



Safeguarding (Child Protection) Policy

Person responsible	DSL & Safeguarding Governor
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Contact details for those responsible for Child Protection and Safeguarding at Bute House, as well as national helplines, are listed on pages 4 - 6 of this policy document.

Safeguarding Procedures and Contacts

Safeguarding (Child Protection) Policy

This policy applies to the whole school, including EYFS, and is available to the public on the School's website.

Bute House School will safeguard and promote the welfare of children who are pupils at the School, having regard to the DfE guidance: Working Together to Safeguard Children (September 2018); Keeping Children Safe in Education (September 2018) (KCSIE); The Prevent Duty Guidance: for England and Wales (July 2015); The Use of Social Media for Online Radicalisation (July 2015); The Education (Independent School Standards) Regulations (as most recently amended); the Statutory Framework for the Early Years Foundation Stage; Disqualification under the Childcare Act 2006 (2018); Channel Duty Guidance: Protecting Vulnerable People From Being Drawn Into Terrorism (2015); Multi-agency Statutory Guidance on FGM (2016); What To Do If You're Worried a Child is Being Abused: Advice for Practitioners (2015) and Information Sharing: Advice for Practitioners Providing Safeguarding Services (2018).

Bute House Safeguarding Team

At Bute House School, the following individuals have responsibility for Child Protection and Safeguarding matters.

Name	Role	Responsibility	Telephone	Email
Mrs Claire Fildes	Assistant Head Pastoral	Designated Safeguarding Lead (DSL) and Prevent Lead	020 7603 7381	cfildes@butehouseschool.co.uk
Miss Laura Comerford	Assistant Head Academic	Deputy Designated Safeguarding Lead (DDSL)	020 7603 7381	lcomerford@butehouseschool.co.uk
Mrs Amanda Barron	Governor	Safeguarding and Prevent Governor		amanda@barronfamily.eu
Mr Simon Wathen	Governor	Chair of Governors		swjwathen@btinternet.com

Child Protection and Safeguarding Contact Details

LOCAL AUTHORITY SERVICES – HAMMERSMITH & FULHAM SAFEGUARDING CHILDREN’S BOARD

All serious child protection concerns must be reported to Hammersmith & Fulham SPA (Single Point of Access) – a multi-agency team that works together to share information and make child protection decisions. To access the online SPA referral form, access familyservices@lbhf.gov.uk ‘Child Protection’ in the search box and follow the link on that page.

Allegations against staff must be reported to the LADO (Local Authority Designated Officer). Contact with the LADO is made via Hammersmith & Fulham SPA.

Role	Name	Telephone	Email
Tri-Borough Local Authority Designated Officer (LADO) Children’s Social Care Services Department	Ann Carpenter Initial Consultation and Advice Team (ICAT)	LADO 020 8753 5125 Working hours 020 8753 6600 020 8753 6610 Out of hours 020 8748 8588 (after 5.15pm and before 9am.	lado@lbhf.gov.uk No need for written referral.
Tri-borough LSCB	Hilary Shaw	07817 365519	Hilary.Shaw@rbkc.gov.uk

London Borough of Kensington and Chelsea

Role	Name	Telephone	Email
Local Authority Designated Officer (LADO)	Duty Child Protection Advisor	LADO 020 7361 3013	KCLADO.enquiries@rbkc.gov.uk

London Borough of Westminster

Role	Name	Telephone	Email
Local Authority Designated Officer (LADO)	Duty Child Protection Advisor	LADO 020 7641 7668	lado@westminster.gov.uk

Other useful contact details

Prevent Schools Officer for K&C and H&F	020 8753 6918	Simon.McTurk@lbhf.gov.uk
Prevent Manager	020 8753 5843 07747 781056	jake.butterworth@lbhf.gov.uk
Police Non-Emergency	101(non-emergency) 999 (emergency)	
Police Anti-Terrorist Hotline	0800 789 321	
Police Child Abuse Investigation Team	020 8247 6331	
Forced Marriage Unit	020 7008 0151	fmu@fco.gov.uk
DfE Helpline (Extremism)	020 7340 7264	counter.extremism@education.gsi.gov.uk
Disclosure and Barring Service	01325 953 795	www.gov.uk/government/organisations/disclosure-and-barring-service
Ofsted – Concerns Helpline	0300 123 1231	
NSPCC Whistle-Blowing Helpline	0800 028 0285	help@nspcc.org.uk

Bute House Safeguarding (Child Protection) Concern Form

(It is imperative that only factual and objective information is recorded on day of incident.)

Designated Person: Claire Fildes

Deputy Designated Person: Laura Comerford

Referrer's Name:		
Referrer's Position:		
Child's Name:		
Child's Address: <p style="text-align: center;">CONTACTED</p> <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td>Yes</td><td>No</td></tr></table>	Yes	No
Yes	No	
Parents/Carers <ul style="list-style-type: none">○ Name:○ Address:○ Phone Number:		
Child's Date of Birth:		
Date and Time of Any Incident:		
Your Observations: (KEEP FACTUAL)		
Details of the Incident/Disclosure – day, date, time, place, who dealt with it, observations or circumstances, description of physical/behavioural indicators, child's statements.		

