



Vita et Pax Preparatory School Safeguarding and Child Protection Policy

Policy Originator	Allana Gay
Governor Responsible	Margaret O'Connor
Status	Statutory
Last reviewed	05/12/2018
Ratified on	Pending
Review period	Annual
Signed	

This policy is reviewed annually by the Designated Safeguarding Leads and ratified by the Governing body. All staff read and agree to the policy during their induction. At this time, and when updates occur, they also read and sign Keeping children safe in education (2018) Part 1. Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office.

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1. KEY CONTACTS

SCHOOL STAFF		Training date
Designated Safeguarding Lead	Allana Gay	29/06/2018 DSL Updated every 2 years
Deputy Designated Safeguarding Lead	Fionnuala Archer	18/05/2018 DSL Updated every 2 years
	Kate Newton	01/10/ 2018 DSL Updated every 2 years
Nominated Safeguarding Governor	Margaret O'Connor	
Head Teacher	Allana Gay (Interim)	
Safer recruitment trained staff and governors	Allana Gay	04/07/2018
Local Authority CONTACTS		
Enfield Single Point of Entry	Mon-Fri (9 am-5 pm): 020 8379 5555 Out of office hours: 020 8379 1000 (select option 2). spoe@enfield.gov.uk	
Local Authority Designated Officer	Maria Anastasi 020 8379 2746/2850	
Enfield Safeguarding Children Board	Telephone: 020 8379 2767	
Child & Family Support Team:	020 8379 2574	
Looked After Children Team:	020 8379 8200	
Police Child Abuse Investigation Team (CAIT)	020 8733 5139	
NSPCC Helpline	080 8800 5000 https://forms.nspcc.org.uk/content/nspcc---report-abuse-form	

2. INTRODUCTION

Vita et Pax Preparatory School fully recognises that safeguarding is dependent on a child centred and coordinated approach. As such this policy sets out Vita et Pax Preparatory School's approach to safeguarding and promoting the welfare of children.

Our school is committed to ensuring that our students are demonstrably safe and well cared for physically, socially and emotionally. The school will always take action that are in the best interest of the child and will provide positive outcomes for their future development.

All stakeholders, including staff, volunteers and persons who regularly work with children in this school will read this policy which is based on the following guidance and legislation:

- Keeping children safe in education: statutory guidance for schools and colleges (Sept 2018) *Part 1 KCSIE must be read by all staff, Annex A must be read by school leaders and those who work directly with children*
 - Working Together to Safeguard Children (Jul 2018)
 - Statutory framework of the Early Years Foundation Stage (Nov 2018)
 - A Competency framework for Governance (Jan 2017)
 - London Child Protection Procedures (2018)
 - Disqualification under the Childcare Act 2006 (Sept 2018)
 - Data Protection Act 2018
 - Prevent Duty Guidance for England and Wales (Jul 2015)
 - Information Sharing for safeguarding practitioners (Jul 2018)
 - What to do if you're worried a child is being abused (March 2015)
 - The Use of social media or online radicalisation (Jul 2015)
 - Children Act 1989
 - Children Act 2004
 - Education Act 2002
 - Children and Families Act 2014

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school including governors.

3. PRINCIPLES AND AIMS

As one of the main agencies in daily contact with children, **Vita et Pax Preparatory School** recognises that staff are well placed to promote the welfare of all children and keep them safe. As such, there is a duty to ensure that all staff are able to observe the outward signs of abuse as well as be signposted as points of communication. Teaching assistants, mid-day supervisors, administrators or teachers can be the first point of disclosure for a child. Concerned parents/carers are signposted to contact the school and its governors.

We will follow the procedures set out by Enfield Local Safeguarding Children's Board and take account of guidance issued by the DfE to:

- ensure we have a **named governor** responsible for safeguarding & child protection who is well trained to confidently challenge the strategies for improving the safety of pupils.
- ensure we have a named **designated safeguarding lead** and **deputies** who have received appropriate training and support for this role in all education settings including Early Years.

- ensure the names and roles of the designated safeguarding lead, deputies and Governor are **known** and they are recognisable across the school.
- ensure all staff receive annual basic Safeguarding training and are regularly reminded of the expected processes if a disclosure is made to them

When there is any reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm a referral will immediately be made to the Enfield Children's safeguarding board.

The school will therefore:

- ensure children and parents know that there are adults in the school whom they can approach if they are worried
- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- make suitable adjustments to provide early help when required
- ensure the curriculum, including personal, social & health education (PSHE), embeds opportunities for children to develop the skills to recognise and stay safe from abuse
- prioritise the outcomes for students in all decision-making.

The key elements of this policy are

- Proactively creating a safe environment
- Managing Adults to maintain a safe environment
- Protecting Vulnerable Students
- Clear procedures for the protection of children

The key behaviours to make this policy effective are

1. Nurturing professional curiosity across adults
the capacity and communication skill to explore and understand what is happening within a family rather than making assumptions or accepting things at face value. Staff are expected to discuss concerns around a child with the DSL the point of first concerns being noticed.
2. Facilitating inter-agency working
ensuring the smooth flow of information across agencies when requested in accordance with Working together to Safeguard Children 2018 guidance. The DSL & DDSLs will maintain strong links with relevant local authorities and their procedures for reporting. DSL & DDSLs should have working knowledge of thresholds so intervention by Local Authorities can occur at the earliest point possible.
3. Establishing contextual safeguarding
Understanding child protection risks beyond the home but within the child's daily experience. This requires awareness of family issues. Contextual safeguarding is especially significant in the prevention of radicalisation,FGM as well as abuse.

