

ROSEMARY WORKS SCHOOL Safeguarding / Child Protection Policy

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Rosemary Works School Safeguarding / Child Protection Policy

At Rosemary Works School we recognize our statutory duty to safeguard and promote the welfare of children in our care, as per sections 175 & 157 of the Education Act 2002. This policy includes the children in the Early Years Foundation Stage and those receiving out of school care.

Safeguarding is the responsibility of everyone. This policy applies to all pupils, staff, parents, governors, volunteers, students and visitors to our school. Anyone requiring further clarification on any matters addressed in this policy, should contact the designated Safeguarding Lead or Deputy.

Rosemary Works School believe that it is always unacceptable for a child to experience abuse of any kind and we recognize our responsibility to safeguard the welfare of all children, by a commitment to practice which protects them.

The purpose of this policy is to:

- Provide protection for all children who are in our care.
- Provide Staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child may be experiencing, or be at risk of, harm

This policy applies to all staff, including senior managers, paid staff, volunteers, sessional workers, agency staff, students or anyone working on behalf of Rosemary Works School.

Our Designated Safeguarding Lead is:

Ms Jacqueline Logue **020 7739 3950**
Director and member of Board of directors

Our Deputy Safeguarding Lead is:

Mr Rob Dell **020 7739 3950**
Headteacher

We recognize that:

- The welfare of the child is paramount;
- All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse and have the right to freedom from abuse;
- Working in partnership with children, their parents, carers and other agencies is essential in promoting young people's welfare;
- All our staff and volunteers need to be carefully selected and accept responsibility for helping to prevent the abuse of children in our care.

We will endeavor to safeguard the children by:

- Valuing them, listening and respecting them;
- Teaching children to keep themselves safe, especially online
- Adopting child protection guidelines through procedures and a code of behavior for staff, volunteers and children;
- Responding quickly and appropriately to all suspicious or allegations of abuse relating to child welfare;
- Providing parents/carers and children with the opportunities to voice any concerns they may have
- Ensuring that access to confidential information is stored and managed in accordance with National Guidance
- Recruiting Staff and volunteers safely and ensuring that all necessary checks are made
- Improving knowledge of children, parents/carers and children by sharing information about child protection and encouraging good practice;
- Sharing information about concerns with agencies who need to know and involving parents and children appropriately;
- Providing effective management for all staff and volunteers through supervision, support and appropriate safeguarding training - updated every two years for DSL and every year for the rest of the staff. All those working directly with children will be supplied with KCISE

We are also committed to ensuring that our child protection policy is a living document which is reviewed and updated at least annually by the DSL, Headteacher, and the board of directors.

We follow and take account of the procedures outlined in the London Child Protection Procedures, 2007, and this policy, and other policies and training related to safeguarding children, follows the principles and requirements provided in the documents below, in accordance with locally agreed inter-agency procedures.

We follow procedures advised by the City & Hackney Safeguarding Children Board (CHSCB), and have regard to the Hackney Child Wellbeing Framework.

- *Every Child Matters & the 5 Outcomes*
- *Children Act 1989 & 2004*
- *Childcare Act 2006*
- [*Working Together to Safeguard Children 2015*](#)
- *What To Do If You Are Worried A Child Is Being Abused*
- *Common Assessment Framework 2007*
- *The Early Year Foundation Stage, safeguarding & Welfare Requirements*
- [*Keeping Children Safe in Education KCSIE September 2016*](#)
- *Guidance for Safer Working Practice for Adults Who Work with Children and Young People*
- *Safeguarding Vulnerable Groups Act 2006*
- *Disqualification under the Childcare Act 2006*
- [*Counter Terrorism & Security Act 2015*](#)
- [*Revised prevent duty for England and Wales 2015*](#)
- [*Serious Crime Act 2015*](#)

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Roles & Responsibilities

All staff should:

- Follow the procedures in this policy if they have concerns about a child.
- Provide an example of good conduct that they wish others to follow (see Staff Handbook).
- Ensure whenever possible there is more than one adult present during activities with children, or at least within sight or hearing others;
- Respect a child's right to privacy;
- Be aware that physical contact with a child may be misinterpreted;
- Recognize that special caution is required in moments when you are discussing sensitive issues with children;
- Operate within Rosemary Works School policies and procedures;
- Challenge unacceptable behavior and report all allegations/suspicious of abuse;
- Not engage in any inappropriate electronic communication with any pupil.

Either Jacqueline or Rob will normally be available all week through the school year and for our Out of School provision.

They can be contacted at the school address Rosemary Works School, 1 Branch Place, London, N1 5PH; Tel: 020 7739 3950; Email:

Jacqueline@rosemaryworks.com; robdell@rosemaryworks.com;
learn@rosemaryworks.com

- The Designated Safeguarding Lead will ensure that all of our staff are familiar with the school's Safeguarding & Child Protection Policy; receive regular up to date training about Safeguarding and Child Protection; understand the role of the Designated Safeguarding Lead.
- The Designated Lead and Deputy have responsibility for managing child protection referrals, and raising awareness of all child protection policies and procedures.
- The designated persons receive the appropriate two yearly training and 'refresher' training, and keep up to date between training by referring to the CHSCB website and email alerts, and advice from the DFE.
- In the absence of the Designated Lead, or Deputy, please refer to the most senior staff member on site.
- The Board of Directors and School Management Team are responsible for ensuring that the school follows recruitment procedures that help to deter,

reject or identify people who might abuse children (*see the school's 'Safer Recruitment' policy for further information*).

- The school publishes its Safeguarding / Child Protection policy on the school website.
- There are systems in place to ensure that our policies and procedures are reviewed in order to ensure effectiveness, including an annual audit of Safeguarding presented by Designated Safeguarding Lead and Board Member Jacqueline Logue. The audit and policy review is approved by the Senior Management Team and ratified by the Board of Directors. It is the responsibility of the Board as a whole to ensure that Safeguarding Policies are satisfactory.

Policy for Use of Mobile Phones and Cameras in EYFS

School cameras and iPads may be used by staff for the recording of evidence for EYFS, but staff volunteers and visitors should not bring mobile phones and cameras into the classroom.

Child Protection Procedures

This document is based on the guidance to schools "Keeping Children Safe in Education" (Sept 2016) (KCSIE); Working Together to Safeguard Children (2015) (WT) and the Local Safeguarding Children Board policy procedures.

