

All staff should have an awareness of safeguarding issues- some of which are listed below.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school policy and procedures with regards to peer on peer abuse. This will entail effective implementation of the school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue);

### **Sexual violence and sexual harassment**

- Sexual violence and sexual harassment can be between two children, or a group of children.
- Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment.

**Keeping Children Safe in Education, Child Protection Policy and Code of Conduct**  
This policy applies to EYFS

- Children with SEND are likely to be more vulnerable.
- Sexual violence refers to rape, assault by penetration or sexual assault.
- Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, or displaying photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (Note - this list is not exhaustive).
- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent.
- When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered.
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Local Safeguarding Children Board;
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police;
- following the advice for practitioners in:
  - [What to do if you are worried a child is being abused.pdf](#)
  - [Sexual violence and sexual harassment between children in schools and colleges](#)
- effective information sharing with any agencies or other professionals involved;
- where allegations of abuse or assault have been made against one or more of its own pupils, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for residential trips, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc;
- good record keeping of related conversations, meetings and communications.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.

School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs

- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking

## Annex A

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the annex. [Keeping Children Safe in Education 2018 pages 15-26](#)

### **Possible indicators of abuse and neglect**

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

## **Annex B: 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:

## **Annex C: School central record**

### **Important notes**

This record should include:

- All staff, including supply staff and teacher trainees on salaried routes, who work in school
- All others who work in regular contact children in school, including volunteers
- All members of the governing body

### **Agency staff**

Please give details of confirmation of checks that have been carried out by the supplying agency.

### **Volunteers**

- Unsupervised volunteers should not be left alone or allowed to work in regulated activity.
- For new volunteers in regulated activity who regularly teach children unsupervised an enhanced DBS is needed with a barred list check.
- For new volunteers not in regulated activity, schools should obtain an enhanced DBS certificate.
- Existing volunteers who provide personal care, the school should consider obtaining an enhanced DBS.
- Existing volunteers who are unsupervised do not need to have a DBS check with a barred list check because the volunteer should have been checked originally.
- For existing volunteers not in regulated activity there is no requirement for an enhanced DBS check (a school can request one but may not request a check of the barred list).
- For a volunteer not engaging in regulated activity a risk assessment should be made and a professional judgement made about the need for an enhanced DBS check.
- Supervision of volunteers – there must be supervision by a person in regulated activity, where supervision occurs, this must be regular and day to day and the supervision must be reasonable in all the circumstances to ensure the protection of children.

### **Regulated activity**

Regulated activity (refer to section 6 for examples) – the period condition is at any time on four or more days in any period of 30 days. 'Frequently' is doing something once a week or more. Work of the nature defined is considered regulated activity if done regularly; where this is the case an enhanced DBS check is needed with a barred list check.

### **Contractors**

Contractors or employees of contractors working at the school should have the appropriate level of DBS check if a check is required, eg if the contractor

is carrying out teaching or providing a level of care or supervision of children regularly.

### **Documents**

Please note that there is no requirement to list DBS numbers. Also, to comply with the Data Protection, DBS certificates should not be retained any longer than six months. Other documents to verify identity, right to work in the UK etc, should be kept in personnel files.

**SCR Template**

| Name | Date of service | Address | DOB | Evidence of identity: (name of person carrying out check and date of check) | Barred list check (date and name of person carrying out check) | Enhanced DBS check (date and name of person carrying out check) | Prohibition from teaching check (date and name of person carrying out check) | Checks on persons from overseas, including EEA check (date and name of person carrying out check) | Checks on professional qualifications/ Certificates obtained (date and name of person carrying out check) | Checks on right to work in the UK/documents obtained (date and name of person carrying out check) | For supply staff, evidence from the employment agency that relevant checks have been carried out (date of confirmation and name of school staff checking) |
|------|-----------------|---------|-----|---|--|---|--|---|---|---|---|
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|      |                 |         |     |   |  |   |  |   |   |   |   |
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|      |                 |         |     |   |  |   |  |   |   |   |   |
|      |                 |         |     |   |  |   |  |   |   |   |   |