3.1 **Proactively creating a Safe environment**

We recognise that high self-esteem, confidence and good lines of communication with a trusted adult help to protect children. We aim to equip our children with the recognition, language and skills needed to keep themselves safe.

The school will therefore:

- maintain a school environment where children feel safe

- utilise curriculum activities to include opportunities which equip children with the skills they need to stay safe from, build self-esteem, the skills to think independently and make sensible decisions based on their own judgements
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- ensure children know that there are adults in trusted positions external to the school, e.g. police or doctor, whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- equip children with the knowledge and skills they need to recognise and avoid risky behaviour in the real and virtual world
- Actively promote online safety and responsible social media use for staff, parents and students
- Monitor the attendance and welfare of students and work with other agencies when issues are presented
- Engage with Early Help as an effective support tool to avoid the escalation of risky behaviours within families.

Parents understand the responsibility placed on the school and staff for safeguarding and child protection. Parents are able to access policies and obligations via the school's website.

3.2 **Managing Adults to maintain a safe environment**

We recognise that safeguarding children is everyone's business. We adopt child protection and safeguarding best practice through our policies, procedures and code of conduct. Vita et Pax Preparatory School ensures all staff, trainees, volunteers and external providers in regular activity

- have up to date Disclosure and Barring Service checks
- have regular training in safeguarding and have read statutory documents
- are familiar with the categories, possible signs and the risk factors of abuse.
- understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding lead
- the Designated Safeguarding Lead and deputies are proactive in ensuring a safe environment for all children and training for all adults including induction.
- the Designated Safeguarding Governor and Headteacher check the Single Central Record to ensure it is accurate.

In addition, the school will ensure that we practice safer recruitment in checking the suitability of staff and volunteers to work with children. We follow the recommendations for Disqualification under the Childcare Act 2006 (2018) within recruitment.

3.3 **Protecting vulnerable students**

We recognise that children who have been abused or have witnessed violence towards others may find it difficult to develop a sense of self-worth. They may feel helpless, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk.

We recognise that as a result some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

Additional measures of care are in place for children on or formerly on, the Child Protection register including:

- ensuring the **Behaviour Policy** is aimed at supporting vulnerable pupils
i.e. the school considers the context of any abuse a pupil have been subject when adhering to the school Behaviour Policy.
- inter-agency notification if there is unexplained behaviour by vulnerable students including absence.

We also recognise that children with **Special Educational Needs and Disabilities** may find understanding and communicating abuse difficult. Vita et Pax Preparatory School will ensure keypersons for these children are

- well-equipped to be vigilant to changes in behaviour
- establish communication systems with their students
- reduce the impact of social isolation
- target parents towards support for their own needs in coping with their child's SEND
- teach personal safety skills such as who to tell, good / bad touches and good / bad secrets as part of the PSHE and SRE curriculum

Children missing from education

There is a risk posed to **Children missing from education** of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later in life.

Vita et Pax Preparatory School ensures that the Attendance Policy covers areas of safeguarding and reporting including. holding more than one emergency contact for each pupil as well as working in conjunction with Enfield Education Welfare Service regarding persistent or unexplained absence.

We will not remove a child from the admission register until another school has requested the pupil records for that child or we have liaised with the education welfare service.

If a parent reports that their child has gone missing from home, we ensure this has been reported to the police. If a child absconds from school during the school day, the parent will be informed, and if necessary or if the pupil cannot be located, the police will also be informed.

4. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

4.1 Where there are have concerns about the welfare of a child we will follow the procedures set out by the Enfield Local Safeguarding Children Board (LSCB). A copy of these procedures can be found on the LSCB website. <https://new.enfield.gov.uk/enfieldlscb/>

4.2 All staff receive basic child protection training at the point of their induction to include documents listed in the introduction to this policy.

Staff are provided with subject updates regularly, at least annually, so that they are confident about:

- the school's legislative responsibility
- their personal responsibility
- the school's policies and procedures for Safeguarding
- the actions and responsibilities of adults in Safeguarding and Child Protection
- using the content of Keeping Children Safe in Education (2018) Part 1 to inform their actions

Staff are aware that anyone can make a referral to the local children's safeguarding board. This should be utilised to ensure students receive the assistance they need in a timely manner to prevent escalation of issues.

We ensure that all staff, paid and unpaid, and governors recognise their duty and feel able to raise concerns about poor or unsafe practice regarding children.

4.3 Interagency partnerships

The school, via the DSL and DDSL will:

- Establish strong relationships with external agencies regarding the protection and promotion of safety for all pupils including, Prevent, Police, Schools Nursing, SEND team, CAMHS and Early Help
- Where Early Help is appropriate the designated safeguarding lead will lead on liaising with agencies. This may require staff assistance in supporting agency work or, in some cases, acting as the lead professional.
- Ensure where referrals have been made, there has been feedback obtained from the Local Authority Social Care on decisions taken.
- co-operate as required, in line with Working Together to Safeguard Children (2018), with key agencies in their enquiries
- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from children's social care.

4.4 Clear recordkeeping procedures for the protection of children

We recognise that systematic, clear record keeping and reporting in a timely manner is essential for safeguarding. The school implements clear procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse. All records and information are stored professionally and securely.