Everyone within Rosemary Works School should be familiar with, and follow the procedures for, promoting and safeguarding the welfare of the children and know who to express concerns about a child.

Any allegation of child abuse or neglect may lead to a criminal investigation. Under no circumstances should anyone within Rosemary Works School carry out investigation into suspicious or concerns about a child. This is the role of the suspicious or concerns about a child. This is the role of the statutory services any concerns or worries should be passed to the Designated Safeguarding Lead (J. Logue) or if not available her Deputy (R. Dell).

Identifications of different categories of abuse

A child is considered to be abused, or at risk of abuse by parents or carers when the child's basic needs are not being met either intentionally or non-intentionally. A child's basic needs include:

- Physical care and protection from harm;
- Love and security;
- Praise and recognition
- Intellectual stimulation and development

A person may abuse or neglect a child by inflicting harm or by failing to prevent harm. There are 4 categories of abuse:

1. Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. This includes fabricating the symptoms of, or deliberately causing, harm to a child.

The signs of physical abuse may include:

- Bruising – it is important to note that most children will collect cuts and bruises in their everyday life usually on the bony parts of their body. An important indicator of physical abuse is when bruises or injuries are unexplained or the explanation does not fit the injury;
- Multiple bruises in clusters;
- Multiple bruises of uniform shape;
- Bruises that carry the imprint of an implement used, hand marks or fingerprints;

- Although bruising is the most common injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising.

Female Genital Mutilation (FGM)

FGM is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or non-therapeutic reasons.

In the UK, FGM is illegal and considered as child abuse. It is also illegal to take a child abroad for FGM purposes. Any strong concerns that FGM has occurred or is about to occur, must be immediately reported to the police. If a teacher disc

FGM is rarely carried out by a doctor; it is usually by a female elder with no anaesthetic given to the child. The procedure may be carried out at any time during the girl's life before marriage, but the majority of cases take place between the ages of 5 and 8 years old. The practice of FGM in Britain is usually before the school summer holidays, as this gives the girl the longest time to recover before returning to school.

Other factors of FGM risk:

- Communities less integrated into British society;
- Any girl born to a woman who has been subjected to FGM;
- Any girl withdrawn from Health Education or Personal and Social Education at school.

Indicators of Vulnerability

The highest risk of being affected by FGM is the girl's community or country of origin. It is particularly prevalent in middle Africa.

Indicators that FGM is to take place:

- A visit from a female elder from their country of origin;
- A girl may confide that she is having a 'special procedure' or 'special occasion' to 'become a woman';
- Parents stating that the girl is going to their country of origin for a prolonged period.

Indicators that FGM has taken place

The girl may:

- have difficulty walking, standing and sitting;

- spend long periods in the toilets due to difficulties urinating;
- have frequent urinary, menstrual and stomach problems;
- have prolonged or repeated absences from school;
- talk about pain or discomfort between her legs.

It is important to state that at no time should staff carry out any examination on a child who is thought to have undergone FGM. This is a matter for the police and social services.

2. Emotional Abuse is the persistent emotional ill-treatment of a child that may cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Emotional abuse may also include developmentally inappropriate expectations being imposed, causing children to feel frightened and/or exploited. This can include bullying and cyber bullying.

The physical signs of emotional abuse may include:

- A failure to thrive and grow;
- Sudden speech disorders;
- Developmental delay either in terms of physical or emotional progress.
- Changes in behaviour which can also indicate emotional abuse include:
- Neurotic behaviours e.g. sulking, hair twisting, rocking, showing signs of withdrawal;
- Being unable to play;
- Fear of making mistakes;
- Self harm;
- Fear of parent/carer being approached regarding their behaviour.

PREVENT

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the PREVENT duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion

- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Social Care in line with the CHSCB procedures.

Indicators of Vulnerability

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. However, the following indicators can often make an individual vulnerable:

- identity crisis
- isolation
- restrictive personal circumstances
- unmet aspirations
- experiences of criminality
- special educational needs

Reducing the Risks

It is the responsibility of the school to reduce the risks by correct teaching and promoting British values and the law. The curriculum should include:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combating discrimination.

- Ensuring that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

Rosemary Works School meets these criteria by:

- 1) Including in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- 2) Ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as the school council whose members are voted for by the pupils;
- 3) Using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- 4) Using teaching resources from a wide variety of sources to help pupils understand a wide range of faiths such as Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism;
- 5) Using the role of extra-curricular activity such as assemblies, in promoting fundamental British values.
- 6) Teaching Internet Safety as part of the Computing curriculum and fully prohibiting unrestricted or unsupervised use of the internet.

3. Sexual Abuse involves forcing or enticing a child to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact including penetrative or non-penetrative acts. They may include involving children in looking at, or in the production of pornographic material, or encouraging children to behave in sexually inappropriate ways.

The physical signs of sexual abuse may include:

- Pain or itching in the genital/anal areas;
- Bruising or bleeding near genital/anal areas;
- Sexually transmitted disease;
- Vaginal discharge or infection;
- Stomach pains;
- Discomfort when walking or sitting down;
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn;
- Fear of being left with a specific person or group of people;
- Having nightmares;
- Sexual knowledge which is beyond their age or development level;
- Sexual drawings or language;
- Bedwetting;
- Eating problems such as over eating or anorexia;
- Self harm or mutilation, sometimes leading to suicide attempts;
- Saying they have a secret they cannot tell anyone about;
- Substance or drug abuse;
- Suddenly having unexplained sources of money;
- Unwilling or unable to make friendships;
- Acting in a sexually explicit way towards adults or peers;
- Using inappropriate vocabulary which may include words of a sexual nature normally beyond their understanding.

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. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

4. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may involve:

- Failing to provide adequate food, shelter or clothing;
- Failing to protect a child from physical harm or danger;
- Failure to ensure access to appropriate medical care or treatment;
- Neglect of a child's basic emotional needs;
- Failure to ensure satisfactory education.
- The physical signs of neglect may include:
 - Constant hunger, sometimes stealing food from other children;
 - Constantly dirty or smelly;
 - Loss of weight, or being constantly underweight;
 - Inappropriate dress for the conditions.
- Changes in behaviour which can also indicate neglect may include:
 - Complaining of being tired all the time;
 - Not requesting medical assistance and/or failing to attend appointments;
 - Having few friends;
 - Mentioning being left alone or unsupervised.
- Going missing from education

It is important to remember that many children will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.