## Supplementary Information for completion of the Camden Safeguarding Checklist

|  |   |
|--|---|
| <b>DSP arrangements</b>                        | <i>It is a statutory requirement that the lead DP is a senior member of the school's leadership team. The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post. In many schools a single designated person will be sufficient, but a deputy should be available to act in the designated person's absence. In large establishments, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the workload.</i>                         |
| <b>The role of the Head teacher</b>            | <i>For those Headteachers who are not DPs, their contribution to safeguarding and child protection is to lead, facilitate, support, innovate and evaluate. Headteachers who are also DPs have the additional operational role of managing individual cases. The Headteacher must ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including making referrals, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children in need/in need of protection.</i> |
| <b>Nominated Child Protection Governor</b>     | <i>It is recommended that an individual member of the governing body is appointed as the nominated Child Protection Governor to champion child protection issues within the school, liaise with the head teacher and DP/s about them, and provide information and reports to the Governing Body as appropriate.</i>   |
| <b>Monitoring and auditing</b>                 | <i>The Designated Person should bring to the attention of the Governing Body any deficiencies which may affect compliance with the Education Act 2002 Section 175/157 and support the identification of areas for improvement.</i><br><br><i>Keeping children safe in education guidance 2018 states that Governing Bodies are accountable for ensuring they remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to their attention.</i>  |
| <b>Bullying, discrimination and harassment</b> | <i>Under the Ofsted inspection framework, safeguarding is assessed under 'Behaviour and safety of pupils' as well as 'Leadership and Management'. The behaviour and safety judgement takes account of a range of evidence about behaviour and safety over an extended period. This evidence may contribute to inspectors' evaluation of how</i>   |

|   |  |
|---|--|
|   | <p><i>well the school promotes pupils' spiritual, moral, social and cultural development</i></p> <p><i>Please see the Ofsted publications 'The framework for school inspection' and the 'School inspection handbook' for more details.</i></p>   |
| <p><b>Induction</b></p>                         | <p><i>It is recommended that all new staff/volunteers receive some input about the school's safeguarding arrangements on the first day of starting at the school. This should include details of the Child Protection Policy, the name and contact details of the DP, Deputy DP and the Chair of Governors. The quick reference guide has been developed for this purpose.</i></p> <p><i>As well as an initial introduction to the school's safeguarding procedures, it is recommended that a more in-depth safeguarding induction is delivered within the first week, which briefs staff on the safeguarding arrangements within the school and their individual responsibilities for safeguarding and promoting the welfare of children. A PowerPoint presentation is available.</i></p> <p><i>Following induction, Safeguarding Children training needs to be arranged as soon as possible (within the first term). See section below for more information.</i></p>   |
| <p><b>Single agency, stage one training</b></p> | <p><i>Single agency, stage one training is training carried out by a particular agency for its own staff, e.g. external training provider. It is training to ensure school staff have up to date knowledge and skills and an opportunity to reflect on their experiences.</i></p> <p><i>Keeping children safe in education guidance (2018) sets out clearly that all staff and volunteers working with children in the school setting must receive <b>Stage One Safeguarding Training every three years. This includes the Deputy and Lead DPs.</b></i></p> <p><i>Staff requiring the training outside of the three yearly statutory update should receive catch up training by the Designated Person at their school. Training resources have been designed to support DSPs in the delivery of this training.</i></p> <p><i>It is also <b>good practice</b> for the DP to deliver a safeguarding <b>refresher annually</b> to ensure all staff are up to date with their training and all new staff receive timely training on issues relating to safeguarding.</i></p> |

|  |  |
|--|--|
| <b>Staff that have missed the three year cycle of stage one training</b> | <i>Staff requiring the training outside of the three yearly statutory update will receive catch up training by the Designated Person at their school.</i>  |
| <b>Single agency, stage two training</b>                                 | <p><i>Single-agency, stage two training is training is for those who have a lead role in safeguarding or who have regular or intensive contact with children and families (i.e. DPs).</i></p> <p><i>In addition to the Stage 1 (whole school training), the Designated Senior Person/s for Child Protection in the school must receive appropriate Stage 2 training to enable them to fulfil their specific role and responsibilities. Thereafter, DPs should undertake further training at <b>Stage 2 at least every two years</b>. This training may be single or interagency in nature.</i></p> |
| <b>Inter-agency, stage two training</b>                                  | <p><i>Inter-agency, stage two training is for employees of different agencies who either work together formally or come together for training or development e.g. HSCB, NSPCC training etc. It is for those who have a lead role in safeguarding or who have regular or intensive contact with children and families.</i></p> <p><i>Ofsted will want to see that DPs have accessed some training in inter-agency working, in line with 'The framework for school inspection' and the 'School inspection handbook'.</i></p>   |
| <b>Governor training</b>   | <i>Whether the Governing Body acts collectively or a nominated Child Protection Governor takes the lead with respect to safeguarding issues in the school, it is helpful if all members of Governing Bodies to undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.</i>  |
| <b>Policies and procedures</b>   | <i>Governing Bodies are accountable for ensuring their establishment has effective policies and procedures in place in accordance with this guidance, and monitoring the school's compliance with them.</i>  |
| <b>Supplementary guidance</b>  | <p><i>DPs must be familiar with the legislative framework and guidance for safeguarding to ensure they are clear about their responsibilities and how to fulfil these. This will also give an understanding of the responsibilities and processes of other agencies.</i></p> <p><i>Supplementary guidance outlines procedures to be followed in specific circumstances related to safeguarding children. Some examples of supplementary guidance include:</i></p>  |