Policy Statement

1. Policy Statement

At Bute House Preparatory School, we are committed to safeguarding and aim to create a culture of vigilance. Our commitment to a culture of safety is embedded in the school; the governing body, Head, SLT and all members of staff recognise their responsibility for the implementation of all safeguarding arrangements. We want every pupil to feel safe and protected from neglect and abuse, to recognise when they are at risk and to know there is someone they can turn to if they are being neglected or abused. All staff (whether employed, contracted, peripatetic, volunteer or student) have a duty to protect our children from harm and this duty applies to **everyone** working in this school. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

1.1 All members of staff have a responsibility to:

- Be alert to signs of abuse and neglect by knowing and recognising them.
- Question behaviours if something seems unusual and ask for help.
- Take action to protect a pupil who is suffering significant harm or is likely to do so.
- Recognise vulnerable pupils and take action to promote their welfare, even if they are not suffering harm or are at immediate risk of harm.
- Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare. This is known as Contextual Safeguarding and we are advised in Working Together to Safeguard Children (2018) and in Keeping Children Safe in Education (2018).
- Provide an environment in which pupils can learn to keep themselves safe, including on-line.
- Always act in the interest of the child when concerned about their welfare.

1.2 The purpose of this policy is to:

- Identify the members of the School's Child Protection team and explain their roles.
- Set out the School's expectations in respect of training.
- Identify the different categories of abuse and neglect and provide guidance for recognising the indicators of possible abuse.
- Explain the School's role in identifying and preventing specific safeguarding issues, including radicalisation and extremism (Prevent).
- Describe the procedures that should be followed if anyone in the school has a concern about the safety and welfare of a pupil.
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable".
- Highlight the importance of "Early Help".
- Outline the School's safer recruitment procedures for staff and volunteers.
- Explain how allegations against staff will be handled.

- Detail the School's whistleblowing procedures in relation to safeguarding.
- Set out expectations regarding record keeping.
- Explain how children will be kept safe through the everyday life of the school.
- Outline how the implementation of this policy will be monitored and managed by the School Governing Body.
- Provide a list of key contact details.

This policy should be read in conjunction with the following school policies: Anti-Bullying, Staff Behaviour, E-Safety, Learning Enrichment, Health & Safety, Child Missing Education and Attendance, Whistleblowing and Safer Recruitment.

All staff are required to read this policy carefully and acknowledge that they have done so by signing the document held by the HR Manager.

Roles, Responsibilities, Recruitment and Training

2. Roles and Responsibilities in Managing Safeguarding and Child Protection

- 2.1 The School has appointed and trained a number of Designated Persons (DPs) who have responsibility for Child Protection and Safeguarding matters.
- 2.2 The Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team and has ultimate lead responsibility for child protection matters in the School and is the first point of contact for external agencies that are pursuing Child Protection (CP) investigations. The DSL also co-ordinates the School's CP representation at conferences and meetings.
- 2.3 When concerns/incidents are reported, the DSL will decide whether a referral to the Local Authority (LA) Children's Services, Early Help (see Point 8) or other support is appropriate, in accordance with the referral thresholds set by the LSCB.
- 2.4 The role of the DSL is specified in the post holder's job description. (Appendix 3)
- 2.5 The DSL is supported by a Deputy Designated Safeguarding Lead (DDSL) and two safeguarding governors. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility will not be delegated.
- 2.6 The Governing Body has nominated one of its members to take leadership responsibility for the School's safeguarding arrangements.
- 2.7 The Designated Safeguarding Leads at Bute House School are:
 - Designated Safeguarding Lead (DSL): **Claire Fildes, Pastoral Assistant Head, member of the School Leadership Team.**
 - Deputy Designated Safeguarding Lead (DDSL): **Laura Comerford, Academic Assistant Head, member of the School Leadership Team and safeguarding responsibility for EYFS.**
 - Chair of the Board of Governors: **Simon Wathen.**
 - Governor responsible for Child Protection and Safeguarding: **Amanda Barron.**

Parents are welcome to approach any of the above if they have concerns about the welfare of any child in the School, whether these concerns relate to their own child or any other.

The DSL's contact details are set out at the front of this policy. The DSL's may also be contacted on the following email address in relation to any safeguarding concerns out of school hours: safeguarding@butehouse.co.uk and by pressing the 'Report-It' button, accessible on the School website.

2.8.1 When dealing with disclosures, concerns, suspicions and allegations, the DPs will follow the procedures set out by the School's Local Safeguarding Children Board – Hammersmith & Fulham's LSCB. Details of these may be found at familyservices@lbhf.gov.uk

3. Recruitment of Staff

Bute House School is committed to creating a safe environment for children and follows 'Safer Recruitment' procedures that help deter, reject or identify people who might abuse children. We follow the guidance from the Disqualification under the Childcare Act 2006. We recognise that the relationships and associations that staff have in and out of school (including online), may have an implication for the safeguarding of children in school. Where this is the case, the member of staff must inform the Head. Please see the School's separate Safer Recruitment Policy for more details.

We will not knowingly employ people or allow them to be directly concerned in the management of our school, if they themselves are directly 'disqualified' from childcare.

4. Training

4.1 All training will be carried out in accordance with the procedures of the Hammersmith & Fulham Local Safeguarding Children Board.