All staff should be aware of behaviours linked to drug taking, alcohol abuse, truancy and sexting that put children in danger. Safeguarding issues can manifest themselves via peer on peer abuse – bullying, cyberbullying, gender based violence/sexual assaults and sexting. (See policy on anti-bullying peer on peer abuse)

It should be noted that SEND children are particularly vulnerable with regards to safeguarding as they face additional challenges and may not be able to overcome barriers in order to communicate or show outward signs of abuse.

A Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect. Rosemary Works School's policy is to monitor all children who are on the admission register with a twice daily attendance register. Any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more, will be reported to the Local Authority. In addition, any child who goes missing from education, particularly on repeated occasions should alert the staff to consider risks of

potential safeguarding concerns, such as travelling to conflict zones, FGM and sexual exploitation.

General Daily Absences at Rosemary Works School

When a child is absent for the attendance register (without a previous agreement) their parents will be contacted to establish the reason for their absence. The correct letter will be inserted in the absent mark. This will be monitored daily and termly to ensure that repeated/patterned absences are not missed. Attendance as a percentage will be included on twice yearly reports for each child.

Rosemary Works School will inform the Local Authority of any pupil who is to be deleted from the admission register when:

- written notification is received of home-educating the child; attendance ceases because the child no longer lives within reasonable distance;
- the child has been certified by a school medical officer as unfit to attend school throughout the compulsory school age;
- the child is in custody for a period of more than four months and unlikely to return;
- The child has been permanently excluded

Reporting Concerns of absence

The Safeguarding procedures should be followed by reporting to the Safeguarding lead – Mrs Jacqueline Logue and recording the concern. In an emergency follow the normal route of safeguarding procedure.

5. Peer on Peer Abuse is if one child or young person causes harm to another.

This should not necessarily be dealt with as abuse: 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.

In order to try to reduce incidents, all staff watch for early signs of distress and marked changes in normal behaviour. We listen, believe and act.

All staff receive training in recognising and dealing with peer on peer abuse. This training is updated annually.

In dealing with peer on peer abuse, staff follow these fundamental guidelines;

- never ignore suspected incidents
- do not make premature assumptions
- abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.
- listen carefully to all accounts – several pupils with the same version does not necessarily mean it is the truth
- adopt a problem-solving approach that allows pupils to move forward from self-justification
- always follow up proven cases to check that peer on peer abuse has not returned
- keep detailed records to enable patterns to be identified
- Although we do not allow mobile phones in school we are aware of the problems of sexting and if this is brought to our attention, normal safeguarding procedures will be followed

Other Safeguarding Arrangements:

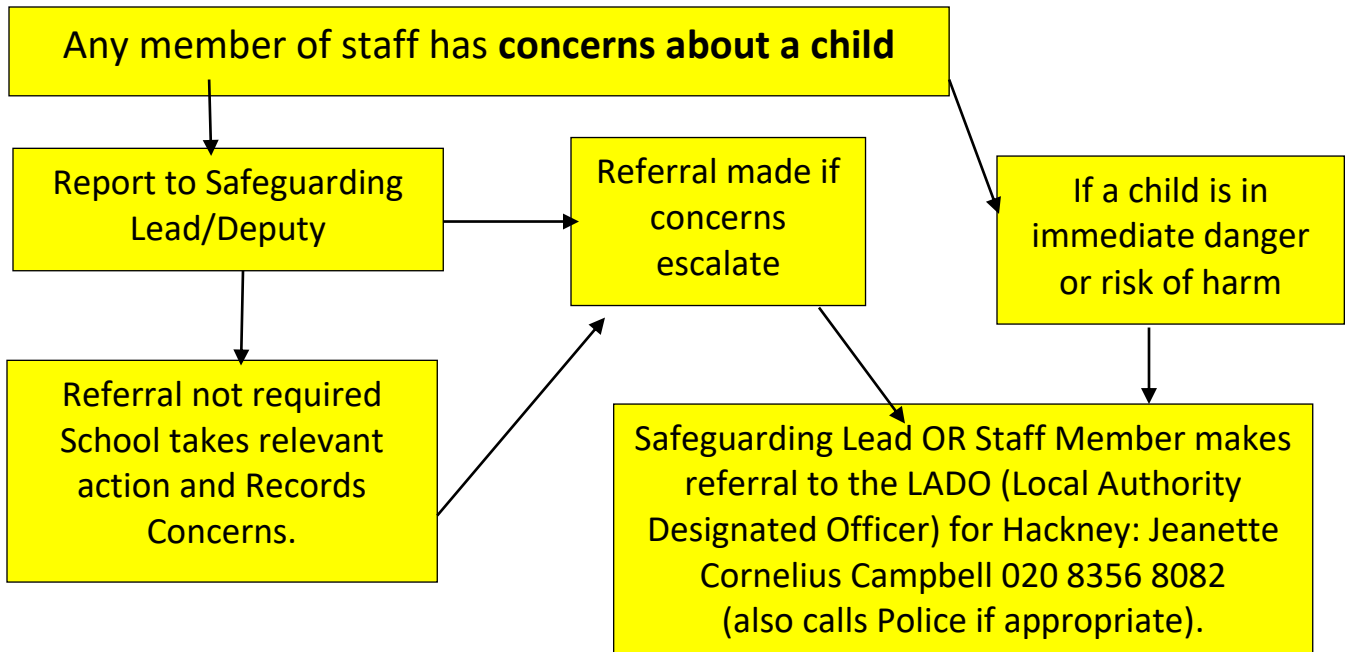
Our school is committed to keeping children safe and aims to:

- Create a culture of vigilance where the welfare of our pupils is promoted and where timely and appropriate safeguarding action is taken;
- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to;
- Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty;
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating;
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships;
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others;
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government;

