



St George's Hanover Square CE Primary School

Safeguarding and Child Protection Policy

Date	November 2019 April 2020 (addendum added in response to COVID-19)
Reviewed by	Full Governing Body
Date for Review	November 2020

Key Safeguarding Contacts:

The Designated Governor for Safeguarding and child protection is: **Preb. Revd. Guy Pope**

The Designated Safeguarding Lead (DSL) for child protection is: **Petra Slater**

The Deputy Designated Safeguarding Leads is: **Nicola Carmichael**

The Designated Teacher for children looked after/previously looked after (CLA) is: **Petra Slater**

The Designated Manager for Allegations against Staff and Volunteers is: **Rebecca Harris**

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Policy based on

Keeping Children Safe in Education, 2019

DfE statutory guidance

SAFEGUARDING AND CHILD PROTECTION

1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people and the Department for Education Statutory Guidance "Keeping Children Safe in Education" September 2019, the governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

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

2. AIMS OF POLICY

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

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

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

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

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

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

4. RESPONSIBILITIES OF DESIGNATED SAFEGUARDING LEAD

Governors will ensure that the school has identified a Designated Safeguarding Lead for child protection and that the Designated Safeguarding Lead undertakes the following responsibilities:

- To ensure all staff are familiar with school and Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year;
- To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB);
- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection;
- To support and advise staff on child protection issues generally;
- To disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors;
- To maintain accurate and secure child protection records and send on to new schools (where relevant).

5. RESPONSIBILITIES OF SCHOOL STAFF

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Designated Safeguarding Lead and other senior staff members.
- b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- c) All school staff are expected to:
 - Be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Children Safe in Education e.g. Radicalisation in line with the Prevent Duty, Children Missing from Education Child Sexual Exploitation, Female Genital Mutilation in line with the mandatory reporting of concerns from September 2019;
 - Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Lead or other senior staff members as appropriate;
 - Be aware of the relevant local procedures and guidelines;
 - Monitor and report as required on the welfare, attendance and progress of all pupils;
 - Keep clear, dated, factual and confidential records of child protection concerns;
 - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

6. APPOINTMENT OF STAFF

When appointing staff, Governors will take account of the guidance issued by the Local Authority's and LDBS Human Resources department or Human Resources provider and observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to enhanced DBS checks;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- The school will maintain an accurate Single Central Record for all staff and adults in the school.

7. ALLEGATIONS AGAINST STAFF and or PUPIL against PUPIL

- a. Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse. This could also involve pupil against pupil allegations – see below.

- b. Governors further recognise that, regrettably, in some cases such accusations may be true. The governors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the designated safeguarding lead, Head of School and Executive Head and notification/consultation with the Local Authority Designated Officer (LADO).
- c. Where an allegation is made about the Head of School or Executive Head, the Chair of Governors will be informed and the LADO will be notified by the Chair of Governors.

Peer-on-Peer Abuse Definition - There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if: there is a large difference in power (for example age, size, ability, development) between the young people concerned; or the perpetrator has repeatedly tried to harm one or more other children; or there are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

What school staff should do if they have concerns about safeguarding practices within the school?

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team. (See Whistleblowing Policy)

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 be open to them:

- General guidance can be found at: Advice on whistleblowing.
- **The NSPCC whistleblowing helpline** is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. **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

8. STAFF CONTACT WITH PUPILS

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

9. STAFF TRAINING AND SUPPORT

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

- b. Governors expect the Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.
- c. The Head of the School and the Executive Head are also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead.

10. EARLY HELP CASES

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require Early Help:

- children with disabilities and additional needs, including those with special educational needs
- young carers of children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
- children who frequently go missing from home, school or care;
- children who are misusing drugs or alcohol;
- children at risk of exploitation through modern slavery and trafficking;
- children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
- children who have returned home from care;
- children who show early signs of abuse or neglect;
- children at risk of radicalisation;
- privately fostered children.

Where the child's extra needs require services, consideration will be given to what Early Help support can be offered a child by the school.

- If the child requires an Early Help service from another agency, the school will make a referral to the Early Help service for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
- Where the child is receiving an Early Help service, the school will work as part of the Team around the family and take up the role of lead professional where this is appropriate.
- Early Help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given making a referral for a statutory social work service.