4.2 As part of their induction process, all new staff (including temporary staff and volunteers) are provided with the identity and function of the DSL and DDSL, a copy of this Safeguarding Policy, Staff (Code of Conduct), Behaviour Policy, Child Missing Education and Attendance Policy, Whistleblowing procedures, a copy of Part 1 and, where appropriate, Annex A of KCSIE 2018 and Prevent training. Prevent training will be provided every two years, for all staff, by Hammersmith and Fulham Borough.

4.3 All new and existing staff will receive a copy of, and are required to confirm that they have read and understood, Part 1 (and Annex A for school leaders and those who work directly with children) of Keeping Children Safe in Education (KCSIE) 2018, the Staff Behaviour Policy, Safeguarding and Child Protection Policy, the School's Behaviour Policy, Acceptable Use Policy and Children Missing Education and Attendance Policy. The School will provide guidance and support to assist staff to understand and discharge their role and responsibilities.

4.4 The Head, all staff members and members of the governing body will undertake appropriate child protection and safeguarding training, which will also include advice on protecting children from radicalisation and online safety. Formal training will be carried out in accordance with LSCB guidance and will be updated on a regular basis and at least annually. The School subscribes to a newsletter from Andrew Halls, safeguarding consultant (Success in Schools) and the DSL and DDSL

inform staff of any relevant news/updates provided in his newsletter. Regular updates are sent to staff by the DSL via email, e-bulletins, briefings and quizzes at staff meetings.

- 4.5 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns, such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep Looked After Children safe.
- 4.6 The DSL and DDSL will undertake training to provide them with the knowledge and skills required to carry out the roles. The DSL and DDSL have undertaken Level 3 Child Protection training, including inter-agency working, in accordance with LSCB procedures. They will attend refresher training at two yearly intervals and, in addition, keep up-to-date with safeguarding developments relevant to their role at least annually.
- 4.7 The DSL is required to undertake specific 'Prevent' awareness training and refer cases to the Channel programme where there is a radicalisation concern. The DSL will provide advice to other members of staff, giving them the knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children for further help.
- 4.8 All members of staff are aware that corporal punishment is never used, nor is its use ever threatened.

Identifying Safeguarding Concerns

Identifying Safeguarding Concerns, Types of Abuse and Specific Safeguarding Issues

5. Abuse and Neglect

5.1 Abuse is a form of maltreatment of a child (anyone under 18 years of age). Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by those known to them or by a stranger, including via the internet. They may be abused by an adult or adults, by a member of staff or a group of staff, another child or children or by a pupil or pupils.

A teacher who has consistent regular contact with a child has more opportunity to observe signs of abuse than anyone else with whom the child has contact and in many cases, may be the first to see the child after the abuse has occurred. Staff are advised and regularly reminded to maintain an attitude of 'it could happen here' where safeguarding is concerned.

5.2 Physical Abuse

Physical abuse is the causing of physical harm. It can lead directly to neurological damage, physical injury and disability. Some physical abuse is reactive; some may be premeditated with the intent to cause harm. Types of abuse include: hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, but may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that a pupil has been physically abused include: bruises, abrasions, burns, scalds, bite marks, fractures and scars.

Signs which may be indicators of concern include:

- Explanations provided for an injury which may not be consistent with the injury.
- Parents/carers undisturbed or uninterested by an accident or injury.
- Unexplained delay in seeking treatment for an injury.
- Repeated presentation for minor injuries, which may represent a cry for help.
- Reluctance to give information or mention previous injuries.
- Children who flinch at sudden movements.

5.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child's emotional development. It has an important impact on a developing child's mental health, behaviour and self-esteem.

Types of emotional abuse include:

- Conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person.
- Not allowing a child to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.
- Persistently criticising, teasing or humiliating a child.
- Imposing developmentally inappropriate expectations, such as interactions beyond a child’s developmental capabilities, overprotection, limiting exploration or preventing normal social interaction.
- Causing a child to feel frightened or in danger.
- Exploitation or corruption of children.
- Allowing a child to see or hear the ill-treatment of another.
- Bullying or cyberbullying.

Signs of emotional abuse may be difficult to recognise as they are mainly behavioural. From the parent/child relationship perspective they include:

- Abnormal attachment between the child and their parent.
- Parents who frequently complain about their child, who never praise or give attention or who are emotionally distant from their child.

From the pupil perspective, they include:

- Failure to thrive.
- Behavioural problems such as aggression or attention-seeking.
- Low self-esteem, lack of confidence and fearfulness, distress or anxiety.
- Poor relationships such as withdrawn or isolated behaviour.
- Delay in achieving developmental milestones.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

5.4 Sexual Abuse

Sexual abuse is forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching through clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways.
- Grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males; women can commit acts of sexual abuse, as can other children.

Child sex abusers come from any professional, racial or religious background. Children under 16 years of age cannot provide lawful consent to any sexual intercourse.

Recognition of sexual abuse is difficult unless the child chooses to disclose and is believed, but signs are likely to be behavioural and emotional. There may be:

- Sexually explicit conversation or behaviour inappropriate to the child's age.
- Self-harm, including eating disorders and self-mutilation.
- Suicide attempts.
- Running away.
- Poor peer relationships, including unwillingness to be involved or communicate.
- Sudden changes in behaviours or extreme mood swings.
- Withdrawal and/or depression.
- Inappropriately sexualised conduct.