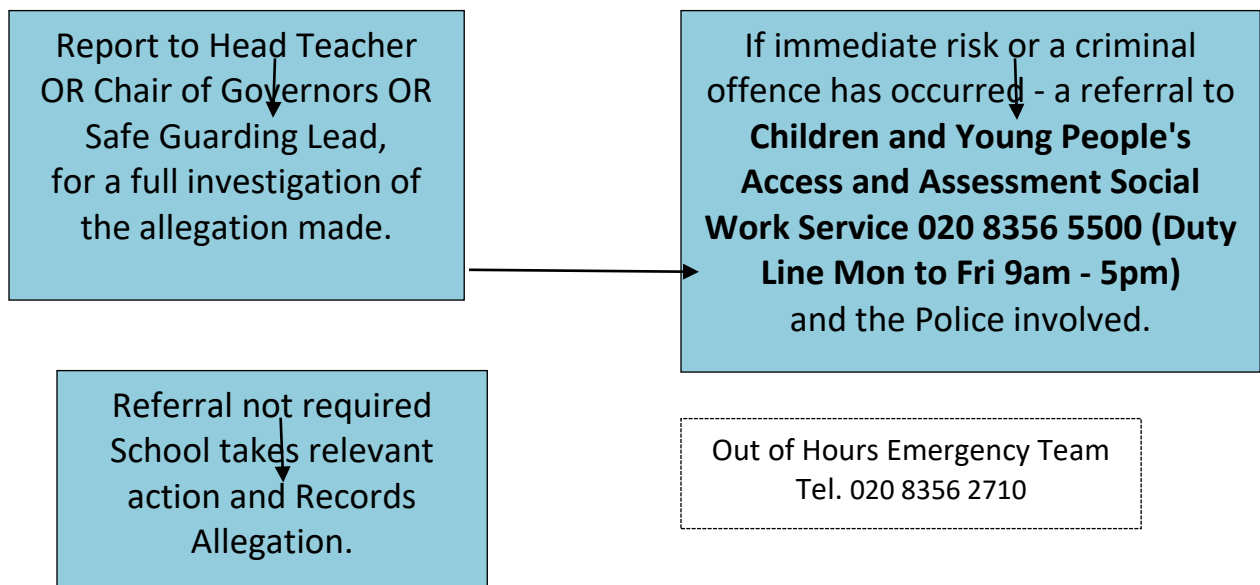
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations;
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.
- Children in the school are taught about safeguarding through the curriculum and PHSE lessons. We also have a specific E-Safety Policy relating to online safeguarding.
- Staff are provided with the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority, in the event that we have such children in our care. This includes ensuring staff have the information that they need about the child's status, contact arrangements with parents; care arrangements and delegated authority to carers and information available to the Designated Safeguarding Lead.
- The Designated Safeguarding Lead and school staff recognize the difference between safeguarding children who have suffered or are at risk of suffering serious harm, **and should therefore be reported to children's social care immediately**; and those who are in need of additional support from one or more agencies, who should be subject to

Rosemary Works School Safeguarding Action Plan

Safeguarding Lead: Mrs. Jacqueline Logue
Deputy Safeguarding Lead: Mr. Rob Dell
Head Teacher: Mr. Rob Dell



Any member of staff has **concerns about another member of staff**



**Rosemary Works School
Staff Procedure
What to do if you are worried a child is being abused**

The school management will ensure that all staff have had training in matters relating to Safeguarding children. All staff have a copy of the government document 'What to do if you are worried a child is being abused'.

STAFF RESPONSIBILITIES

- If any member of staff is concerned about a child (see below) he or she must immediately or at latest within 24 hours, inform the Designated Safeguarding Lead, Jacqueline Logue, or Deputy Rob Dell. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff available, and efforts made to contact the Lead and Deputy.
- Jacqueline and Rob will always allow time for staff to meet them individually to discuss safeguarding concerns.
- The member of staff must record information regarding the concerns on the same day, in writing. The recording must be a clear, precise, factual account of the observations. Give clear information about the persons present when the concern was raised, the precise dates, times and locations. Please record exactly what was said by and to the child involved, do not try to paraphrase their words. Please speak to Designated Safeguarding Lead if you require guidance.
- Informal advice may be sought from the Social Work Service (details below). Many concerns can be addressed by instigating additional support for the family through one or more agencies.
- It is important that children receive the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- Remember that an allegation of child abuse or neglect may lead to a criminal investigation, so don't do anything that may jeopardize a police investigation, such as asking a child 'leading' questions, or attempting to investigate the allegation yourself. See 'Dealing with Disclosure', below.
- Do not take photos of any injuries a child may have, and do not ask them to remove clothing to show you any injuries.

- Communicate with the child in a way that is appropriate to their age, understanding and preference, bearing in mind disability and first language.
- The Designated Safeguarding Lead will take a decision about whether the matter can be dealt with in the school, or whether external agencies (eg. Police, social services etc) should be contacted. If so, a referral will be made within 24 hours of the disclosure or suspicion, followed up in writing within 48 hours.
- Reporting Arrangements; Referrals should be made to Hackney's Social Work Service.
Children and Young People's Access and Assessment Social Work Service
Address: Hackney Service Centre
1 Hillman Street
London
E8 1DY
Tel: 020 8356 5500 (Duty Line Mon to Fri 9am - 5pm)
020 8356 2710 (Emergency Out of Hours Team)
- Allegations of Abuse Against Members of Staff, Students and Volunteers will be referred by the Designated Safeguarding Lead to the LADO. The LADO (Local Authority Designated Officer) for Hackney is **Jeanette Cornelius Campbell** and her contact details are: 020 8356 8082, email lado@hackney.gov.uk (The person dealing specifically with queries for Education is Paul Kelly at the Learning Trust.)
- Accusations of abuse by one or more pupil/s against another should be immediately reported to the Designated Lead, who will take advice from the LADO.
- Abuse by one or more pupils against another pupil can be dealt with according to procedures defined in our Anti Bullying Policy, but where there is reasonable cause to suspect that a child is 'suffering, or likely to suffer, significant harm', such abuse will be referred to local agencies.
- Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.
- If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker

responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

- Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication should be stored securely at all times, in personal lockers or school medical cupboard.

Procedures to follow when responding to a child disclosing abuse – what to do and say

Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with SEND and for children whose first language is not English.