11. CURRICULUM

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

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

12. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Intimate Care logs will be kept as necessary. Indications of abuse will be reported as for other pupils-

CONFIDENTIALITY

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

13. RECORD KEEPING AND REPORTS

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

14. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

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

15. COMMUNICATING POLICY TO PARENTS AND PUPILS

- a. The governors expect parents and pupils to be informed that the school has a child protection policy and is required to follow national and local guidance for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

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

The governors require the Designated Safeguarding Lead to report to them annually on the effectiveness of the school's Child Protection Policy and on associated issues in the school over the preceding year.

17. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This child protection policy should be read in conjunction with other relevant school policies such as behaviour and discipline, Staff Code of Conduct, anti-bullying, dealing with Allegations and use of restraint and Equality policies.

18. E-SAFETY POLICY – PLEASE SEE SEPARATE POLICY

19. Keeping Children Safe in Education 2019 – All Staff have been made aware of the new guidance and received training in September or upon Induction 2019 from either Rebecca Harris or Petra Slater. The GB were sent the KCSiE link in September 2019 and advised to read the document.

A summary of the new areas of focus in the revised KCSiE can be viewed attached in the pdf.



KCSiE -UPDATED
SUMMARY SEPT 2019

a. Female Genital Mutilation mandatory reporting duty for teachers.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **See Annex A of KCSiE** for further details.

b. Contextual Safeguarding - Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: **Contextual Safeguarding in KCSiE.**

Appendix A

Keeping children safe in education Information for all school and college staff 2nd September 2019

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

APPENDIX B

What is Child Abuse?

Child abuse is a term used to describe ways in which children are harmed, usually by adults and often by people they know and trust. It refers to the damage done to a child's physical or mental health. Children can be abused within or outside their family, at school and even in the sports environment.

Teachers and other adults in school are uniquely placed, as responsible adults, outside pupils' family homes, and because of their day-to-day contact with children to observe outward signs of abuse, changes in behaviour or failure to develop.

Child abuse can take many forms:

Physical abuse, where adults:

- physically hurt or injure children (e.g. by hitting, shaking, squeezing, biting or burning).
- give children alcohol, inappropriate drugs or poison.
- attempt to suffocate or drown children.

In sport situations, physical abuse might occur when the nature and intensity of training exceeds the capacity of the child's immature and growing body.

Neglect includes situations in which adults:

- fail to meet a child's basic physical needs (e.g. for food, warm clothing).
- consistently leave children alone and unsupervised.
- fail or refuse to give children love, affection or attention.

Neglect in a sports situation might also occur if a teacher or coach fails to ensure children are safe or exposes them to undue cold or risk of injury.

Sexual abuse. Boys and girls are sexually abused when adults (male or female) use them to meet their own sexual needs. This could include:

- full sexual intercourse, masturbation, oral sex, fondling.
- showing children pornographic books, photographs or videos, or taking pictures for pornographic purposes.
- FGM (Female Genital Mutilation)
- Child Sexual Exploitation (CSE)

Sports situations which involve physical contact (e.g. supporting or guiding children) could potentially create situations where sexual abuse may go unnoticed. Abusive situations may also occur if adults misuse their power over young people.

Emotional abuse can occur in a number of ways. For example, where:

- there is persistent lack of love or affection.
- there is constant overprotection, which prevents children from socialising.
- children are frequently being shouted at or taunted.
- there is neglect, physical or sexual abuse.

Emotional abuse might also include situations where adults subject children to constant criticism, bullying or unrealistic pressure to perform to high expectations.

The following signs, and others, can do no more than give rise to suspicion, and are not in themselves proof that abuse has occurred. Where you see signs, which are the cause for concern, seek information from the child as sensitively as possible. It is not the responsibility of anyone in school to investigate suspected abuse. This is the responsibility of Social Services.

Physical Injury.