5.5 Neglect

Neglect is the persistent failure to meet basic physical, emotional and/or psychological needs and is likely to result in the serious impairment of the child's health or development and long-term difficulties with social functioning, relationships and educational progress.

Types of neglect include failure to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger or ensure adequate supervision.
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs.

Signs of general neglect include a child who:

- Is unkempt or inadequately clothed.
- Is listless, apathetic or unresponsive.
- Frequently and/or inexplicably comes to school hungry.
- Has frequent accidents or injuries.
- Thrives away from the home environment, but not in it.

6. **Specific Safeguarding Issues**

Abusive behaviours can be displayed in a variety of ways and can consist of sexual abuse/activity; physical harm; emotional and/or verbal abuse. Additionally, behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

KCSIE acknowledges the following as specific safeguarding issues:

- bullying including cyberbullying;
- children missing education;
- children missing from home or care;
- child sexual exploitation;
- criminal exploitation of children, including 'county lines'.
- 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 (VAWG);
- hate;
- mental health;
- missing children and adults strategy;
- private fostering;
- preventing radicalisation;
- relationship abuse;
- sexting;
- trafficking.

Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary. The DSL and DDSL will attend relevant training and ensure that staff understand the indicators and complexities of the issues noted below:

6.1 Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest via peer on peer abuse. This is most likely to include, but is not limited to, bullying (including cyber bullying), but in our school may also include sexting, gender specific abuse or inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil. We do not tolerate any harmful behaviour in school or pass it off as "banter" or "part of growing up" and will take swift action to intervene where this occurs. Staff are all aware of Part 5 of KCSIE referencing peer on peer abuse. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is. Pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. We encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Staff are trained in how to receive a disclosure, including a report of peer on peer sexual violence and sexual harassment, and understand that staff do not view or forward illegal images of children. Staff are aware of the additional guidance from the DfE on Searching Screening and Confiscation and UKCCIS sexting advice.

Pupils are taught about the responsible and safe use of the internet, social media and mobile devices in Computing and PSHE lessons and that it is a criminal offence to send an electronic communication (words and/or images) to another person with the specific intent to cause distress or anxiety. The School has an E-Safety Coordinator and children know this person and know they can speak to the E-Safety Coordinator about concerns. The School website has a 'Report-It' button, so children can report anything they have seen online, in and out of school hours.

If staff become aware of a sexting incident or any pupil behaviour that gives rise to a safeguarding concern, they must report it to a DSL or DDSL in accordance with the procedures set out in this policy.

We understand that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

Bute House Preparatory School is strongly committed to the prevention of bullying in any form. The school has an Anti-Bullying Policy and will consider all coercive acts and inappropriate child behaviour within a Child Protection context. The School will take advice from the LSCB in the investigation of such allegations and take the appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

6.2 Children Missing Education

All children, regardless of their circumstances, are entitled to a full-time education. The LA has a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the School's procedures in the Child Missing Education and Attendance Policy (see point 15.2), particularly on repeat occasions, to help identify the risk of abuse and neglect and prevent further occurrences.

The School must inform the LA Children's Services of any pupil who is going to be added to or removed from the admission register at a non-standard transition point. This duty does not apply at the start of the first year or at the end of the final year of education normally provided by that school, unless the LA requests such information.

6.3 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse, where children are sexually exploited for money, power or status. It can involve violent, humiliating and

degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Further information can be found at www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

6.4 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. Whilst it may be considered unlikely that a pupil from a culture practising HBV should choose a liberal western educational school such as Bute House Preparatory School, staff should nevertheless keep an open mind about this form of abuse.

As with all matters pertaining to the maintenance of a safeguarding culture within the school, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL without delay. The DSL will take further advice from the LSCB and make a referral where this is deemed necessary.

6.5 Female Genital Mutilation (FGM)

Staff should be alert to the possibility of a girl being at risk of, or already having suffered, FGM (sometimes referred to as female circumcision). Victims are likely to come from a community that is known to practise FGM. The age at which FGM is carried out varies enormously and may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

There is a range of potential indicators that a pupil may be at risk, the most pertinent to our circumstances being a parent asking for an extended period of time away from school with an unconvincing explanation for the absence. FGM may already have happened if a girl has difficulty walking, sitting or standing or spending longer than usual away from a classroom during the day with bladder problems.

Concerns should be reported immediately to the DSL, who will involve the LSCB as appropriate. If a member of staff discovers that FGM appears to have been carried out on a child, they should personally report this directly to the police. This is a mandatory duty for teachers.

Further information can be found at:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

6.6 Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Some communities use religion and culture as a way to coerce a person into marriage.

Further information can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

6.7 Preventing Radicalisation

Bute House Preparatory School recognises its responsibility to protect children from being radicalised or drawn into terrorism. The School supports the 'Prevent Strategy', which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

Indicators of vulnerability to radicalisation include:

- Family tensions.
- Sense of isolation/low self-esteem/feeling of failure.
- Distance from cultural heritage/ events affecting the pupil's country or region.
- A sense of grievance triggered by personal experience.

Early indicators of radicalisation or extremism may include:

- Becoming involved with a new group of friends.
- Searching for answers to questions about identity, faith and belonging.
- Expressions of support for terrorism, justifying the use of violence to solve real or perceived grievances.
- Possessing or accessing extremist materials.
- Changes in behaviour or language.