If a child discloses abuse to you

- Stay calm; find a quiet place to talk.
- Believe in what you are being told. Listen but do not press for information, direct or lead - ask open ended questions for clarification.
- Reassure the child that they have done the right thing in telling you.
- Explain that you will do your best to help the child. Do not promise confidentiality.
- Involve them in the discussion and plan of action and ask what would be a good outcome in their eyes.
- Record everything that was said, using the child's own words, as soon as possible - preferably at the time of disclosure. Note the date, time, any names mentioned, to whom the information was given, ensure that the record is signed and dated.
- Explain the importance and benefits of sharing this information with appropriate people/agencies and ask for the child's consent for this if possible.
- **Information can be shared without consent if it is justified in the public interest or required by law, or if you judge it to be in the best interests of the child and they do not have the maturity to reach this decision.**
- Tell the child what you will do next and with whom the information will be shared.
- Do not delay sharing relevant information with the Safeguarding lead and the Hackney's Social Work Service Team.
- Confidentiality remains important and sharing of information should be proportionate to the risk of harm. (If for example parents/staff are part of the concern.)

- Seek advice about what information to share, whom to share it with or how best to manage any risk associated with sharing information. See Rosemary Works School Action Plan.

N.B. it is important to note that the person who first encounters a case of alleged abuse is not responsible for deciding whether or not abuse has occurred. That is a task for the professional child protection agencies following a referral to them.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DESIGNATED SAFEGUARDING LEAD.

Each member of staff working directly with children has a supervision meeting at least once a term with the DESIGNATED SAFEGUARDING LEAD or deputy. This allows the opportunity to consider and share concerns and receive guidance / coaching. The frequency of meeting will be increased if deemed necessary.

Recording and Information sharing

A record must be made about the child at the first point of contact, including names, addresses, gender, date of birth, names of persons with parental responsibility and primary carers if different. This information must be kept up to date.

In all situations it is vitally important to record the details of an allegation or reported incident.

An accurate note should be made of:

- Date and time of the incident or disclosure
- People who were involved
- What was said or done and by whom
- Any action taken by Rosemary Works School
- Any further action e.g. suspension of staff
- Names of persons reporting and to whom

The record should be clear and factual as it may be needed by child protection agencies. It should be stored securely and shared only with those who need to know about the incident or allegation.

All recordings should be completed immediately or at the earliest opportunity and must not be left until the following or later days as this may contaminate the information that may be used as evidence in any prospective court proceedings.

“Information sharing is vital to safeguarding and promoting the welfare of children... Often it is only when information from a number of sources has been shared that it becomes clear that a child is at risk of, or is suffering harm.”

London Child Protection Procedures, 2007, p.102

- At Rosemary Works School we have set in place systems to ensure that all staff have regular opportunities to share information and concerns about children with other staff.
- We are committed to sharing information with external agencies, where appropriate, as a means by which to safeguard children, and we recognize our duties to do so as per section 3 LCPP.
- The nominated person will discuss any matters of concern with the LADO for guidance.
- Where possible we will gain the consent of individuals involved prior to sharing information about them, although we recognize that there are circumstances in which sharing confidential information without consent will be justified in the public interest. We will follow guidance as to when not to seek consent. (refer to LCPP pp. 105-109)
- We take account of the government guidance document “Working Together to Safeguard Children” in our training and practice.
- We take account of the Data Protection Act 1998 and the Human Rights Act 1998 to ensure that privacy and confidence are respected.
- Rosemary Works School recognizes its legal obligation to report to the Disclosure and Barring Service within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.
- We will notify OFSTED within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children on the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere)
- In the event that we disagree with any action taken or omitted by an external professional, we follow the CHSCB Escalation Policy.

Confidentiality policy

The legal principle that the ‘welfare of the child is paramount’ means that the considerations of confidentiality which might apply to other situations at Rosemary Works School should not be allowed to over-ride the right of children to be protected from harm. However, when an allegation has been made and is being investigated, every effort should be undertaken to ensure that confidentiality is maintained for all concerned.

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

Communication with Parents

- At Rosemary Works we strongly believe in working with parents in all matters relating to their children.
- We undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm.
- We ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.
- We will always raise our concerns about a child with their parents or carer, unless we thought there was a likelihood of a child coming to significant harm by so doing.

Recruitment

“Experience shows the importance of organizations that provide services to children operating recruitment and selection procedures and other human resources management processes that help deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them.”

Safeguarding Children and Safer Recruitment in Education, 2007. P.20

- At Rosemary Works School, we follow vetting procedures that encourage safe recruitment practice.
- Our procedures are applied to all prospective members of staff, and those working with the children at this school.
- Our procedures are based on and take account of those found in the government document 'Safeguarding Children and Safer Recruitment Practice', and the relevant legislation contained therein.
- All staff involved in the recruitment process are made aware of our policy, and our commitment to safeguarding children.
- Safeguarding Children training is included in staff induction.

Procedures to follow for safe recruitment and selection of staff and volunteers working with children

Safe recruitment is central to the safeguarding of children. Rosemary Works School has a duty to safeguard and promote their welfare; this includes ensuring that safe recruitment and selection procedures prevent unsuitable persons from gaining access to children.

Advertising a post

The advertisement should include information about Rosemary Works School's commitment to safeguarding and promoting the welfare of children and reference the need for successful applicants to undertake appropriate criminal record checks and vetting processes where appropriate.

Application Form

An application form should be used to obtain full and detailed information about the applicant. It is not good practice to accept a CV in its place, as they will only contain information the applicant wishes to present.

Application Forms should obtain:

- Identifying details of the applicant including current and former names, current address, and National Insurance number;
- Details of academic and/or vocational qualifications with details of awarding bodies and dates awarded;
- A full chronological history of education and employment, with start and end dates, reasons for leaving employment and explanations of any gaps in chronology;
- Details of referees. One referee should be the applicant's current or most recent employer. Two referees are usually sufficient;

- Information about any previous convictions, cautions, reprimands, warnings or bind over, both personal and professional.

References

References should always be sought and obtained directly from the referee.

Questions to the referee should include:

- The referee's relationship to the applicant;
- Whether the applicant has had any allegations made against them or concerns raised, which may relate to the safety and welfare of children or the applicants behaviour towards children;
- Whether the referee is satisfied that the candidate is suitable to work with children and if not the referees concerns and why they think the candidate is not suitable.