- injuries that are not adequately explained by the child.
- contradictory or inadequate explanation of the injury by the child's parent or carer.
- current bruising/injury, with a long history of bruises and accidents.
- injuries getting progressively worse, or occurring in a time pattern (for example, every Monday, or after visits to....)
- arms and legs kept covered in hot weather.
- fear of parents being contacted.
- self-destructive tendencies.
- "grip" marks on arms (may indicate severe shaking) or "slap" markings (especially cheeks, buttocks, arms or legs).
- long marks, which could be from a belt or cane.
- stub marks that might be from a cigarette.
- bruising on both sides of the ear. Any "symmetrical" bruising is suspicious.
- teeth marks from a bite.
- scalding to both soles of the feet which may suggest deliberate "dipping".
- bruised eyes, especially if both at once. (A doctor can usually tell whether the bruised eye is spread bruising from an accidental bump to the nose, or if it is more likely to have been the result of a punch.)
- constant attention seeking.
- over-pleasing/compliant behaviour/"frozen watchfulness".
- chronic running away.
- reluctant to go home at the end of a session, especially at weekends.

Neglect

- looks extra thin and poorly.
- well below average in height and weight; "failing to thrive".
- complains of hunger, lacking energy.
- has condition/injury which is left untreated.
- has repeated accidents, especially burns.
- left alone at home inappropriately.
- repeatedly unwashed, smelly
- speech delay
- destructive tendencies
- chronic running away
- inability to play
- no social relationships
- neurotic behaviour (for example rocking, hair twisting, thumb-sucking).
- reluctant to go home at the end of a session, especially at weekends.

Sexual Abuse

- what the child tells you
- young children who "act out" by behaving in a sexualized way with others, (e.g. simulating intercourse, grabbing genitals)
- repeated open masturbation
- draw sexually explicit pictures depicting some act of abuse, or write about sexual matters
- having terrify dreams

- start wetting themselves
- have a poor self-image, self mutilate, FGM (Female Genital Mutilation)
- act in a sexually inappropriate way towards adults
- running away
- unhappy, isolated
- aggressive eruptions/tantrums (still occurring after the age of three)
- urinary infections
- vaginal discharge
- pregnancy
- presence of a sexually transmitted disease on genitals or throat. (N.B. cannot be caught from sharing sheets with an infected adult)
- anorexia, bulimia, or excessive "comfort eating"
- dislike of specific foods which may remind the child of bodily fluids, or genitals
- reluctant to go home at the end of a session, especially at weekends

Emotional Abuse

- physical, mental and emotional development delays
- difficulties concentrating or coping at school
- admission of punishment appears excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking)
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- alcohol/drug/solvent misuse
- chronic running-away
- compulsive stealing
- scavenging for food or clothes

APPENDIX C

What to do next?

Any concern, suspicion or "feeling" regarding a child being abused needs to be shared verbally and logged; shared with a colleague and/or Designated Safeguarding Lead or the Deputy Safeguarding Lead, and logged on a St George's Hanover Square CE Primary School "Child Protection Concern" form (sample attached at end of policy). A file copy of the completed form must be given to the Designated Safeguarding Lead for Child Protection and, if necessary, additions made.

If there is concern or suspicion that a child may have been physically or emotionally abused or neglected, schools are encouraged in the first instance to make every attempt to discuss the matter with the child's parents as soon as possible. This provides the opportunity for the parents to offer an explanation, which in many circumstances may be entirely acceptable. However, in circumstances where the explanation provided by the parents is not seen as acceptable, the parents should be advised by the school of the need to consult with Social Services. Only in circumstances where the concern is about **sexual abuse** are schools discouraged from discussing the matter with the parents immediately.

In all cases where abuse is suspected, teachers and other members of staff should report the information to the Designated Safeguarding Lead (Petra Slater) in the school or the Deputy Designated Safeguarding Lead (Nicola Carmichael) if the Designated Safeguarding Lead Teacher for Child Protection is not available. The concern should then be referred **directly** to the appropriate Social Services office by the school (enclosed).

Be ready to give the following basic information:

Name of Child
Date of Birth
Address
Nature of concern
Any contact with parent/guardian

If the Designated Safeguarding Lead is unsure about whether a case should be formally referred to the Social Services Department the Education Welfare service can be contacted as a **point of consultation** – **Di Donaldson**. (A child who is not being abused or at risk of abuse may nevertheless be "in need" as defined by the Children Act and such cases need to be made known to the Social Services Department.)

The referral to Social Services by the schools should be confirmed in writing stating clearly the date the referral was made and the concerns.