It is important to note that children experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour, including those already detailed in this policy.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs or alcohol. The School works

within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. Bute House Preparatory School is an inclusive school, which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.

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 harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The School will have regard to the School's safer recruitment guidelines with regards to visiting speakers and will ensure that they are both suitable and appropriately supervised for the duration of their visit.

Further information can be found at:

www.gov.uk/government/publications/prevent-duty-guidance

[The DfE's briefing note: The use of social media for on-line radicalisation \(2015\) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.](#)

6.8 Children left at home alone

This is a fairly common occurrence, but is potentially dangerous for children both physically and emotionally. If a member of staff is concerned about this, they should inform the DSL or the Head. The DSL or the Head may decide to contact the parents, on their return, to express serious concern about the incident, highlighting the risks to the child.

Reassurance will be sought from the parents that such a situation will not be repeated. If such reassurance is refused and the child continues to be left at home alone, the DSL should contact the LSCB.

6.9 Private Fostering

If the School becomes aware that one of its pupils is being cared for 28 days or more by someone who is not their parent or a close relative, the School will refer the arrangement to the LA Children's Services. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

Procedures for Keeping Children Safe in School

7. Responding to concerns about the safety and welfare of a child

7.1 We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.

7.2 Concerns about a child may arise from:

- Observation of the child's behaviour or appearance.
- Things the child has said.
- A third party (another pupil, parent or guardian) expresses concern.
- Receipt of an anonymous allegation.

7.3 A member of staff suspects abuse or a child tells of abuse

When there is suspicion of abuse, the member of staff must make a casual enquiry, without asking leading questions, about how an obvious injury was sustained or why the child appears upset. They should not, however, enter into a detailed investigation of the symptoms or causes of the child's distress or injury, as such an approach could prejudice later formal investigations.

Staff must not offer confidentiality to the child. This is not realistic. The member of staff should explain to the child that they need to pass on the information in accordance with this policy.

The member of staff must:

- **Observe** carefully the child's behaviour and demeanour and show an understanding that it takes courage to disclose this information.
- **Record** in detail what they have seen and heard and when they did so. Any comment by the child concerned or by an adult (who might be the abuser), should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made.
- **Reassure** the child and explain what will happen next.
- **Report** suspicions, within 24 hours, in accordance with the procedures in this policy.

7.4 A third party expresses concern

The member of staff to whom a third party expresses concern must:

- **Observe** the behaviour and demeanour of the person expressing concern, if done in person.
- **Record** in detail what they have seen and heard and when they did so. Actual words used should be quoted where possible.

- **Report** suspicions, within 24 hours, in accordance with the procedures in this policy.

The third party may seek confidentiality and anonymity. Whilst being sensitive to this request, no guarantee should be given as, in the interests of the child and if legal proceedings should follow, the identity of the third party may have to be disclosed.

Where another pupil expresses concerns, it should be remembered that such an action may be traumatic for the informer and support should be given.

7.5 An anonymous allegation is received

The member of staff in receipt of anonymous allegations about child abuse must:

- **Record** in writing the words used, as far as possible, where the allegation is by telephone or retain the paper, where it is in writing.
- **Report** suspicions, within 24 hours, in accordance with the procedures in this policy.

7.6 Action by staff in all cases

- Written records are to be kept of all concerns, using the Bute House Concerns Form (Appendix 1) wherever possible. These records are to be kept securely by the Head and separate from the main pupil files.
- Dates, times and content of all interviews and actions in relation to the suspected abuse, should be recorded and signed by the observer and/or enforcer. Records must be accurate, factual, legible and contemporaneous; they may be used in court at a later date.

7.7 Members of staff with a concern or receiving a disclosure should report the matter in accordance with the procedures below.

7.8 The child's parent/carer will normally be contacted and kept informed of any action to be taken under these procedures. The decision as to when to contact parents will be made by the DSL. However, there may be circumstances when the DSL will need to consult the Head, the Local Authority Designated Officer, Children's Social Care and / or the police before discussing details with parents. In all cases, the DSL will be guided by Hammersmith and Fulham Safeguarding Children Board referral threshold document.

7.9 Share information on a need to know basis only –do not discuss the issue with colleagues, friends or family.

8 **Early Help**

8.1 There is a difference between having concerns about a child (for instance where a pupil has not suffered and is not likely to suffer significant harm, but is in need of

additional support from one or more agencies) and a child being in immediate danger (see below).

- 8.2 Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help from a number of agencies, an early help inter-agency assessment should be arranged.
- 8.3 Effective early help relies upon local agencies working together to:
- Identify children and families who would benefit from early help.
 - Undertake an assessment of the need for early help.
 - Provide targeted early help service to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.
- 8.4 All staff should be aware that providing early help is more effective in promoting the welfare of children than reacting later.
- 8.5 All staff should be aware of the early help process and understand their role, which includes:
- Identifying emerging problems.
 - Discussing early help requirements with the DSL.
 - Sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- 8.6 A member of staff or volunteer who considers that a pupil may benefit from early help should, in the first instance, discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Hammersmith & Fulham Safeguarding Children Board referral threshold document.
- 8.7 If early help is appropriate, the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. The DSL should keep the case under constant review and consider referring the case to the LA Children's Services if the child's situation does not improve.