- ensure all records, online or on paper, are kept separate from the main pupil file and in secured locations.
- ensure that electronic records are kept secure with levels of accessibility is managed
- keep factual written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter immediately
- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters
- provide factual information when attending core groups and conferences as and when required
- ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the education child protection record keeping guidance.
- ensure that safe recruitment and DBS processes are applied consistently and that secure records are kept that are consistent with the provision of the Data Protection Act 2018

4.5 Confidentiality and information sharing

Child protection information will be stored and handled in line with the Data Protection Act 2018 and General Data Protection Regulation (GDPR). The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Vita et Pax Preparatory School will share, as early as possible, information with

regard to the risks and concerns about the safety and welfare of a child. When a decision to share information is made the record will show who has been given the information and why.

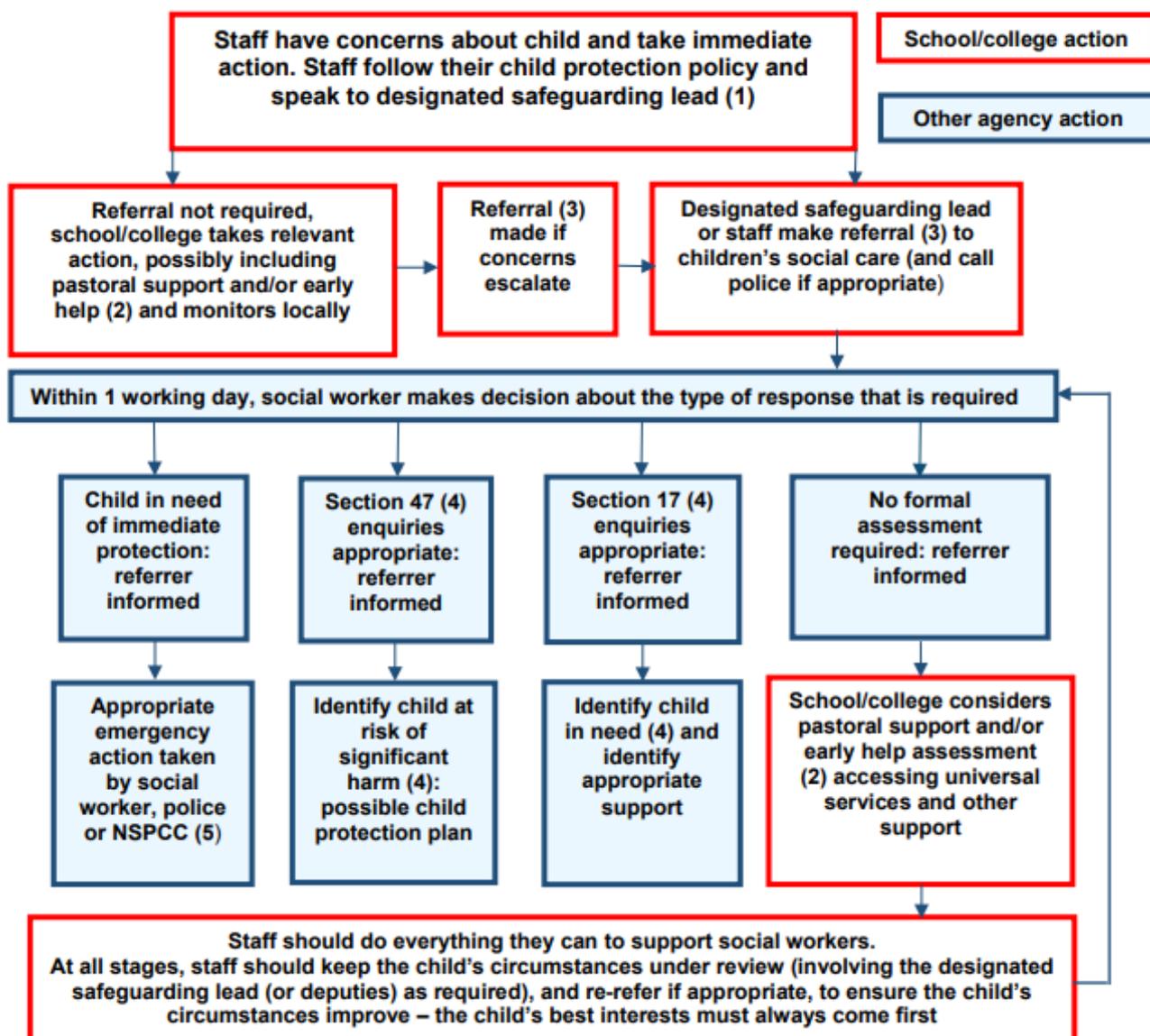
Child protection records are normally exempt from the disclosure provisions of the data protection act, which means that children and parents **do not** have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection records, they will refer the request to the Designated safeguarding leads or Headteacher.

The school will:

- ensure confidentiality protocols are adhered to and information is shared appropriately.
- ensure that the head teacher or designated safeguarding leads will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including domestic violence notifications.
- make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- ensure staff are clear with children that they cannot promise to keep secrets.
- ensure that statutory guidance on recording allegations against adults are followed – (see **Managing allegations against staff and volunteers**)

4.6 Expected Inter-agency process where there are concerns about a child following guidelines for children in need/children at risk

Source: *Keeping Children Safe in Education 2018* pg12



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(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, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

4.7 What to do if a child discloses something to you

(For guidance on managing allegations against staff and volunteers see KCSIE 2018)

When a child makes a disclosure (tells you something of concern), always follow the four Rs – Receive, Reassure, React and Record.

