

Safeguarding Policy

The Japanese School in London

Authorized by	Head Teacher	Sep 2017
Approved by	The School Running Committee	Sep 2017
Interim Review Due to OFSTED requirement		Jan 2018
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Designated Safeguarding Person: Ms Akiko Sekine		

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SAFEGUARDING POLICY

1. Policy statement in this safeguarding policy, a child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout. Safeguarding and promoting the welfare of children is defined as:
 - Protecting children from maltreatment;
 - Preventing impairment of children's health or development;
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children to have the best outcomes. (Working Together to Safeguard Children: updated 2016) Children have said that they need:
 - Vigilance: to have adults notice when things are troubling them;
 - Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon;
 - Stability: to be able to develop an ongoing stable relationship of trust with those helping them;
 - Respect: to be treated with the expectation that they are competent rather than not;
 - Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans;
 - Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response;
 - Support: to be provided with support in their own right as well as a member of their family;
 - Advocacy: to be provided with advocacy to assist them in putting forward their views. (Working Together to Safeguard Children: updated 2016) [These 'needs' should act as guiding principles throughout this policy.] The assessment framework used by government agencies in order to assess a child's needs is illustrated in the list below and acts as a guide to illustrate effective welfare. Any assessments:
 - are child-centred. Where there is a conflict of interest, decisions should be made in the child's best interests;
 - are rooted in child development and informed by evidence;
 - are focused on action and outcomes for children;
 - are holistic in approach, addressing the child's needs within their family and wider community;
 - ensure equality of opportunity;
 - involve children and families;

- build on strengths as well as identifying difficulties;
- are integrated in approach; • are a continuing process not an event;
- lead to action, including the provision of services;
- review services provided on an ongoing basis; and
- are transparent and open to challenge. (Working Together to Safeguard Children: updated 2016)

The School is committed to safeguarding and promoting the welfare of children and young people regardless of age, ability, race, culture, religion, sexuality or class. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. The school therefore expects all staff, Trustees, volunteers and parents to share this commitment. Safeguarding is integrated into the School ethos. The School will take all reasonable measures to:

- ensure that we practise safe recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with regulations and guidance given in the Education Act of 2002 (Section 157 for Independent Schools), the statutory guidance "Keeping Children Safe in Education – statutory guidance for schools and colleges, updated 2016"
- ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with regulations and guidance given in Keeping Children Safe in Education – statutory guidance for schools and colleges;
- ensure that any person (whether employed, contracted, a volunteer) who works with children will be made aware of the School's safeguarding arrangements and will undergo statutory safeguarding training every three years and, in the case of Designated Safeguarding Person, every two years. New teaching staff and members of The School Running Committee will straight away receive a briefing on the School's safeguarding procedures during their induction. In addition, all staff receive safeguarding and child protection updates as required, but at least annually. As part of this process the School will reinforce the importance of Part One of Keeping Children Safe in Education and ensure staff are supported in their understanding of the information through staff meetings/briefings;
- ensure that a person who is no longer in the employment of the School does not remain in the School or School-owned accommodation
- ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service (DBS) within one month;
- follow the local inter-agency procedures of the local Safeguarding Children Board and in line with statutory guidance "Working Together to Safeguard Children", ; and participate in local safeguarding arrangements as appropriate;
- reinforce to all School staff that they have a responsibility to identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm;
- provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy; • protect each pupil from any form of abuse, whether from an adult or another pupil (or group of pupils);
- be alert to signs of abuse both in the School and from outside;
- deal appropriately with every suspicion or complaint of abuse;
- design and operate procedures which promote this policy;

- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- be alert to the medical needs of children with medical conditions;
- operate robust and sensible health and safety procedures
- operate a clear policy, known to staff and used in practice, for searching for and if necessary reporting and recording any incident, the action taken and the reasons given by the pupil for being missing.
- operate clear policies on drugs and alcohol
- operate a clear anti-bullying policy
- operate a clear e-safety policy and ensure appropriate filters and appropriate monitoring systems are in place to help keep children safe online;
- include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe, including when online (use of 'Think You Know' material)
- operate a self-harm policy (held by the Designated Safeguarding Person .Self-harm behaviours include bone-breaking, cutting, bruising, banging, burning and non-suicidal overdosing and the behaviours are usually chronic, repetitive and habitual;
- operate a policy on the management of photographs and images of pupils;
- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- ensure the approach to safeguarding and promotion of the welfare of children is child-centred by considering, at all times, what is in the best interests of the child;
- ensure children know that there are adults in the School whom they can approach if they are worried ;
- brief senior pupils given positions of responsibility over other pupils, on appropriate action to take should they receive allegations of abuse;
- prevent pupils and staff being drawn into terrorism as part of its Prevent duty. This includes clear protocols for ensuring any visiting speaker does not pose a risk to the School's Prevent obligations (see Visiting Speaker Policy). Every complaint or suspicion of abuse from within or outside the School will be reviewed and in all proper circumstances will be referred to an external agency such as the Local Safeguarding Children's Board (LSCB) of the local authority ; the Local Authority Designated Officer (LADO) (if it concerns an allegation against staff) and the Police (where appropriate).

Other helpful resources and advice can be sought at Child Exploitation Online Protection Centre (CEOP) <https://www.ceop.police.uk> – 0870 000 3344 and NSPCC <http://www.nspcc.org.uk>, help@nspcc.org.uk, 0808 800 5000. 2. The Designated Safeguarding Person.

The DSP are the first points of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection. He co-ordinate the child protection procedures in the School and work with the HR Manager to ensure an ongoing training programme for all School employees. DSP receive appropriate training at least every two years, which includes inter-agency training. DSP will advise and act upon all suspicion, belief and evidence of abuse reported to them and will liaise with the Social Services Department and other agencies on behalf of the School but will not investigate the concerns themselves. If the DSL is unavailable, his duties will be carried out by the Deputy Head Teacher, Any allegations against members of staff should immediately be referred to the Headmaster and the School Running Committee with special

responsibility for child protection . If the Headmaster is the subject of a complaint, these duties are carried out in liaison with the LADO.

The role and responsibilities of the Designated Safeguarding Person (DSP)

- Ensure each member of staff has access to and understands the School's child protection policy, especially new or part-time staff who may have worked/currently work within different educational establishments.
 - Ensure all staff has induction training covering child protection and are thus equipped to recognise and report any concerns immediately they arise.
 - During term time the DSP should be available for staff in the school during school hours to discuss any safeguarding concerns. If the DSP is unavailable then any safeguarding matter should be referred to Deputy Head Teacher
 - Maintain an overview of safeguarding within the School.
 - Ensure safeguarding maintains a high profile at staff meetings.
 - Ensure there are open channels of communication and communicate effectively with local statutory agencies.
 - Communicate well and to a high standard, both verbally and in writing, in School and as a representative of the School at external agency meetings.
 - Present a calm and efficient disposition in a crisis. • Follow procedures accurately and make informed decisions.
 - Adapt swiftly to changing regulations and ensure staff are informed of these changes.
 - Listen objectively, actively and non-judgementally.
 - Write clear, full and informative reports for external agencies, senior managers, Trustees and external agencies.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- Submit reports to and attend (or ensure the School's attendance) child protection conferences or case reviews.
 - The DSP will refer all cases of suspected abuse to either/or: o The Local Authority Children's Social Care Unit; o The LADO for child protection concerns (particularly all cases which concern a staff member); o The Police (cases where a crime may have been committed).
 - Refer cases to the Channel programme where there is a radicalisation concern and support staff who make a referral to the Channel programme.
 - Ensure that the School operates within legislative frameworks and recommended guidance, regarding: ongoing enquiries under Section 47 of the Children Act 1989 and Police investigations; referral of cases of suspected abuse regarding children in need to the Local Authority Children's Social Care Unit; referral of child protection concerns (all cases involving a staff member) to the LADO; referral of cases where a crime may have been committed to the Police.
 - Liaise with parents and if appropriate the LADO, children's social care unit or Police of all meetings and discussions.
 - Ensure records of all meetings are clear, comprehensive and dated.