When making a referral of suspected or alleged abuse the Designated Safeguarding Lead should ask to be informed by Social Services the timing of any Strategy Meetings or Conferences as well as feedback on any other proposed action. A member of staff, often the Designated Safeguarding Lead or the member of staff who knows the child best should be prepared to attend Strategy Meetings or Child Protection Conference where appropriate in order to contribute information on the school's knowledge of the child. The Head of the School may need to make arrangements so that a class teacher or other member of staff may be released to attend such meetings.

APPENDIX D

What will happen next?

Social Services have a responsibility to investigate all concerns about child abuse. They do this jointly with the Police. This may involve talking to the child and his/her family and/or gathering more information. If allegations have been made against a member of staff, this may involve suspension or disciplinary proceedings. If a crime has been committed, criminal investigations will take place.

Never:

- **rush into actions that may be inappropriate**
- **make promises you cannot keep**
- **take sole responsibility - consult someone else (Executive Head or Head of School) so that you can begin to protect the child and gain support.**

What should I do if a child tells me s/he is being abused?

Always:

- **stay calm - ensure the child is safe and feels safe**
- **show and tell the child that you are taking what s/he says seriously**
- **reassure the child and stress that s/he is not to blame**
- **be honest, explain you will have to tell someone else to help stop the abuse**
- **make a note of what the child has said as soon as possible after the event**

APPENDIX E

Guidelines for Safeguarding Pupils at St George's Hanover Square CE Primary School Record of Concern

At St George's Hanover Square CE Primary School we all work together to keep pupils safe by:

1. Providing a safe environment in which to learn; and
2. Identifying pupils who are suffering, or likely to suffer, significant harm, and taking appropriate action with the aim of making them safe both at school and at home.

Staff guidelines (including regular visitors/volunteers working with pupils)

If you think a child is in need because they are suffering, or likely to suffer, harm you must:

- Write down what you have been told or seen
- Explain that you can listen to them but if you feel they are in danger of any harm then you will have to seek advice because you have a duty to protect children. Then reassure them they can be helped and kept safe.
- Use **TED** Tell me, **E**xplain, **D**escribe when speaking to children in need
- Be discreet – say or do nothing to place the pupil or yourself at risk
- Act promptly and share information with your designated person for safeguarding at St George's Hanover Square CE Primary School

They are **Designated Safeguarding Lead**: Petra Slater (Head of School)

Deputy Designated Safeguarding Lead: Nicola Carmichael (KS1 Phase Leader)

Please inform Petra Slater in first instance or Nicola Carmichael if Petra Slater is not available.

You must not

- Make assumptions – keep an open mind
- Ask leading questions or cross examine the pupil
- Physically examine the pupil – unless an emergency and no first aider is present
- Promise to keep secrets

If your concerns or the disclosure relates to a member of staff this should be shared with the designated teacher immediately and nothing should be said to the colleague involved. If your concerns relate to the Head of the School you should speak either to the Executive Head (Rebecca Harris) or the Chair of the School Governing Body (Preb. Revd. Guy Pope).

Our 'Record of Concern' proforma is on the back of this document. It may also be used for less urgent concerns.

If you are unsure of the school safeguarding procedures please see the designated officer immediately.

The procedures protect not only the pupils in our school, they protect the staff too.



St George's (Hanover Square) CE Primary School
Child Protection Concern

Name of child:	Class:
Date:	Form completed by:

Please describe (in as much detail as possible) your concerns:
Witnesses/others present:
Reported in writing to:
Signed (by person completing form):
Action taken:
Signed:



St George's (Hanover Square) CE Primary School
Guidance for completing 'Child Protection Concern' form

Please complete all relevance boxes

Please describe (in as much detail as possible) your concerns:

In this box please describe what your concerns are – be specific and factual, please state if any part of the concern is a feeling and quote child directly.

Witnesses/others present:

State any adult or child (apart from yourself) who heard/witnessed or was part of the concern.

Reported in writing to:

Who was this form given to (Petra or, in her absence, Nicola).

Signed (by person completing form):

Please sign to say that the information is correct.

Action taken:

This is for Petra and Nicola to complete – you will be informed as to the outcome of this form.

Signed:

By Petra or Nicola.