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|  | <ul style="list-style-type: none"> <li>• DfE. Keeping Children Safe in Education, Statutory Guidance for schools and colleges. September 2018</li> <li>• DfE. Keeping Children Safe in Education, Information for schools and colleges. September 2018</li> <li>• HM Government (March 2015) Working together to safeguard children</li> <li>• Safeguarding children from female genital mutilation (DCSF/DoH fact sheet)</li> <li>• DCSF (2007). Safeguarding children from abuse linked to a belief in spirit possession</li> <li>• DCSF and Home Office (2007). Safeguarding children who may have been trafficked</li> <li>• HM Government (2008). Safeguarding children in whom illness is fabricated or induced</li> <li>• DCSF (2009). Safeguarding disabled children – practice guidance</li> <li>• HM Government (2009). The Right to Choose: multi-agency statutory guidance for dealing with forced marriage and HM Government (2009) Multi-agency practice guidelines: handling cases of forced marriage</li> <li>• HM Government (2009). Safeguarding children and young people from sexual exploitation</li> <li>• HM Government (2010). Safeguarding children and young people who may be affected by gang activity</li> <li>• London child protection procedures (5<sup>th</sup> edition) 2013</li> <li>• FCO guidance</li> <li>• CSCB protocol on children abused through sexual exploitation</li> </ul> <p><i>There is not an expectation that DPs necessarily print copies of these; however they must know which are relevant and know how to access them. Good practice would be to disseminate these as appropriate to school staff to raise awareness, perhaps as part of an annual safeguarding refresher staff meeting.</i></p> <p>Camden guidance:</p> <ul style="list-style-type: none"> <li>• Camden model safeguarding policy</li> <li>• Camden ‘anti-bullying’ policy</li> <li>• Camden guidance for dealing with allegations</li> <li>• Camden ‘missing from school’ policy</li> <li>• Camden ‘SRE’ policy</li> </ul> |
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| <b>Extended Services</b> | <i>Where services or activities are provided separately by another body, the governing body should be satisfied that the provider concerned has appropriate policies and procedures, including those for staff appointments in place in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.</i> |
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| <b>Individual Casework</b><br><i>(Individual casework tasks focus on confidential information and safeguarding activity in relation to individual children)</i> |  |
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| <b>Record keeping</b> | <i>Good record keeping is important and is part of the accountability of professionals to those who use their services. Schools are required to maintain an educational record for each pupil and to share this with parents. An educational record includes a curricular record (pupil's academic achievements, other skills, abilities and progress in school) and any safeguarding records kept about that child.<br/>Working Together to Safeguard Children (DFE, 2018) and The Education (Pupil Information) (England) Regulations 2005</i> |
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| <b>Children missing from education</b> | <i>Should a child leave a Camden school without notice being given by the parent or without the school being advised by the parent of the new address and/or school the child is to attend, the school should notify the Education Welfare Service as soon as possible.</i> |
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| <b>Allegations Management and Safe Working Practice</b> |  |
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| <b>Managing allegations</b> | <i>Head teachers, Chairs and Vice Chairs of Governors must be able to demonstrate awareness of procedures for Managing Allegations Against Staff</i> |
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| <b>Safer Recruitment</b> | <i>It is vital that schools adopt recruitment and selection procedures processes that help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. Governing Bodies should ensure the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.<br/><br/>At least one member of the recruitment panel must have completed safer recruitment training; or where an individual is in charge of recruitment, that individual must have completed the training. <b>Safer recruitment accreditation lasts for only five years.</b></i> |
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| <p><b>Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DSCF March 2009)</b></p> | <p><i>This DCSF practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. It is relevant to both individuals and schools/services working with or on behalf of pupils. It is recommended that schools/services use this guidance to develop and promote safer working practice by ensuring that all employees and volunteers are made aware of its contents, have access to the document and understand the expectation that they will work to it.</i></p> |
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**School's central checks record and School's safeguarding checklist are completed and stored as separate additional documents.**