- Ensure all records of concerns, discussions and decisions made and the reasons for those decisions are recorded in writing.
- Ensure they possess the skills, knowledge and understanding necessary to keep looked after children safe. Possesses the necessary information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. Details of the child's social working should also be possessed.
- Act as a source of advice and expertise to staff on matters of safety and safeguarding. • When deciding whether to make a referral, always liaise with relevant agencies for advice. • Act as the conduit for staff who identify a child who may need early help. Make an assessment as to whether the child might need early help. Follow normal referral procedures as appropriate. Keep under review the case of any child identified as requiring early help.
- Cooperate with the School Running Committee in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly. • Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the School Running Committee.
- Write an annual review of safeguarding and child protection at the School, which is presented to the School Running Committee.
- Obtain access to relevant child protection resources and be aware of any changes in statutory requirements, altering School documentation accordingly and informing the School Running Committee and staff of any changes.
- Attend refresher DSP child protection training every two years. In addition to this biennial formal training, the DSP knowledge and skills should be updated (for example via e-bulletins or taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to keep up with any developments relevant to the role.
- Ensure School records in relation to safeguarding are comprehensive, updated and accessible.
- Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating.
- Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child and reassessing concerns when situations do not improve.
- Act as a support to pupils and staff, follow up and document progress in relation to all concerns regularly.
- Ensure the records of any pupil who leaves the School (who has a child protection file, at the present time, there are no pupils on the child protection register.) are copied and sent to their new school.
- Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers.
- Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints. The role and responsibilities of the Headmaster
- Ensure that the child protection policy and procedures are implemented and followed by all staff.
- Inform all parents of this policy and related procedures.

- Allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSP to carry out his roles effectively.
- Ensure that all staff feels able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- Ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Ensure that the child's wishes are taken into account when determining action to be taken or services provided.
- Liaise with the LADO where an allegation is made against a member of staff.

Duty of employees, the School Running Committee and volunteers Every employee and the School Running Committee of the School, as well as every volunteer who assists the School, are under a general legal duty:

- to protect children from abuse;
- to provide a safe environment in which children can learn;
- act in the best interests of the child and maintain an attitude of "it could happen here";
- to have read at least part one of Keeping Children Safe in Education (September 2016);
- to be aware of the School's child protection procedures and to follow them;
- to sign in acknowledgement that they have read the reviewed child protection policy on an annual basis;
- to receive safeguarding and child protection updates as required, but at least annually;
- to receive induction in child protection at the start of their career;
- to know how to access and implement the child protection procedures, independently if necessary;
- be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm and in such circumstances to take appropriate action, working with other services as needed; • be aware of the early help process;
- to keep a sufficient record of any significant complaint, conversation or event;
- to report any matters of concern to a DSP;
- to undertake appropriate child protection training, including refresher training, at three-yearly intervals;
- Types and signs of abuse To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. All staff must 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 and neglect are forms of maltreatment. Somebody (adult or child) may abuse or neglect a child by inflicting harm, for example, by hitting them, or by failing to act to prevent harm, for example, by leaving a young or immature child home alone. Children may be abused in a family – 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. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in part one of Keeping Children Safe in Education (September 2016). A full description can be found on page 10 of Keeping Children Safe in

Education (September 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

- 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 whether or not the child is aware of what is happening. The activities may involve both physical contact and non-contact activities.

- 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 involve 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 be aware of potential safeguarding issues – many of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. Expert and professional organisations provide up-to-date guidance and practical support on specific safeguarding issues. For example, the NSPCC offers information for schools on the TES website and also at <http://www.nspcc.org.uk>. Further information about these specific safeguarding issues can be found on page 11 of the document: Keeping Children Safe in Education, September 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf.

- child missing from education;
- child missing from home or care;
- child sexual exploitation;
- bullying, including cyberbullying;
- domestic violence;
- drugs;
- fabricated or induced illness;
- faith abuse;

- female genital mutilation (FGM);
- forced marriage;
- gangs and youth violence;
- gender-based violence/violence against women and girls;
- hate;
- mental health;
- private fostering;
- preventing radicalisation;
- relationship abuse;
- sexting;
- trafficking;
- looked after children;

• young carers. Further information on child missing from education, child sexual exploitation, female genital mutilation and preventing radicalisation As yet we have not come across any abuse of this type but it is crucial that all staff are aware of these particular forms of abuse. Child missing from education All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing from education in their area. A child going missing from education is a potential indicator of abuse or neglect and therefore the School takes its responsibilities seriously in this matter.