Receive

- Listen to the child/young person. Take what the child/young person says to you seriously - if they are not believed or meet with shock, children and young people may retract what they have said.
- Accept what the child/young person says. Be careful not to burden the child/young person with guilt by asking, “Why didn’t you tell me before?”

Reassure

- Stay calm. Give the child time and a safe place.. Reassure the child/young person that they have done the right thing in talking to you. Be honest with the child/young person. Do not make any promises that you are unable to keep, like “I’ll stay with you”, or “Everything will be all right now”.
- Do not promise confidentiality.
- Try to alleviate any feelings of guilt that the child/young person displays, e.g. “You are not alone - you are not the only one this sort of thing has happened to”.
- Acknowledge how hard it must have been for the child/young person to tell you what has happened.

React

- Avoid asking leading questions, for example “Did s/he?”
- Be careful about what you ask the child; you may taint any evidence being put before a court. Use open questions, such as, “Is there anything else you would like to tell me?” or “When did it happen?”
- Do not criticise the perpetrator. The child/young person may love him/her and reconciliation may be possible.
- Do not ask the child to repeat what has been said to another member of staff.
- Explain what you have to do next and to whom you have to talk to.
- Inform the designated safeguarding lead.
- Identify the support network available to yourself, as certain disclosures can be emotive. This may include staff counselling services.

Record

- As soon as is reasonably practicable record what has happened (electronically/paper).
- Record; place, date, time and details of the child/young person involved. Record any noticeable nonverbal behaviour of the child/young person. If the child/young person uses their own words to describe sexual organs/acts, record the words spoken. Do not translate them into proper words.
- Use the ‘skin map’ on the reverse of the ‘Note of concern’ sheet to indicate positioning, size and location of any injuries identified/observed.
- Be objective in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on FACT.
- Hand the record to the designated safeguarding lead. Do not destroy any notes. The court in any legal process may require them

Note:

1. Records should be filled in completely and should be as accurate and factual as possible to be about exactly what was seen, heard, said or noticed and when. Opinions,

assumptions and interpretations **should not** be recorded, as they are clearly separate from the facts. If you do not feel confident to do this yourself, please ask for help.

2. Remember confidentiality, and do not discuss your concern with others unnecessarily.
3. Do not discuss your concerns with parents or carers unless this has been specifically agreed and authorised by the Designated Senior Person or Headteacher.

5. **Management of Safeguarding**

The Headteacher is named Designated Safeguarding leader for the school. The DSL takes lead responsibility for all Safeguarding and Child Protection matters. Duties and responsibilities of the DSL include, but are not limited to:

- Maintain an overview of safeguarding within the school
- Manage the online safety of the school including the responsible use of technology and prevention of peer on peer abuse
- Maintain working relationships with Local Authority agencies.
- Ensure staff are supported and trained in order to carry out their safeguarding duties
- Ensure children are taught how to keep safe.
- Audit, amend and review the effectiveness of procedures for safeguarding across the school
- Audit and improve the provision to manage the mental health of students across the school.
- Refer cases of suspected abuse to the Local Authority Children's Social care
- Ensure that information is shared securely and proactively so students who transfer out of the school have required support in place.
- Ensure that information is requested and obtained securely and proactively so students who transfer into the school have required support in place.
- Ensure the Deputy designated safeguarding leads are sufficiently trained to cover the role when required.

The Designated Safeguarding Lead will have ample provision of time, funding, supervision and support to ensure child welfare and safeguarding is effective within the school. The appointed safeguarding governor will review and challenge the work of the DSL via regular checks.

6. **Oversight of Safeguarding**

The Governing Body, through the appointed Safeguarding Governor, ensures proper oversight of safeguarding and arrangements for reviewing the school's child protection policies and procedures annually. The main aim is to ensure a culture of safety is held around the school by parents, students, staff and the working environment.

The Safeguarding governor ensures that

- Staff appointed are competent to carry out their duties and responsibilities for Safeguarding
- The school has a culture of safeguarding where speaking out appropriately around concerns is the norm
- DSL and DDSLs have a regular review of their practice and are undertaking training regularly
- DSL and DDSLs are emotionally supported through difficult aspects of safeguarding
- Child protection policies are reviewed annually with reference to appropriate updates in requirements
- Ensure the school has effective links with inter-agencies of the borough and works effectively through these links

7. Safeguarding Priorities for Vita et Pax Preparatory School 2018 -19

Mental health – Ensure that children can speak up regarding high pressure placed on them for academic, sporting and social expectations of excellence.

Neglect – Ensure that all parents are able to affordably provide essentials of clothing for their children.

Online management - Ensure that parents are making decisions on technology that are in the best interest of their children.

Ensure parent, students and staff awareness of online abuse, including via social media, is strong

8. Safeguarding Priorities for the Borough of Enfield 2018-19

During this period LSCB and partners will continue partnership work to progress the 3 priorities identified within the LSCB Annual report 2016-17

- 1) Children being affected by living in households where Domestic Abuse is present and violence to young women and girls.
- 2) Children experiencing neglect are also particularly vulnerable and again this will be focused on.
- 3) The significant pressures on young people with mental health problems.

9. Training

All training is geared towards maintaining a culture of safety, equality and protection for all children. Staff may be asked to undertake additional training on focus areas of safeguarding that occur within the school.