9. Safeguarding Procedures - reporting concerns

9.1 Concerns about a pupil's welfare

If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible. If the DSL is unavailable, the report should be made to the DDSL. See below for the procedures for dealing with allegations against staff and volunteers.

On being notified of a concern, the DSL will consider the appropriate course of action in accordance with the Hammersmith & Fulham Safeguarding Children Board referral threshold document. Such action may include early help or a referral to Children's Social Care.

If it is decided that a referral is not required, the DSL will keep the matter under review and consideration will be given to a referral to Children's Social Care if the pupil's situation does not appear to be improving.

Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to Children's Social Care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

9.2 If a child is in immediate danger or at risk of harm

If a pupil is in **immediate** danger or is at risk of harm, a referral should be made to Children's Social Care and / or the police immediately. Anybody can make a referral in these circumstances. See below for details on making a referral.

If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

9.3 Female genital mutilation

Teachers must report to the police known cases of FGM in under 18s. See above for further information about FGM and this reporting duty.

9.4 Making a referral

The relevant contact information is set out at the front of this policy. If the referral is made by telephone, this should be followed up in writing.

Confirmation of the referral and details of the decision as to what course of action will be taken, should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact Children's Social Care again. Information must be shared with the minimum of people and the child concerned given clear avenues of support and communication.

If, after a referral, the child's situation does not appear to be improving, the DSL (or the person who made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information, so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and, in any event, within five to ten working days.

10. Vulnerable pupils

10.1 The School will always ascertain the views and feelings of all children. We acknowledge the additional needs for support and protection of children who are vulnerable by virtue of:

- Special educational needs (SEN).
- Disability.
- The effects of substance abuse within the family.
- Being a young carer.
- Joining the School mid-year.
- Having been excluded from the School.
- Having English as an Additional Language, particularly if they are very young, and will use a translation service if necessary.

10.2 Staff must understand that additional barriers can exist when recognising abuse and neglect in these children:

- Staff may assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or situation. Further exploration is essential.
- The child can be disproportionately impacted by things like bullying, without outwardly showing any signs
- The child may have communication barriers and difficulties in overcoming these barriers.

11. Allegations of abuse against staff

11.1 Bute House School takes seriously all allegations made against members of staff (including the DSL, volunteers, temporary and visiting staff) that call into question their suitability to work with or be in a position of trust with children, whether made about events in their private or professional life. The School's procedures for dealing with allegations against staff follow Part 4 of KCSIE.

11.2 The School has procedures to deal with any allegations that a member of staff 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.

- 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.
- 11.3 All allegations against a member of staff or volunteer must be brought immediately to the attention of the Head. If the Head is unavailable, the Chairman of Governors should be told at once. The LA's Designated Officer (LADO) must be informed, within one working day and before any further action is taken, of all allegations that appear to meet the criteria set out in 11.2 above.
- 11.4 If an allegation is made against the Head, the member of staff must immediately inform the Chair of the Board of Governors without the Head being informed first. An allegation against any member of the Governing Body must also be reported to the Chair of the Board of Governors. The Chair must inform the LADO of any such allegation that appears to meet the criteria set out in 11.2 above, within one working day and before any further action is taken. Concerns about the Chair of the Board of Governors should be raised directly with the LADO.
- 11.5 Many cases may not meet the criteria set out above or may do so without warranting either a police investigation or enquiries by the LA. In these cases, local arrangements will be followed to resolve cases without delay.
- 11.6 All discussions should be recorded in writing and any communication with both the individual concerned and the parents of the child/children agreed with the LADO and other agencies, as appropriate.
- 11.7 Some rare allegations will be so serious they will require immediate intervention by the LA and/or police. In such cases, referral to the LADO will lead to a strategy meeting or discussion being held in accordance with the DfE guidance and LSCB procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.
- 11.8 A school has a duty of care towards its employees and, as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part four of KCSIE and the School's employment procedures.
- 11.9 When an allegation is made, the School will make every effort to maintain confidentiality while it is being investigated or considered. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation, in certain circumstances, will be observed.
- 11.10 Allegations that are found to be malicious will be removed from personnel records; for all other allegations, full details will be recorded on the confidential personnel file of the person accused. Any that are false, unsubstantiated or malicious, will not be

referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

- 11.11 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.
- 11.12 Children that are found to have made malicious allegations are likely to have breached the School's Behaviour Policy and disciplinary action may be taken. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.
- 11.13 The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned.

12. Whistleblowing Procedures

- 12.1 Our whistleblowing procedures are referenced in staff training and induction and staff codes of conduct.
- 12.2 We have a culture of safety. Staff and volunteers should feel able to follow the School's Whistleblowing Policy and to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, if they are concerned that the School's Safeguarding (Child Protection) and Procedures are not being followed correctly.
- 12.3 We have a culture of transparency and all staff are accountable in relation to how concerns are received and handled.
- 12.4 Procedures for reporting and handling concerns relating to poor practice and failures in the School's safeguarding regime, are reflected in our Whistleblowing Policy.
- 12.5 The NSPCC whistleblowing helpline is available for those who feel unable to raise any concerns about child protection failures internally. Staff and volunteers may contact the NSPCC Whistleblowing Helpline (0800 0280285) (8.00 am to 8.00 pm Monday to Friday) or email: help@nspcc.org.uk.