• Staff should follow School procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation. To help prevent the risk of a child going missing in the future, staff should look out for the individual triggers which could lead to a child going missing from education.

• Child sexual exploitation (CSE) CSE involves exploitative situations, contexts and relationships where young people receive something (for example, food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms, ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying, including cyberbullying, and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Staff suspecting any form of CSE should immediately alert the DSL (or DSP following School safeguarding procedures. 'Honour-based' violence So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the Designated Safeguarding Person.

• Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. There are a range

of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the multi-agency statutory guidance on FGM

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf. Further information on FGM can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf. (Multi-Agency Statutory Guidance on Female Genital Mutilation. The Forced Marriage Unit has published multi-agency guidelines, available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTAGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf. Staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk. Teachers can be prohibited from teaching if they do not report sexual exploitation, forced marriage and FGM.

- Preventing radicalisation Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is defined by HM Government as: "vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of the armed forces whether in this country or overseas." There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people. All schools are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

- Assessing the risk of a pupil/pupils being drawn into terrorism and operating a clear procedure for protecting children at risk of radicalisation.

- Ensuring that the School's safeguarding arrangements take into account the policies and procedures of the LSCBs (i.e. working in partnership with the LSCB). Engagement with parents / the family should also be considered as they are in a key position to spot the signs of radicalisation.

- Training staff, as appropriate to the level of assessed risk, to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas and to understand when it is appropriate to make a referral to the Channel programme. As a minimum, all teaching staff undertake an online Channel General Awareness course: (http://course.ncalt.com/Channel_General_Awareness/01/index.html). The DSP undertake further training to ensure they are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Operating strict ICT protocols to help prevent pupils accessing terrorist and extremist material when accessing the Internet in School; by teaching children about how to stay safe when using the Internet and encouraging them to recognise that people are not always who they say they are online. In addition, curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. Channel is a programme which focuses on providing support at an early

stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. If a member of staff has serious concerns that a pupil is being radicalised and/or drawn into extremism they should immediately report their concerns to the DSL (or DSP). A member of staff may also report their concerns directly to the Police.

Signs of abuse (NB: these signs are not necessarily evidence of abuse)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children who demonstrate aggressive and or bullying behaviour;
- Children with a 'don't care' attitude;
- Deterioration in work or attitude;
- Children who are socially isolated;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children with unexplained injuries;
- Children who fabricate or induce illness;
- Children who self-harm;
- Children with eating disorders, depression/withdrawal and/or low self-esteem;
- Children who begin compulsively stealing;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who are regularly missing from school or education;
- of parents being contacted;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away;
- Children who shy away from being touched or flinch at sudden movements. The DSL keep the School's current self-harm policy. . No list of abuse or neglect indicators can include all signs, and staff are advised to use their best judgement. More information regarding what to do if you are worried a child is being abused is available at the following website: "What to do if you're worried