All staff must

- Read Part one of Keeping Children Safe in Education (2018)
Annex A must be read by school leaders and those who work directly with children
- Read the safeguarding and Behaviour Policies.
- Be trained in Child Protection, with regular updates and checks on understanding
- Be trained in Prevent duty
- Be trained in online safety including cyberbullying
- Be trained in FGM
- Be trained on managing peer on peer abuse, sexual violence and sexual harassment
- Be trained on spotting signs of mental health

All new staff, as a part of Induction, must read and be provided copies of

- Safeguarding Policy
- Role of DSLs (including identity of DSL & DDSLs)
- Behaviour and Antibullying Policy
- Staff Code of Conduct
- School's response to Children missing in Education
- Online Safety for adults and students

The DSL and DDSLs must:

- Read Keeping Children Safe in Education (2018) in entirety
- Receive Child protection training every two years
- Review local authority working protocols, including Prevent, annually
- Be trained on dealing with issues regarding mental health.

Annual training is supplemented with updates in staff meetings on a regular basis.

Parents are offered training in aspects of safeguarding that are age appropriate. These include and are not limited to:

- Online safety
- Social media use
- Mental health and Wellbeing
-

10. **MANAGING AND PREVENTING ALLEGATIONS AGAINST STAFF**

All staff should read and refer to the Whistleblowing procedures. When there are concerns around the unsafe practice that may place children at risk, these must be reported to the Headteacher

- 10.1** Any allegation of abuse made against a member of staff will be reported straight away to the head teacher. In cases where the Head teacher is the subject of an allegation, it will be reported to the chair of governors.

The school will immediately consult with the Designated Officer (formerly LADO) in the event of an allegation being made against any member of staff. For allegations against the Headteacher the Chair of governors will consult with the LADO without the knowledge or any contact with the Headteacher. The LADO must be informed within one working day of allegations.

Following consultation an investigation may be initiated on the advice and supervision of the LADO. The school will adhere to the relevant procedures as set out in the school's managing allegations against staff and volunteers policy, Keeping Children Safe in Education and the LSCB's guidance (available on Enfield LSCB website).

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, after considering the views from the LADO, KCSIE 2018 and Working together to Safeguard Children, staff may be suspended.

Consideration must be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

- 10.2** The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Where a teacher has been dismissed and a prohibition order may be appropriate, the school will make a referral to the [Teacher Regulation Agency](#) and to DBS. Referrals are made in cases of unacceptable professional conduct, conduct that brings the profession into disrepute or conviction for a relevant offence. The expected behaviour for staff at Vita et Pax Preparatory School is outlined within the Staff Code of Conduct.

10.3 The school will ensure that all staff; paid and unpaid, are trained in good practice so that they can reduce the risk of allegations being made against them. Staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the school's code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. All staff will be made aware that behaviour that contradicts the code of conduct, which takes place outside of school, may still lead to disciplinary procedures.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny (see social media policy).

10.4 Agreed procedures for staff to reduce risk of allegations

All staff must read and follow the Staff Code of Conduct. The priorities outlined are based around behaviour as a role model, acceptable use of technology, use of social media and staff/parent/student relationships and communication.

Other areas of focus are outlined below:

Working 1:1

This must always take place in a room where staff can be seen and / or heard from outside the room with the door open.

Use of personal mobile phones during school hours

Personal mobile phones are **not to be used** in class. Staff are provided a locker to place personal items into including their mobile phone. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices in designated areas. If members of staff use their equipment in this way they are still expected to follow professional standards and abide by the school's social media policy. Personal phones **must not** be used to take photographs of school activities. Staff should always use school-owned cameras or tablets if taking photographs of children.

Changing Pupils who have wet or soiled themselves (not SEN pupils)

If a child has wet or soiled themselves due to illness, the parent should be called to collect the child. If this will result in a delay, then the child will be changed by school staff. The procedure for changing a child who has wet themselves should be followed:

- member of staff collects clean clothing and wet wipes if required.
- child undresses themselves as appropriate in one of the toilet cubicles.
- member of staff waits outside the toilet cubicle.
- if the child needs assistance, the member of staff will call another member of staff in their phase to assist.

- both members of staff must be within sight of each other and the dignity of child maintained at all times.

Changing Pupils who have wet or soiled themselves (SEN pupils)

When changing children who require intimate care, it is ideal, although not always practical, that there are two members of staff who are involved in this. Again, please follow the guidance outlined above.

All changing of pupils must only be carried out by teachers, teaching assistants, midday supervisors or office support staff directly employed by the school. Volunteers, work-experience students, teacher training students, sports coaches and consultants must never change any pupil.

Physical Restraint of Pupils

A proportion of allegations against teachers and school support staff relate to incidents involving the physical restraint of pupils. In this school:

- there will be a member of staff trained in the use of physical restraint
- all staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations and monitor a pupil's well-being
- training will be recurrent, with annual updates at a minimum, and will be appropriate to the school setting and to the age and developmental level of pupils;
- training will include information about the effects of medications pupils may be receiving and how restraint procedures might affect the physical wellbeing of the pupil during restraint procedures;
- training a restraint;

11. SAFER RECRUITMENT; SINGLE CENTRAL RECORD, DBS CHECKS

Keeping Children safe in Education (2018) outlines safer recruitment processes in education settings. Safer recruitment at this school means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicants suitability to work with children
- provide evidence of identity and qualifications
- complete a barred list check and Enhanced DBS check before taking up a post
- be interviewed, with at least one question referring to Child protection knowledge

The school staffing regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training as advised by their LSCB.

11.1 Single, Central record

It has been a requirement since 2007 that all schools must maintain a Single Central Record of recruitment and vetting checks. The details of all staff and regular visitors or volunteers must be kept on the school's single central record to ensure that checks have been carried out.