Interviews

An interview panel of at least two people, which includes a person holding the Safer Recruitment in Education qualification is recommended and in addition to assessing and evaluating the applicant's suitability for the post the interview should explore:

The candidates' attitude to children;

- The candidate's ability to support Rosemary Works School's agenda for safeguarding and promoting the welfare of children;
- Any gaps in the candidate's employment or education history;
- Any concerns or discrepancies arising from information provided by the candidate and/or referees;
- Whether the candidate wants to declare anything relating to the requirements for Criminal Records Bureaux checks.

Employment Checks

An offer of appointment to the successful candidate should be conditional upon:

- Proof of identification, preferably with photograph, such as passport or driving licence;
- Receipt of at least two satisfactory written references, where possible confirmed by telephone;
- A satisfactory DBS disclosure, which includes checks of DCSF list 99;
- Verification of a candidate's medical fitness;
- Verification of any qualifications.
- Completion of a disqualified by association form

Post appointment induction and maintaining a safe culture

An induction programme is given to all staff and volunteers that includes:

- Training and information about Rosemary Works School safeguarding and child protection policies including information about the identity and role of the DSL;
- The policies and procedures relating to safeguarding including PREVENT;
- The identity and responsibilities of staff with lead responsibilities for safeguarding;
- Safe practice and standards of conduct and behaviour expected;
- The Staff Handbook showing staff code of conduct
- A copy of Part 1 of KCSIE and Annexe A are supplied to all Staff
- Whistle blowing Policy
- Acceptable use of IT – refer to Anti-Bullying and Prevention of Peer on Peer Abuse Policy

Supervision & Training

“Two key elements of effective safeguarding and promoting of children’s welfare are that all staff: have a clear understanding of their individual and their agency’s roles and responsibilities and are competent to undertake these in an effective manner; have a clear understanding of the roles and responsibilities of the staff and the agencies they need to work collaboratively with, and are competent to engage effectively with them.” London Child Protection Procedures 2007. Pp463/464.

- At Rosemary Works School we recognize our responsibility for ensuring that our paid and unpaid staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children’s welfare.
- The Designated Safeguarding Lead and the Deputy receive Level 3 training every two years, in accordance with advice from CHSCB.
- Safeguarding Training is delivered to the entire school staff regularly
- We also arrange inter-agency training in which members of staff attend external training.
- All newly appointed staff, temporary staff and volunteers receive induction training, including an introduction to our child protection policies and procedures, and to related policies.
- All staff are made aware of changes to safeguarding policy or procedures.
- All staff are made aware of the boundaries of appropriate behavior and conduct. These matters form part of our staff induction, and are outlined in the Staff Handbook / Code of Conduct.

Whistleblowing

- All staff should be aware of their duty to raise concerns about the attitude and actions of their colleagues, and about malpractice within the school. Concerns should be raised with the Designated Safeguarding Lead.
- Rosemary Works School is committed to delivering a high quality education service to its pupils and expects high standards from their staff and contractors. In order to maintain those high standards a culture of openness and accountability is vitally important. The aims of this policy are to encourage staff to raise concerns about malpractice within the School without fear of reprisal; and, to reassure staff that concerns will be taken seriously.
- Blowing the Whistle on Malpractice: Malpractice covers a wide range of concerns. The types of activity that should be disclosed include but are not limited to the following: -
 - the physical, emotional or sexual abuse of pupils or staff
 - endangering of an individual's health and safety
 - damage to the environment
 - a criminal offence
- Initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. You will be advised whether an investigation takes place or not. When making a decision the Headteacher will consider whether continuing with an investigation is in the public interest.
- The School understands that you may be reluctant to come forward with information about the wrongdoing of a colleague or manager or indeed at all. As such, the School recognizes that whistleblowers may wish to raise concerns in confidence. If you (the whistleblower) make a request for the matter to be kept confidential then your identity will not be revealed without discussing the matter with you first.
- You are encouraged to give your name when raising concerns. A concern expressed anonymously is much less powerful and is often more difficult to investigate. The decision whether to investigate an anonymous allegation will be made by the Senior Management Team. When making this decision they will take into account the seriousness of the issues raised, the credibility of what is being said and the likelihood of confirming the allegation from other sources.
- The school will not tolerate harassment or victimization and will take action to protect you if you have raised a concern in good faith. Any employee who is found to have victimized or harassed an employee who has raised a concern will face disciplinary action.
- Concerns that are raised frivolously, maliciously, for personal gain or where they are known to be untrue may result in disciplinary action.

Rosemary Works School will make sure that:

- **A written record is made of the observations or the information received. This will be done with the DSL Jacqueline Logue;**
- **The record is signed and dated;**
- **If the concerns are shared, the Hackney's Social Work Service will be contacted and their advice and guidance followed.
The Hackney's Social Work Service Team are:**

Sarah Peel, Local Authority Designated Officer– 020 8356 5500 (Duty Line Mon to Fri 9am – 5pm)

Emergency Out of Hours Team: 020 8356 2710

Procedures to follow when responding to allegations of abuse against someone NOT working at Rosemary Works School

This may be against a parent, carer, another child or anybody else in contact with the child. The procedures on page 10 & 11 'What to do if your concerned' (Flowchart 1) and/ or Wall Action Plan should be followed.

In general seek to discuss your concerns with the child, as appropriate to their age and understanding, and with their parents and seek their agreement to making a referral to Hackney's Social Work Service unless you consider such a discussion would place the child at an increased risk of significant harm.

When speaking to parents/carers, the problem needs to be discussed, an agreement sought and the reason for making the referral explained. However if the parents/carers do not agree the safety of the child is always paramount and sometimes the parents'/carers' wishes may need to be discounted.

If the allegation is one of sexual abuse then the parents/carers should NOT be approached prior to contacting Hackney's Social Work Service.

Procedures to follow when responding to allegations of abuse against someone working at Rosemary Works School

When an allegation relating to a member of staff is made the DSL Jacqueline Logue and Head Teacher must be informed. If the allegation relates to either of these members of staff, then the Chair of the Board Mr Nick Smedley must be informed and can be contacted on 07590 522 661 or nick@rosemaryworks.com. Staff can contact Mr Nick Smedley via the telephone number in the Staff Handbook.