a child is being abused: Advice for practitioners” March 2015

www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf. Children who may be particularly vulnerable Some children may be at increased risk of significant harm as a result of neglect and/or physical, sexual or emotional abuse .Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect. To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs;
- young carers;
- living in an identified domestic abuse situation;
- affected by known parental substance misuse;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic, neglectful and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, gender, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- do not have English as a first language;
- ‘Looked After’ Children (LACs) or children in care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Children with special education needs and disabilities Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff should ensure that they are mindful of the additional barriers which can exist when recognising abuse and neglect in this group of children. This can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers. at the earliest opportunity. Staff should be alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs;
 - is a young carer;
 - is showing signs of engaging in anti-social or criminal behaviour;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect . Pupils are formally taught and guided to understand and manage risk through the School's Life Skills programme. Our approach is to help children think about risks they may encounter and with the support of staff establish how those risks may be reduced or managed. Children are continually taught how to conduct themselves and how to behave in a responsible manner. Clear anti-bullying policies and procedures and a strong culture of mutual respect help ensure pupils behave properly towards each other. Children are also reminded regularly about e-safety (particularly sharing images and content online) and are required to read, understand (through tutor guidance) and sign an Acceptable Use Agreement (on an annual basis) in order to access the School's information technology services. Life Skills lessons, lectures and presentations also directly teach pupils about online safety. The School operates appropriate internet filters to prevent children accessing inappropriate websites through the School's computer network. Monitoring systems are also in place to alert staff to any inappropriate sites which might be being visited. Both the filter and monitoring system are regularly reviewed by the Schools E-Safety Committee. The School continually promotes (through everything it does) an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have. Support for pupils involved in a child protection issue
Child abuse is devastating for a child and can also result in distress and anxiety for staff who become involved. The school will support pupils, and their staff by:
 - Taking all concerns, suspicions and disclosures seriously.
 - Carefully following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures.
 - Ensuring regular communication between the School and home to help keep all parties informed –Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
 - Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
 - Storing records securely.
 - Offering details of helplines, counselling or other avenues of support.
 - Cooperating fully with relevant statutory agencies.
 - Overall, ensuring that any approach to safeguarding and promoting the welfare of children is child-centred and in the best interests of the child. Procedures What to do if you suspect a child is at risk of significant harm. If a member of staff has any concerns that a pupil may be suffering significant harm or is at risk of significant harm, the matter should be referred to the DSL or DSP immediately. The DSL or DSP will also be contactable during any school trip which takes place outside of term time. If at any point there is a risk of immediate serious harm to a child, a referral should be made to the LSCB and Police immediately. Anybody can make a referral. There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their art or written work could be concerning or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way. Record these early concerns and pass it to the DSL or DSP immediately. What to do if a child makes a disclosure.
 - If the child does reveal that they are being harmed or is at risk of significant harm you should:

- listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- allow the child to speak freely and do not ask leading questions, that is, a question which suggests its own answer;
- remain calm and do not over-react – the child may stop talking if they feel they are upsetting you;
- reassure the child but do not give a guarantee of absolute confidentiality. Where possible seek the child's consent about which individuals or agencies need to be informed. The member of staff should explain that they need to pass the information to the DSL who will ensure that the correct action is taken;
- keep a sufficient written record of the conversation and preserve any evidence (for example, scribbled notes, text messages, etc.). The record should include the date, time and place of the conversation and the 'who, what, when and where' of the allegation. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the DSL or DSP immediately. The DSL is responsible for holding the central list of all records;
- complete a Child Protection Disclosure Form which is passed onto the DSL;
- seek support if you feel distressed. All staff have a duty to persist in ensuring a safeguarding matter is being dealt with appropriately. The member of staff making the initial referral should expect to be informed that action has been taken by the DSL. If no communication from the DSL is made within 48 hours after the referral, the member of staff should make further contact with the DSL. If the member of staff feels that the DSL/DSP has not responded to the concern appropriately that member of staff must go directly to the LSCB. Any staff member can make a referral to children's social care. If anyone other than the DSL makes a referral they should inform the DSL as soon as possible. Best practice suggests that you should not write any notes whilst the pupil is speaking. Write up notes immediately after the meeting. If an aide-memoire is required, only very brief phrases or notes should be jotted down – the priority is to listen, not to write down everything that is said, and the writing of any notes may lead a pupil to clam up.
- Never start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family. Reporting all suspicions or complaints of abuse must be reported to either the DSL or DSP immediately. All allegations are also immediately reported to the Headmaster. Action by the DSL The action, which will be taken at the first possible opportunity, will take into account:
 - If there is room for doubt as to whether a referral should be made, the DSL may consult with the LADO or other appropriate professionals on a no-names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay. Parental consent is not required for referrals to statutory agencies Children Board within 24 hours. If no response or acknowledgment is received within one working day, the DSL will contact Social Services again. If after a referral the child's situation does not appear to be improving the DSL/DSP (or the person who made the referral) should press for re-consideration to ensure their concerns are being addressed and, most importantly, that the child's situation improves. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Allegations against staff Guidance is given to teachers and other staff to ensure that their conduct does not place pupils or themselves at risk of harm, or of allegations of harm to a pupil. This guidance is contained within the Staff Handbook and also the Staff Code of Conduct with Pupils, Staff may also have concerns about an aspect of a colleague's behaviour, but may be unsure as to whether it constitutes abuse. The School has a Whistleblowing Procedure, which demonstrates the steps staff may take to report concerns without fear of reprisal. Staff should be mindful that raising a concern about a colleague is not a betrayal of that