The statutory guidance states: "Generally, the information to be recorded regarding whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- Full name and address checks
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- further checks on people living or working outside the UK
- a check of professional qualifications
- a check to establish the person's right to work in the UK/visa details
- Self-declaration of disqualification by association/ disqualification from early years or childcare provision self-declaration form

This single central record is checked termly by the Headteacher and governor responsible for safeguarding to ensure there are no gaps in the record.

11.2 Visitors and guest speakers to school

Any outside speakers or visiting organisations will be cleared with the Headteacher before booking. Staff will ensure that the speaker/organisation is complementing the programmes of study and teaching taking place in the school. Prior to the visit the content of the session will be discussed and it will be made clear to the visitor that behaviour management is the responsibility of the school staff who will remain present at all times.

11.3 Extended Schools by external providers

During before and after school activities, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

12. ASSOCIATED POLICIES

The following policies provide guidance on matters which may relate to safeguarding and should be read in conjunction with this policy;

- Staff Discipline, Conduct and Grievance
- Managing Allegations Against Other Children,(including Sexting)
- Managing Allegations Against Staff and Volunteers
- Sex and Relationships Education
- Whistle Blowing
- Social Media
- SEND
- Intimate Care
- Positive Handling
- Behaviour and Anti-Bullying
- E-safety
- Curriculum

Appendix 1: Categories of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Abuse should never be tolerated in any instance. Children may be abused in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. There are four recognised types of abuse and it is important that all staff and volunteers know what they are and how to recognise them. These are;

Physical abuse

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

Signs of physical abuse:

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which appears excessive
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- running away

Sexual abuse

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

Signs of sexual abuse:

- sudden changes in behaviour or school performance
- displays of affection in a sexual way inappropriate to age
- tendency to cling or need reassurance
- tendency to cry easily
- regression to younger behaviour such as thumb sucking, acting like a baby
- complaints of genital itching or pain
- distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger
- unexplained gifts of money
- depression and withdrawal
- apparent secrecy
- wetting day or night
- sleep disturbance or nightmares
- chronic illness, especially throat infection or venereal disease

- anorexia or bulimia
- unexplained pregnancy
- fear of undressing eg. for sport
- phobias or panic attacks

Not all sexually abused children will show clear signs of disturbance. Some will be model pupils displaying none of the characteristic signs of sexual abuse.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children to feel frightened, or in the exploitation or corruption of children.

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

Signs of emotional abuse:

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over reaction to mistakes
- continual self-deprecation
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (eg. rocking, hair twisting, thumb sucking)
- self mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- running away
- compulsive stealing or scavenging
- social isolation
- desperate attention-seeking behaviour
- depression, withdrawal
- air of detachment ('don't care' attitude)

Neglect

Neglect is the persistent failure to meet a child's basic and/or psychological needs, likely to result in serious impairment to the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of neglect:

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or poor attendance
- untreated medical problems
- destructive tendencies
- low self-esteem
- neurotic behaviour
- poor or no social relationships
- running away
- compulsive stealing or scavenging

Poverty and neglect are totally different – they are not equivalent states.

Appendix 2 : Signs of Safety Principles:

- √ respect and honour families and children as people to do business with
- √ co-operate with the person not the abuse
- √ recognise that cooperation is possible even in the most difficult situations
- √ recognise that all families have some signs of safety that is working well
- √ maintain a clear and relentless focus on safety
- √ learn what the family & child want – what realistic goals can the family set & achieve? Offer choices.
- √ always search for detail through questions – be curious and balanced in your views
- √ focus on small change for families that is incremental – what can they do and what do they need to do it?
- √ don't confuse information gathering with judgements
- √ treat every interaction as an occasion for change
- √ accept that children and their families are the best judges of whether what we are doing is working and seek feedback

Signs of Safety Assessment and Planning Form

Year
2018-19

Signs of Safety School summary

Number of children	CP:	CIN:	LAC:	Early help:	School Concern:	Total for school: 131
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Child /Class	What are we worried about? (refer to previous unless new)	What's working well?	What needs to happen next?	Safety scale	Sibling class

What are we Worried About?	What's Working Well?	What Needs to Happen?
<p>Past Harm to Children:</p> <p>Action/Behaviour – who, what, where, when; Severity; Incidence & Impact.</p> <p>Danger Statements:</p> <p>Future Danger for Children.</p> <p>Worries for the future if nothing changes.</p> <p>Complicating Factors:</p> <p>Factors which make the situation more difficult to resolve.</p>	<p>Existing Strengths:</p> <p>Best attributes of parenting</p> <p>Existing Safety/Protection:</p> <p>The strengths demonstrated as protection over time.</p> <p>Must directly relate to danger.</p>	<p>Safety Goals:</p> <p>Future Safety/ Protection</p> <p>What must the caregivers be doing in their care of the child that addresses the future danger?</p> <p>Family Goals:</p> <p>What does the family want generally and in relation to safety?</p> <p>Next Steps:</p> <p>What are the next steps to be taken to move towards achieving the goal?</p>
<p>Safety Scale:</p> <p>On a scale of 0 to 10 where 10 means the children are safe enough and Children's Social Care no longer need to be involved and 0 means it is too unsafe for the children to stay at home, rate this situation?</p>		

Appendix 3 Areas of concern for the Designated Safeguarding Lead

The designated Safeguarding lead has a responsibility to consider all incidents in terms of contextual safeguarding. This simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

The key areas of work for the Designated Safeguarding Lead is around

- **Abuse: Physical, Emotional, Neglect, Sexual**
- **Peer on peer abuse**
- **Sexual violence and sexual harassment**
- **Sexting**
- **Child criminal exploitation including. 'county lines'**
- **FGM**
- **Forced Marriage and 'Honour Based Violence'**
- **Modern Day Slavery or Human Trafficking**
- **Preventing radicalisation**
- **Prevent and Extremism**
- **Working with the Designated Teacher for Looked After Children**
- **Working with Personal Advisers for care leavers**
- **Working as Lead professional on some Early Help Cases**

6.1 Domestic Abuse

The cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Where there is domestic abuse in a family, the children/young people will always experience trauma sometimes in the longer term. The designated safeguarding lead will take appropriate action to ensure children and young people are kept safe, will engage with services to ensure appropriate help for emotional trauma experienced and will seek advice where necessary.