Any allegation must be reported immediately to the Hackney's Social Work Service and their advice followed. They will provide advice as to whether the allegation is to be subject of a multi agency investigation or dealt with internally.

Where a multi-agency investigation is undertaken, the Children Safeguarding Unit will co-ordinate the initial response and arranges a strategy meeting. They will normally inform the police and other agencies.

The suspension of a member of staff who is the subject of an allegation is a decision for the Headteacher. Where child protection or criminal allegations are concerned the Children Safeguarding Unit will provide advice and guidance, taking into consideration:

- The risks presented to the child or other children
- The risks presented to the staff member
- The risks presented to Rosemary Works School

If the advice given is that the allegation should be dealt with internally then the Head Teacher and/or DSL should investigate any issues.

Any member of staff whose services are no longer required because they are considered unsuitable to work with children must be reported to:

- the ISA within one month of leaving.
- DBS
- National College for Teaching and Leadership (NCTL) –see NCTL website

Named Person – Designated Safeguarding Lead

The name of the practitioner who has lead responsibility for safeguarding children is:

Jacqueline Logue (Director) 0207 739 3950

The name of the deputy safeguarding lead is:

Rob Dell (Head Teacher) 0207 739 3950

The name of the Local Authority Designated Officer (LADO) is:

Jeanette Cornelius Campbell 020 8356 8082, email lado@hackney.gov.uk

Everyone at Rosemary Works School should know who this is and how to contact them.

Their roles and responsibilities are to:

- Provide information and advice on child protection within Rosemary Works School
- Co-ordinate action within Rosemary Works School and liaise with the appropriate agencies;
- Ensure that the child protection policy and procedures are implemented and followed;
- Review and update the Safeguarding policy and procedures as appropriate, and every year;
- Be aware of the local statutory child protection network, the role of the Local Safeguarding Children Board and be familiar with local child protection procedures;
- Know where to access the relevant contact numbers and addresses of the statutory agencies; (see Essential Contact Numbers)
- Inform the Children's Services Access Team of relevant concerns regarding individual children;
- Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing, within 48 hours;
- Liaise with the agencies as appropriate;
- Keep the relevant people within Rosemary Works School informed about any action taken and any further action required;
- Ensure records are maintained of the action taken;
- Receive relevant up to date training and advise on the child protection training needs of all staff;
- Deal with the aftermath of an incident in Rosemary Works School and debrief staff as appropriate.

It is not the role of Rosemary Works School to decide whether a child has been abused or not. However, it is everybody's responsibility to ensure that concerns are shared and appropriate action is taken.

Responsibility of the

- The Designated Safeguarding Lead Mrs Jacqueline Logue is a member of the Board of Directors
- Directors read and review the policy at Directors meetings annually or when a new policy is formulated.
- Policies are always available for the Directors to read on the school website.

Links to additional policies in Rosemary Works School:

- Behaviour Policy
- E-Safety Policy
- Complaints Procedure
- Safer Recruitment Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Whistle blowing Policy
- SMSC Policy
- Mobile Phone policy

Essential Contact Numbers and Addresses

Local children's service office:

City and Hackney Safeguarding Children Board (CHSCB)

Hackney Service Centre
1 Hillman Street
Hackney
E8 1DY

Alternatively, Email: chscb@hackney.gov.uk or Phone: 0208 356 4183

Hackney Directory
NSPCC Child Protection Helpline

Weston House
42 Curtain Road
London
EC2A 3NH

0808 800 5000 (help for adults concerned about a child)
0800 1111 (Child line - Help for children and young people)

National Child line 08001111

Metropolitan Police Counter Terrorism Branch:
Anti terrorism Hotline 0800 789321
Or 999 or 101

APPENDIX 1 – FLOWCHART OF ACTIONS

Child Protection Concern (e.g. child makes a disclosure)

DO

Stay calm.
Listen, hear and believe.
Give time to the child to say what they want.
Reassure that they have done the right thing in telling.
Promise privacy and that only those who need to be informed will be.

DON'T

Do not panic. Do not overreact. Whilst in school, the child is safe.
Do not probe for information. Record exactly as the child says. If an investigation is required this will happen later.
Do not make assumptions. Do not paraphrase or offer opinions and explanations, even when writing up your concerns.
Do not promise confidentiality. Only promise privacy.
Do not try to deal with it yourself.
Do not make negative comments about the alleged abuser. It is highly likely to be someone they love and trust.
Do not make personal observations.
Do not make the child repeat anything unnecessarily.
Do not "gossip" with colleagues about what is said to you.

Complete "Cause for Concern" sheet and hand directly to Designated Safeguarding Officer or Deputy.

Safeguarding Officer decides the following:

1. Does the child require medical attention?
2. Does the disclosure require a referral to Children's Social Care (CSC)?
3. Does the disclosure require urgent assistance, e.g. police?

Administer First Aid or ring 999.

Ring CSC.
Complete ECC999.
Ensure all documentation is accurate.
Await further instructions from CSC.
If unhappy with outcome, ring 101 or 999 if urgent.

See Appendix 3

Follow actions as instructed.
If no further actions are required, begin or update Monitored Child file.

REMEMBER

You remain responsible for the disclosure that is made to you. You have a duty to ensure the Designated Officer takes action. You may not be informed of the details but you should be told that some action has been taken, or that none was required.

If you do not feel appropriate action has been taken you have a duty to follow this up directly yourself.

Rosemary Works School Cause for Concern – APPENDIX 2

This form is to be completed on all occasions where there is cause for concern in relation to the welfare of a child. Please record the facts exactly as they are observed / disclosed. The person completing this form must be the member of staff who raised the concern.