APPENDIX F

Child Protection – Information for staff

Staff should take on board the following guidance when dealing with individual/small groups of pupils. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of pupils and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. Always keep an appropriate distance between yourself and the pupil.
- Do not engage in conversations about your personal life with pupils.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions and sexual content.
- Do not exchange mobile phone numbers with pupils. If possible do not have your mobile phone out when dealing with an individual pupil.
- Do not accept pupils as 'friends' on facebook or other social media.
- If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot agree confidentiality. Do not probe a pupil about their personal life unless they approach you. Avoid giving advice to pupils about their relationships.
- Do not teach small groups/ individuals outside of normal lessons unless there is another member of staff nearby at the same time.
- Be aware of pupils forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
- Be aware of conversations that you have with pupils and the need to avoid sexual innuendo at all times. Older pupils are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.
- If you are in any doubt, please see the Designated Safeguarding Lead – Petra Slater.

APPENDIX G

Use of mobile phones

Mobile phones have a place in settings, especially those without a landline, and on outings. They are often the only means of contact available in settings and can be helpful in ensuring children are kept safe. To protect children we will:

- Only use mobile phones appropriately and ensure staff have a clear understanding of what constitutes misuse.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Provide secure storage facilities for the work (labelled) phone.
- Store mobile phones whilst staff are on duty if required
- Ensure any staff known or seen to be using a mobile phone is aware that this can lead to them being disciplined.
- Prohibit staff from using their mobile phones to take pictures of the children attending the setting.
- Ask visitors to turn their mobile phones off or to store them in the office before visiting classrooms.
- Ensure that the use of mobile phones on outings is included as part of the risk assessment: for example, how to keep personal numbers that may be stored on a phone safe.

Cameras: photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Use only the child's first name with an image
- Ensure the school's designated cameras are the only used in school
- Images taken on the school cameras will not be e-mailed as it may not be secure
- Ensure parents and carers are not permitted to take photographs of the children in the school unless prior consent has been obtained by the Head of the School for example for a special event, such as a Christmas play – see Photography and Video Policy
- Ensure that if photographs or videos are taken of children in school, the school's own equipment is used (unless for the School Christmas Plays & the Year 6 Production).
- Ensure all cameras are open to scrutiny.

SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR SCHOOLS

Consultation and Advice about a child/young person resident in the City of Westminster

To report a concern about a child or young person in Westminster please contact:

Westminster Access Team – Tel: 020 7641 4000

(Out of hours – 020 7641 6000)

Email: AccesstoChildrensServices@westminster.gov.uk

For case consultations or follow-up enquiries please contact the Duty Child Protection Adviser in the first instance on 020 7641 7668.

Gourita Gibbs

Child Protection Adviser

Telephone: 020 7641 4199

Email: ggibbs@westminster.gov.uk

John Griffin

Child Protection Adviser

Telephone: 020 7641 1615

Email: jgriffin@westminster.gov.uk

Gabby Bernard

Child Protection Adviser

Telephone: 020 7641 4003

Email: gbernard@westminster.gov.uk

For LADO consultations and referrals please contact the duty Child Protection Adviser on:

Telephone: 020 7641 7668

Email: LADO@westminster.gov.uk

Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education

Di Donaldson

Safeguarding Lead for Schools and Education

Mobile: 07890 397 061

Email: di.donaldson@rbkc.gov.uk

Tri-borough FGM

Rochelle-Ann Naidoo

Tri-borough Senior Practitioner

Telephone: 020 7641 1610

Email: rnaidoo@westminster.gov.uk

PREVENT

Kiran Malik

Prevent Programme Manager, Westminster enquiries only

Telephone: 020 7641 5071

Email: kmalik@westminster.gov.uk

Tri-borough Multi-Agency Safeguarding Hub (MASH)

Karen Duncan

Tri-Borough MASH Business Support Officer

Telephone: 020 7641 3991

Email: kduncan1@westminster.gov.uk

Bi-Borough Admissions and Access to Education (Children Missing Education, Child Employment and Elective Home Education enquiries)

Wendy Anthony

Bi-Borough Head of Admissions and Access to Education

Telephone: 020 7745 6440

Email: wendy.anthony@rbkc.gov.uk.