6.2 Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information or evidence about drug and alcohol abuse by a child's parents/carers they will follow SPOE referral procedures.

This is particularly important if the following factors are present:

- use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
 - children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
 - the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
-

- chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- disturbed moods as a result of withdrawal symptoms or dependency.
- unsafe storage of drugs and/or alcohol or injecting equipment.
- drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

6.3 Child Sexual Exploitation (CSE)

‘Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.’

DFE 2017

Sexual exploitation can take many different forms from the seemingly ‘consensual’ relationship to serious organised crime involving gangs and groups. It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse

[Further guidance is held in document : Child Sexual Exploitation \(Feb 2017\)](#)

6.4 Sexual abuse including peer on peer abuse

Peer on peer abuse can be in the form of sexual violence, sexual harassment, physical abuse, youth-produced sexual imagery, initiation type violence and rituals. Vita et Pax preparatory strongly believes that abuse, in any form should never be tolerated. Preventative measures to reduce the risk of peer on peer abuse include

- ensuring staff and students understand that abuse cannot be passed a ‘banter’ or ‘just growing up’ or ‘having a laugh’
- engaging in a PSHE curriculum that includes teaching about friendships, relationships and abuse.
- Support for the alleged perpetrators of peer on peer abuse via CAMHS, mentoring and other provision
- Support for the victims of peer on peer abuse via CAMHS, mentoring and other provision

Any suspicion of sexual abuse or actual disclosure by a child, including children under the age of 13, that he or she has been sexually abused must be referred immediately to the SPOE team, who will contact the appropriate investigative agencies.

Parents/carers should not normally be informed at this stage as this may jeopardise the investigation and the safety of the child. Where there is an allegation of, or concern about, sexual abuse a strategy meeting will be held in order to decide on the most appropriate way to proceed. The referrer will normally be invited to the strategy meeting.

[Further guidance is held in document: Sexual violence and harassment between children in schools and colleges \(May 2018\)](#)

6.5 Child Criminal Exploitation including County Lines

Child Criminal Exploitation refers to the use of children to conduct illicit activities normally for urban gangs, to allow them to operate in coastal or suburban areas

[Further guidance is held in document: Criminal exploitation of children and vulnerable adults \(Jul 2017\)](#)

6.6 Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK. The **FGM mandatory reporting duty is a legal duty** provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they believe FGM has been carried out.

School staff will be made aware of the signs and indicators that may alert them to the possibility of FGM. They should consider and discuss the case with the Designated safeguarding lead where possible. Any indication that FGM is a risk or is imminent will be dealt with under the child protection procedures in this policy.

[Further guidance is held in document: Multi Agency Statutory guidance on Female Genital Mutilation \(Apr 2016\)](#)

Professionals also need to be vigilant to the emotional and psychological needs of children who may/are suffering the adverse consequence of the practice (e.g. withdrawal, depression etc).

The Designated safeguarding lead will make appropriate and timely referrals to social care via the single point of access if FGM is suspected to be a possibility, and to the police if it is believed to have taken place. In these cases, parents will not be informed before seeking advice. The case will still be referred to social care even if it is against the pupil's wishes.

6.7 Forced Marriage/Honour Based Violence

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

“Honour-based” violence – is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including assault, imprisonment and even murder where the person is being punished by their family and their community – children and young people are being punished for supposedly undermining what the family or community believe to be correct behaviour.

All cases of disclosures or concerns relating to forced marriage/honour based Violence will be reported directly to the DSL and the Police where it is deemed necessary. Information and

advice will be sought from single point of access and referrals made to early help or social care where appropriate

[Further guidance is held in document: Forced marriage \(May 2018\)](#)
www.gov.uk/guidance/forced-marriage

6.8 Modern day Slavery and human trafficking

The Modern Slavery Human Trafficking Unit (MSHTU) is a multi-agency organisation led by the the National Crime Agency. Designated Safeguarding Leads will work through the advice of SPOE as well as through the National Referral Mechanism

Further guidance is held ion website : <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

6.9 Preventing Radicalisation

Safeguarding from radicalisation and extremism is no different from safeguarding from other forms of harm. All staff will clearly understand the pathways for vulnerable individuals and be aware of how to recognise vulnerability and mitigate the risks. The school mitigates risk by embedding British values of tolerance and respect.

The schools works in partnership with Enfield Prevent Tem to ensure the education of students , staff and families regarding radicalisation whether by illegal organisations such as “Muslims Against Crusades” or other non proscribed extremist groups such as the English Defence League.

What will school do?