13. Notification to the Disclosure and Barring Service and Ofsted

- 13.1 If the School ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly, if the criteria for a referral are met. Any such

incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

- 13.2 If a member of staff tenders his or her resignation or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral to the Disclosure and Barring Service will be made promptly, if the criteria for a referral are met.
- 13.3 Separate consideration will also be given to making a referral to the Teaching Regulation Agency where a teacher has been dismissed (or would have been dismissed had he or she not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.

14. Support for Staff

- 14.1 Members of staff who have been dealing with child protection issues may find the situation stressful or upsetting. We understand this and will ensure that they are supported.
- 14.2 Staff may also be concerned about being sued for defamation if their concerns are later found to be untrue. To assist in protecting against this, staff should ensure that concerns and statements are only made to the appropriate authorities.

15. Keeping children safe through the everyday life of the school

- 15.1 All staff and volunteers are required to comply with the Staff Behaviour Policy and receive information on our Safeguarding and Child Protection procedures at induction.

15.2 Child Missing from School

Parents are responsible for making sure their children come to, and are delivered to, the school safely. If a child is missing from school or from home, it may be an indicator of abuse or neglect. The following procedures should be followed if a child goes missing, with reference made to the Safeguarding Policy if appropriate:

- All pupils are registered for the morning and afternoon sessions on the School's database system (SIMs).
- If a pupil is not present, the school Receptionist will attempt to contact the parents or guardians of the child, on the first day of absence, to find out the reason for the absence. As the pupils get older, some will travel to school unaccompanied. Parents are asked to make sure the School is aware of this and the School will follow up on any non-appearance in the same way.

- Form Teachers and Phase Leaders are expected to review the attendance record of the children for who they are immediately responsible on a regular basis and to follow up extended, regular or patterned absence. A note should also be added to CPOMs and a letter will be sent home by the Deputy Head and DSL, if attendance falls below 90% over a half term period.
- As well as these formal measures, staff should do informal checks on the class during the day, particularly if they are moving around, leaving the building or going on transport.

If a member of staff is concerned that a child is missing during the school day:

- They should firstly check with the School Receptionist to see if there is any explanation for the absence and then check whether the child is elsewhere in the school.
- If there are still concerns, then a member of the SLT should be contacted immediately and the parents phoned for further checks.
- The School ensures that parents have provided at least two emergency contacts for their child.
- At this point, if the child is still missing, the police should be contacted (by calling 101) to report a missing child. In most cases there is an explanation, but it is still better to contact the police earlier rather than later.

15.3 E-Safety

Bute House Preparatory School acknowledges the important role the internet can play in the preparation of its pupils for the responsibilities of adult life and in preventing abuse and radicalisation. Please refer to our E-Safety Policy.

The School will do all it reasonably can to limit pupils' exposure to pornographic, terrorist and extremist material, by having in place appropriate filters and monitoring systems which are designed to protect children from harmful content without "over-blocking" or imposing unreasonable restrictions as to what children can be taught through online education.

Pupils are not allowed mobile phones in the School and access to the internet is restricted to supervised lessons.

Teachers will use appropriate opportunities within lessons to build resilience, help children to keep safe and teach them how to ask for help if their online safety is threatened. Children will be taught, for example:

- To recognise and manage risks in online situations and to know what to do, how to report it and to whom they should report it.
- To recognise when online pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help.

- To use assertiveness techniques to resist unhelpful pressure online.
- To understand about the safe use of electronic equipment and the internet.
- To understand the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

All computer use and internet access within the School will be subject to appropriate content filters and internet safety rules in line with the School's ICT and E-Safety policies.

Photographic images of pupils in school or on school-organised activities, may only be taken with the prior consent of the School and then only in designated areas. We will not allow images of pupils to be used on school websites, for publicity or press releases, without express permission from the parent. If we do obtain permission, we will not identify the children by name. At the start of each academic year, parental consent for the taking and use of photographs and videos, will be updated, for each pupil.

All staff, including those in EYFS, must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)

Mobile phones must not be used in any teaching area in school or within changing areas. Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices.

During school outings, nominated staff will have access to a school mobile which can be used for emergency or contact purposes. All telephone contact with parents or carers must be made on the school phone.

Parents or carers are permitted to take photographs of their own children during a school production or event. School policy require that photographs of other people's children are not published on social networking sites such as Facebook.

15.4 First Aid and Medical Plans

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for a child to remove clothing for first aid treatment, there will, wherever possible, be another adult present.

All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

In accordance with the School's First Aid and Medical Conditions Policy, children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

15.5 Physical Intervention

Staff should only use physical intervention in particular circumstances and even then, the minimum force should be used to prevent harm.

If an incident occurs which might otherwise be misconstrued, or should it become necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head and parents.

Any physical restraint used will comply with DfE and LA guidance.

15.6 Safety in and around the School

Entry to the School premises is controlled by doors that are secured physically or by staff supervision.

Authorised visitors to the School will be logged in and out of the premises by the school receptionist and will be asked to wear a visible School Visitor badge, OR Governor badge, in the case of governors.

Unidentified visitors will be challenged by staff and escorted to the School Office.

Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the School or approaching pupils, will be reported to the Police.

Internal doors to classrooms will not be locked whilst children are present in these areas.

All rooms that are used for teaching or having discussions with children have clear and unobstructed glass panels in the doors. We have an open door policy in all teaching spaces at Bute House School.