colleague but part of their duty of care to the child that might be at risk. In a culture of continuous improvement, staff should also feel able to use the Whistleblowing Procedure to raise concerns about poor or unsafe practices or potential failures in the School's safeguarding regime. Such concerns will be taken seriously by the senior management team. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at: www.gov.uk/whistleblowing.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk. Where an allegation of abuse against a member of staff occurs, the School has a robust procedure for dealing with it. The procedure is sent out annually to employees under separate cover. It closely follows the statutory guidance 'Dealing with allegations of abuse against teachers and other staff' and is reviewed annually, or as updates occurs, by the HR Manager. It should be used in respect of all cases in which it is alleged that a teacher or other member of staff (including volunteers) has:
 - behaved in a way that has harmed a child, or may have harmed a child; • possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children. A member of staff receiving an allegation of abuse against a colleague must keep a sufficient written record of the conversation and preserve any evidence (for example, scribbled notes, text messages, etc). The record should include the date, time and place of the conversation and the 'who, what, when and where' of the allegation. All allegations against members of staff should go straight to the Headmaster, who will involve the School's DSPs and the LADO. The School will not undertake its own investigation of an allegation against a teacher or member of staff without prior consultation with the LADO. Where the allegation is against the Headmaster himself, it should be reported to the Trustee with special responsibility for child protection, (without the Headmaster being informed) who will herself also inform the Chairman of Trustees–

Allegations against pupils: Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyberbullying), gender based violence/sexual assaults, initiation type violence and sexting. It is important to note that 'abuse is abuse' and should never be tolerated or passed off as "banter" or "part of growing up". A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation (partly or wholly to protect them and to ensure fair process) and the School's policy on behaviour, discipline and sanctions will apply. Where the allegation refers to the abuse of a pupil by another pupil, or a group of pupils, the safeguarding reporting procedure will remain the same. Depending on the specific nature of the allegation, this policy will be read and acted upon in conjunction with the anti-bullying policy. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

The role of the Trustees: The Trustees have responsibility, as a body, for ensuring that the School's safeguarding policies and procedures meet legal and regulatory requirements, and are fully implemented. They will discharge this responsibility as follows:

- Have regard to the guidance in 'Keeping Children Safe in Education' (September 2016 – updated 2017).
- Appoint a Trustee (through the Chairman) with particular responsibility for safeguarding.
- Ensure that the Headmaster has appointed a DSL from the School's senior management team, ensuring that the DSL is of sufficient 'status and authority' for the role, and is supported with adequate resources and training.