Name of child

Class

Name of staff member completing the form

Post held

Date

Time

Place

Nature of incident/concern including relevant background
(Where applicable, record the child's words verbatim)

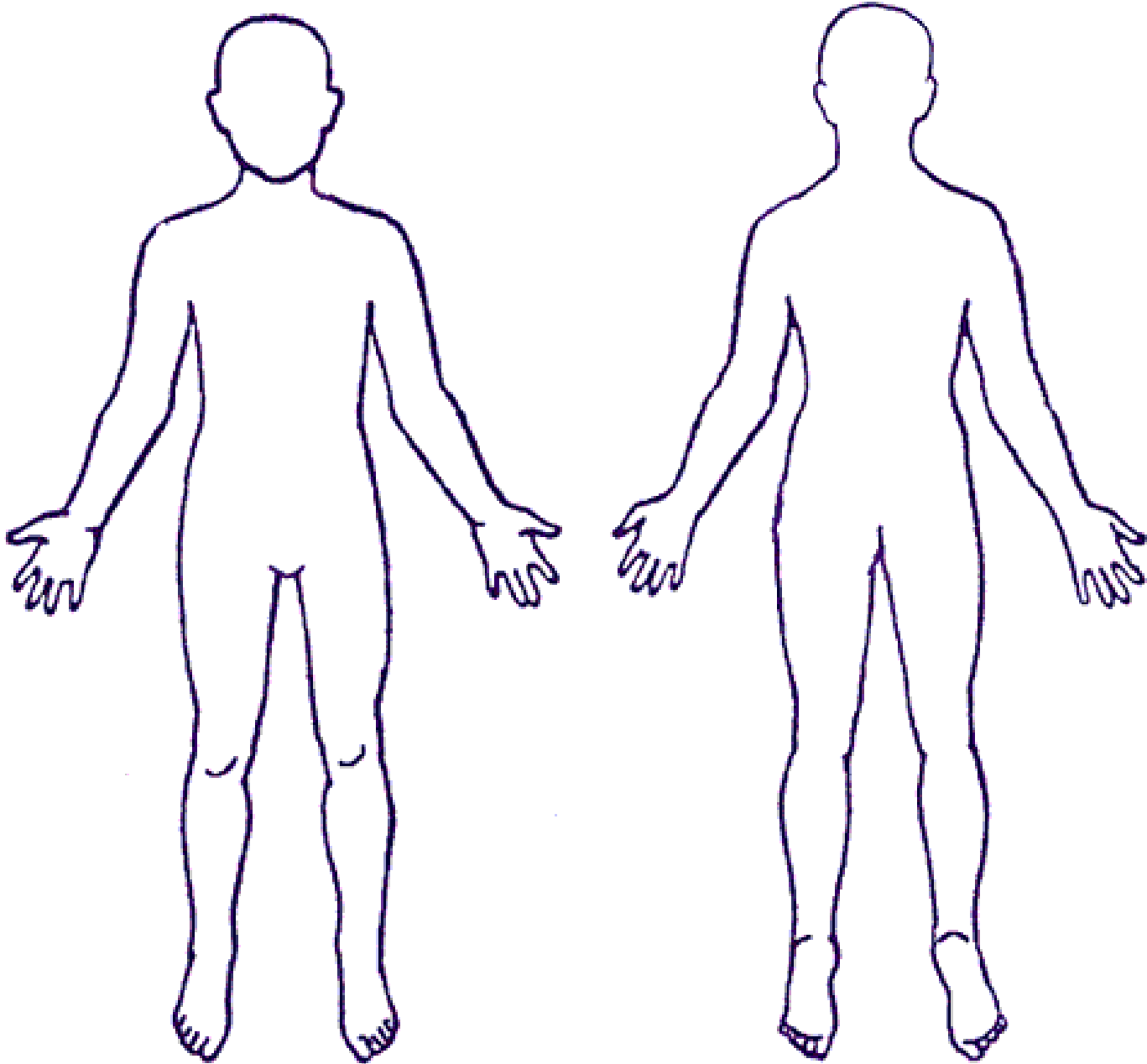
Signed

Date

Action taken by HT or DHT

Signed

Upon completion hand directly to the Designated Safeguarding Lead
In the absence of the Lead hand directly to the Deputy



THE LAW

Female Genital Mutilation Act 2003 (Sec 1-4)

It is an offence to commit FGM, to assist a girl to commit FGM on herself and for someone in the UK to arrange or assist FGM OUTSIDE the UK even if it is carried out by a person who isn't a UK national or resident. Penalty 14 years in prison.

Sec 74 Serious Crime Act 2015

From 31st October 2015 all regulated professional (health workers, teachers* and social workers) are required to report known cases of FGM direct to the police. There is now a requirement to report FGM in girls under 18yrs which they identify in the course of their professional work direct to the police.

This is a personal duty; it cannot be passed to someone else, i.e. safeguarding or CP lead.

*Teachers – this includes qualified teachers or persons who are employed or engaged, paid or otherwise, to carry out teaching work in school or other educational establishments.

Which case the duty applies to:

Girls who disclose that they have undergone FGM

When they visually identify physical signs appearing to show she has had FGM.

There are 2 reporting processes in place regarding the new Serious Crime Act 2015.

AT RISK

This would relate to situations whereby the child victim is at risk of FGM being performed, suspected of being performed or suspected of having being performed. In these scenarios, normal safeguarding procedures and existing reporting ways would occur.

MANDATORY REPORTING DUTY

This is the new reporting system which would relate to known cases of FGM that have occurred already. "Known" would be where it is directly disclosed by the girl to the professional that they have had FGM or where it has been identified by the professional. This also applies to piercings or tattoos for non-medical reasons.

48 hours to report.

This duty is for Known cases of FGM so it is classed as a non-emergency.

- Telephone '101'. Sending ECC999 does not comply with the Act.

- Discuss with Safeguarding lead to discuss/identify what other safeguarding action is required and how these will be forwarded.
- Make a record of actions taken. Ask police for a call reference number.
- Make sure someone with access to all the information is available to discuss further with the police lead investigator.

Urgent Action

Identified as being urgent / acute danger of FGM being performed requires Immediate action.

- Call 999. (An example of this would be that a child discloses to you that they had FGM and their sister is at an immediate risk of being taken out of the country for the purpose of FGM)

*** IF IN DOUBT, SEEK IMMEDIATE ADVICE ***

Related Policies:

- Allegations Against Staff Policy
- Safer Recruitment Policy
- Physical Restraint Policy
- Staff Code of Conduct (Staff Handbook)
- Mobile Phone & Cameras Policy
- E-Safety Policy
- Anti Bullying Policy
- Racial Incidents
- Welfare, Health and Safety
- Attendance
- Equal Opportunities

Policy Reviewed by: Jacqueline Logue Date: October 2016

Policy Approved by Senior Management Team on

Policy ratified by Board on (date).....

Signed by Nick Smedley (Chair).....