Appropriate risk assessments will be undertaken for all off-site school trips and activities.

16. Record Keeping

- 16.1 If a pupil is withdrawn from Bute House Preparatory School, having not reached the normal date of transfer, due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted, to ensure that their educational records are sent without delay to that school. If the parent/carer fails to provide this information, an urgent referral will be made by the Head to the LSCB.

- 16.2 If this school receives educational records concerning a child who is not registered here, the records will be returned to the sending school with a note advising them to contact the LSCB.
- 16.3 If there is any doubt as to the identity of a pupil, advice will be sought from the LSCB and other statutory agencies, as appropriate.
- 16.4 We will maintain accurate records of those with Parental Responsibility for all pupils, along with emergency contact details.
- 16.5 A pupil's name will only be removed from the Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the relevant LSCB.
- 16.6 The content of Child Protection conferences or Review reports prepared by the School, will follow the headings recommended by the LSCB and will, wherever possible, be shared with the parents/carers in advance of meetings.
- 16.7 Child Protection records will be sent to receiving schools separately and under a confidential cover.
- 16.8 Archived records will be kept in accordance with DfE guidelines.
- 16.9 The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

The Role and Responsibility of the Governing Body

17. Managing, Monitoring and Review by the Governing Body

17.1 The Governing Body recognises its responsibility to:

- Ensure appropriate procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Ensure there is a named Designated Safeguarding Lead and Deputy Designated Safeguarding Lead in place.
- Ensure that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
- To help create an environment where staff feel supported in their safeguarding role and able to raise concerns.
- Ensure staff have regular reviews of their own practice so that they have knowledge, skills and experience which improve over time.
- The Governing Body is responsible for electing a 'board-level lead' for the responsibility of safeguarding, but the safeguarding duties remain the responsibility of the Governing body as a whole.
- The Governing Body should have the required knowledge, skills and expertise to take leadership responsibility for the school's safeguarding arrangements.
- Ensure the School contributes to inter-agency working, including providing a co-ordinated offer of Early Help when additional needs of children are identified and support to children subject to child protection plans.
- Ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- Recognise the expertise of members of staff in safeguarding matters and give them the opportunity to contribute to and shape the safeguarding arrangements and child protection policy.

17.2 The Governing Body will conduct an annual review of the School's Child Protection and Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged. The DSL will meet with the Safeguarding governor on a half termly basis and will work together to prepare a written report commissioned by the full Governing Body. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

17.3 The Safeguarding Governor will undertake regular termly checks of the SCR.

- 17.4 The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the Local Authority Designated Officer. The full Governing Body will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Minutes of the review will be sufficiently detailed to demonstrate both breadth and depth of the review.
- 17.5 The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The DSL will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements. The DSL will report termly to the Safeguarding Governor on child protection and safeguarding matters, including levels of child protection referrals made by the School. Any deficiencies or weaknesses in regard to arrangements will be remedied without delay.
- 17.6 The Governing Body will ensure that:
- The School's safeguarding arrangements take into account the procedures and practice of Hammersmith and Fulham Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document.
 - They comply with their duties under legislation and that policies, procedures and training in the School are effective and comply with the law at all times.

Appendix

APPENDIX 1: JOB DESCRIPTION FOR DESIGNATED SAFEGUARDING LEAD

In accordance with Annex B of KCSIE, the main responsibilities of the Designated Safeguarding Lead (DSL) are:

Managing Referrals

The DSL is expected to:

- a) Refer cases of suspected abuse to the local authority Children's Social Care as required;
- b) Support staff who make referrals to the local authority Children's Social Care;
- c) Refer cases to the Channel programme where there is a radicalisation concern as required;
- d) Support staff who make referrals to the Channel programme;
- e) Refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service as required; and
- f) Refer cases where a crime may have been committed to the Police as required.

Work With Others

Liaising with the Head to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

As required, liaise with the Case Manager and the designated officer(s) at the local authority for child protection concerns (all cases, which concern a staff member).

Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral, by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Raise Awareness

The DSL should ensure this policy is known, understood and used appropriately by all staff.

Ensure this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with the Governing Body regarding this.

Ensure this policy is available publicly.

Ensure that parents are aware that referrals about suspected abuse or neglect may be made to Children's Social Care and the School's role in this.

Maintain links with the Hammersmith & Fulham Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding.

Child Protection File

Where children leave the School, ensure their confidential child protection file is sent to their new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

Prevent

In accordance with the *Prevent duty Guidance for England and Wales* and *Channel duty guidance: protecting vulnerable people from being drawn into terrorism* (2015) the DSL has, in addition, the following responsibilities:

- a) Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
- b) Co-ordinating Prevent duty procedures in the School;
- c) Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated;
- d) Undergoing WRAP or other appropriate training;
- e) Maintaining an ongoing training programme for all School employees, including induction training for all new employees and keeping records of staff training; and
- f) Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

Training

The DSL and DDSL have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- a) Understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments;
- b) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

- c) Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
- d) Are alert to the specific needs of children in need, those with special educational needs and young carers;
- e) Are able to keep detailed, accurate, secure written records of concerns and referrals; using CPOMs.
- f) Understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- g) Obtain access to resources and attend any relevant or refresher training courses;
- h) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.