- Ensure that legal and regulatory requirements are reflected in up-to-date policies and procedures, including:
 - o Safeguarding (Child Protection) Policy.
 - o Safer Recruitment Policy.
 - o Single Central Register.
 - o Staff Code of Conduct.
 - o Dealing with Allegations of Abuse Against Teachers and other staff (including the Headmaster and volunteers).
 - o Minimising the risk of peer on peer abuse and how allegations of peer on peer abuse are investigated and dealt with.
 - o Pastoral Policies.
 - o Whistleblowing Procedure.
 - o E-safety Policy. This includes ensuring appropriate filters and appropriate monitoring systems are in place (without 'overblocking') to safeguard children from potentially harmful and inappropriate online material without placing unreasonable restrictions on what children can be taught with regards to online teaching and safeguarding.
- Ensure, through effective delegation and review, that regulatory requirements are implemented in practice. This includes ensuring that the school contributes to inter-agency working in line with statutory guidance. that safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB.
- Ensure that all staff are adequately trained in child protection, in accordance with local authority procedures.
- Ensure that staff (the DSL/DSP in particular) have the skills, knowledge and understanding necessary to keep looked after children safe.
- Recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and therefore providing staff with the opportunity to contribute to and shape safeguarding arrangements and child protection policy.
- Ensure that pupils are taught about safeguarding through the curriculum and Life Skills programme Particular attention should be paid to helping pupils reduce risks and build resilience, including the risks of radicalisation and Internet and online use.
- Ensure that that the child protection policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse.
- Conduct an annual review of safeguarding and child protection at the School, in order to assure the Trustees that pupils are safe and protected, that regulatory requirements are met, and that any necessary improvements are implemented. The Trustees will receive and debate the Safeguarding Trustee's annual report, and ensure that adequate minutes of the Trustees' review are recorded. Safeguarding Trustee While retaining ultimate responsibility for safeguarding, the Trustees appoint a Safeguarding Trustee through the Chairman. The Safeguarding Trustee's responsibilities include the following:
 - Liaise with the DSL.
 - Undertake training in safeguarding and child protection for nominated Safeguarding Trustees/ Governors, and remain familiar with safeguarding regulations.
 - Undertake an annual review of safeguarding and child protection, and produce an annual report for the Trustees which outlines the adequacy of policies and their implementation, and recommends improvements. The review will cover, inter alia:
 - The effectiveness of relevant procedures and their implementation.
 - Adequacy of staff training and of training records, including those for the DSL.
 - The handling of safeguarding issues dealt with during the year.
 - The adequacy of training and resources for the DSL.
 - Referral information in requests for help and support for individual children.
 - The School's contribution to inter-agency working, through effective communication and cooperation with local agencies, in keeping with 'Working Together to Safeguard Children'.
 - The role of the parents:

Everyone who comes into contact with children and their families has a role to play in safeguarding children. If a parent has any suspicions that their child, or any other child at the School, is being abused, in the first instance, they must contact the DSL. Failure to disclose relevant safeguarding information to the School could put a child at risk, as

appropriate care plans could not be effectively implemented. It is therefore essential such information is shared with the School. As in all circumstances in which there is a suspicion of abuse taking place, confidentiality cannot be guaranteed. Records All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL/DSP. The School keeps records in a secure location and maintains sound policies on confidentiality. These records are kept indefinitely in line with the LSCB guidelines. The school provides information to other professionals as required, submitting reports to case conferences and attending case conferences where required to do so. When a pupil transfers to another school their child protection record, should they have one, is forwarded to the new school without delay. If the pupil is the subject of a child protection plan the child's social worker is informed. Data sharing Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Confidentiality Staff should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them something serious. They should however guarantee that they will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem, that they will never tell anyone who does not have a clear 'need to know', and that they will take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse. In the event of an allegation, parents or carers of a child or children involved should be told about the allegation as soon as possible (if they do not already know of it). However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution. Staff must not publicly speculate about any allegation of criminal offence against an employee and must not respond to any request from the media, pupils, parents or the public for statements, either written or verbal. Any such requests should be directed towards the Headmaster's Office. Process of review The DSPs will monitor the operation of this policy and its procedures, which will be reviewed annually. The Trustees will undertake an annual review of the policy and will ensure that any deficiencies or weaknesses in regard to child protection arrangements are rectified without delay.

Ealing Council Contact List
Head of safeguarding, review and
quality assurance

Local Authority Designated Officer
(LADO)

Child protection advisers

Child sexual exploitation (CSE) and
missing coordinator

Schools HR consultancy team

Ealing Council children's services
Police child protection team

Sariah Eagle
Head of safeguarding, review and
quality assurance Perceval House
Tel: 020 8825 8364

Email: eagles@ealing.gov.uk
(link sends e-mail)

Safeguarding, review and quality
assurance manager
Allegations against professionals
(AAPs)

Kogie Perumall (LADO)
020 8825 8155 / 8930

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(link sends e-mail)

Child protection duty desk
Tel: 020 8825 8930

Christina Evers
Tel: 020 8825 5951

Email: EversC@ealing.gov.uk
(link sends e-mail)

Mark Nelson
Tel: 020 8825 9478

Email: MNelson@ealing.gov.uk
(link sends e-mail)

Tel: 020 8825 8000 (ECIRS)
Tel: 020 8246 1901