If staff have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, they should respond as they would to all vulnerable children and follow the procedures below:

- Talk to the family and other professionals working with the young person about the concerns and get their views. A person identified as at risk of radicalisation may be invited to take part in a voluntary support programme called Channel.
- Seek consent to complete an early help referral and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family.
- Liaise with the LA Prevent lead on prevent@enfield.gov.uk.

If you suspect someone is actually engaged in terrorist activity, contact the police or the anti-terrorist hotline immediately on 0800 789 321.

[Further guidance is held in document: Prevent duty for schools and childcare providers \(Jun 2015\)](#)

6.9 Channel

Channel is a joint initiative between the police and Enfield Council which offers support and guidance to local people who may be at risk of becoming involved in extremism, Channel is voluntary and once an assessment has been made can provide a support package tailored to the individual's needs. If you are concerned that someone you are working with is at risk of getting involved in extremism, contact the Channel Co-ordinator. To discuss any potential referral, please email: safercommunities@Enfield.gov.uk

[Further guidance is held in document: Channel guidance \(Apr 2015\)](#)

6.10 Looked After or previously looked after Children

Where a child is Looked After or previously looked after there will be sound work across the school to ensure their safeguarding. The Designated Safeguarding Lead working in tandem with the Designated Teacher for Looked After Children, the Virtual School Head and other agencies have a joint duty to ensure positive educational outcomes for children.

6.11 Private Fostering

A private fostering arrangement is essentially an arrangement between families / households, without the involvement of a local authority, for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative (close relatives are parents, step-parents, siblings, siblings of a parent and grandparents) for **28 days or more**. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

Privately fostered children are a diverse, and sometimes vulnerable, group. Groups of privately fostered children include:

- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Asylum seeking and refugee children;
- Teenagers who, having broken ties with their parents, are staying in short term arrangements with friends or other non-relatives;
- Children of prisoners placed with distant relatives;
- Language students living with host families;
- Trafficked children

Private foster carers and those with parental responsibility are required to notify a Local Authority children's social care of their intention to privately foster or to have a child privately fostered or where a child has been privately fostered in an emergency.

Appendix 4 – Note of concern form



Vita et Pax Preparatory School

DATE.....

SAFEGUARDING CHILDREN – CAUSE FOR CONCERN

If you have concerns about a child, complete this form and discuss the concerns with the Designated Safeguarding Lead (DSL) soon as possible (within one working day)

If you are concerned about an injury e.g. a bruise, use a body map to identify the position and be specific about the size, and colour of the bruise on the body.

If a child has made a disclosure, do not promise to keep it a secret. Tell the Designated Safeguarding Lead (DSL) immediately and write down everything the child has told you.

N.B. At all stages confidentiality is crucial.

Child's Name:	Date of birth:
Nature of Concern / Incident: (Please give <u>full details</u> of the nature of the concern, ensuring that you record <u>dates</u> , <u>times</u> , <u>frequencies</u> , as appropriate and any relevant conversations with the child.)	
Date concern noted:	
Any additional information including. previous events:	
Staff member's name and Role:	
Date passed on to DSL:	

Initial action taken: (this section might include details of initial enquiries of the child, consultation with the DSL, contact with Safeguarding Advisory Service, any contact with or explanations from mother/father/carers etc.)

Date: **Time:** **Staff Signature:**

Date: **Mother/Father/Carers Signature:**

Print names

Recommended follow up action:

Date and time of notification of DSL

Name and signature of DSL

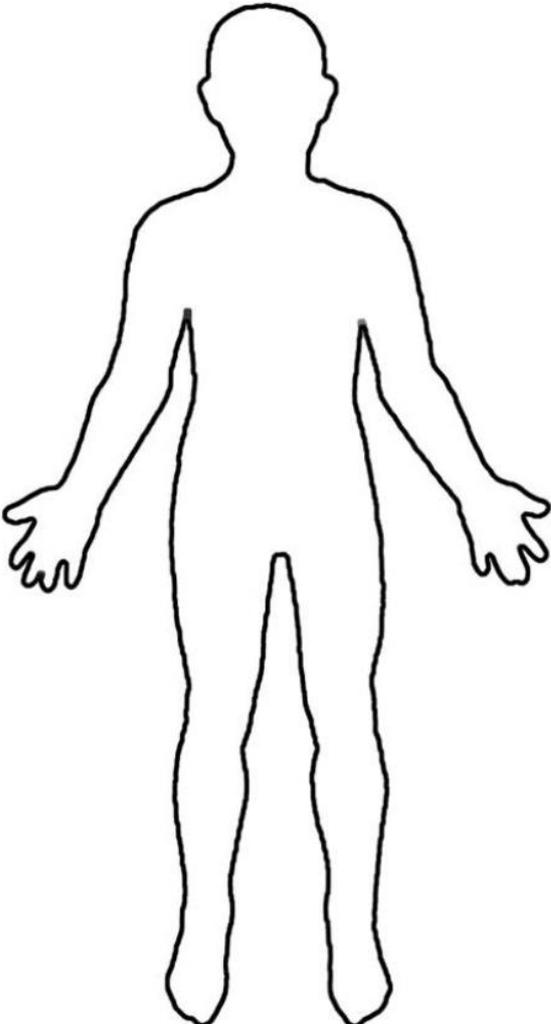
Date of report.....

***This report to be filed separate from the child's learning and development records by the DSL.**

Skin map – used by non-medical staff to assist you in reporting your concerns.
Please highlight:

Front view

Back view

Left	Right
	

Action: To be completed by the designated person for child protection

THIS IS A DOUBLE-SIDED SHEET

Any discussion to be recorded separately on a note of discussion sheet.