

VITA ET PAX PREPARATORY SCHOOL

CHILD PROTECTION AND SAFEGUARDING POLICY

Reviewed : May 2017

Reviewed by: Gillian Chumbley and Katie Callaghan

Adopted by: Full Governing Body in May 2017 (updated in April 2018)

Next Interim Review: November 2017

Next Annual Review: May 2018

Child Protection Policy Vita et Pax Preparatory School

'Child centred and Co-ordinated Approach'

1.0 Introduction

- 1.1 The governors and staff of Vita et Pax Preparatory School fully recognise the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- 1.2 All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- 1.3 The aims of this policy are:
- 1.3.1 To support the child's development in ways that will foster security, confidence and independence
 - 1.3.2 To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. See Appendix 1A-1E
 - 1.3.3 To provide a systematic means of monitoring children known or thought to be at risk of harm.
 - 1.3.4 To emphasise the need for good levels of communication between all members of staff.
 - 1.3.5 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
 - 1.3.6 To develop and promote effective working relationships with other agencies, especially the Police and Social Services
 - 1.3.7 To ensure that all adults within our school who have access to children have been checked as to their suitability.

2.0 Procedures

- 2.1 Our school procedures for safeguarding children will comply with:
- Enfield's Children's Safeguarding Board (ECSB) procedures
 - Keeping Children Safe in Education (September 2016)
 - Education (Independent School Standards) Regulations 2014 (as amended)
 - Working Together to Safeguard Children March 2015
 - Prevent Duty Guidance for England and Wales 2015
 - Disqualification under the Childcare Act 2006
 - Children Missing in Education (2016)

We will ensure that:

- 2.1.1 We have designated members of staff who undertake updated Level 3 child protection training at least every two years. There will always be a designated member of staff available for contact. In the rare event that all designated staff are off-site, they will be contactable by phone.

The Designated Safeguarding Lead (DSL) is the Headteacher, Miss Gillian Chumbley. The Assistant Headteacher, Mrs Fionnuala Archer, is the deputy Designated Safeguarding Lead. The nominated Child Protection governor for this school is Mrs Margaret O'Connor.

- 2.1.2 All members of staff develop their understanding of the signs and indicators of abuse and refresh their training regularly.
 - 2.1.3 All members of staff know how to respond to a pupil who discloses abuse.
 - 2.1.4 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
 - 2.1.5 All staff will have read the latest version of 'Keeping children safe in education (KCSIE) Part 1 and, where appropriate, Annex A' (KCSIE) and the school's own child protection policy.
- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 All new members of staff will be given a copy of our Child Protection Policy and the Government guidance 'KCSIE Part 1 and, where appropriate, Annex A' as part of their induction into the school.

2.0 Responsibilities

It is the responsibility of the Governing Body to review this policy at least once a year encompassing the robust review of the effectiveness of the school safeguarding procedures.

Staff, Governors and volunteers

3.1 All staff, Governors and volunteers of the School are under a general legal duty:

- 3.1.1 to protect children from abuse;
- 3.1.2 to be aware of the terms and procedures in this Policy and to follow them;
- 3.1.3 to know how to access and implement the procedures in this Policy, independently if necessary;
- 3.1.4 to keep a sufficient record of any concerns, discussions and decisions in accordance with this Policy; and
- 3.1.5 to report any matters of concern in accordance with this Policy.

3.2 The Governing Body ensures that:

- 3.2.1 there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- 3.2.2 the School's safeguarding arrangements take into account the procedures and practice of the Enfield Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document; and
- 3.2.3 the School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans.
- 3.2.4 The Governing Body has nominated one of its members, Margaret O'Connor to

take leadership responsibility for the School's safeguarding arrangements.

3.3. The Designated Teacher (DSL)

The responsibilities of the Designated Teacher are described in full in Annex B of KCSIE (September 2016). In brief these responsibilities cover the following safeguarding areas:

- 3.3.1 Normally safeguarding concerns should be referred to and managed by the DSL, liaising with the nominated governor, and other members of the senior leadership team, as appropriate.
- 3.3.2 Children in need: concerns should be referred to children's social care as soon as possible, normally by the DSL; where the identification of need is clear, then this referral should take place within 24 hours; in cases where there is doubt about the need, then the DSL should take advice from the LCSB about how best to proceed.
- 3.3.3 Children at risk: concerns should be referred to children's social care immediately and certainly within 24 hours, normally by the DSL: there should be no delay when the child is at risk of serious harm.
- 3.3.4 Children abused by other children: concerns should be referred to children's social care immediately and certainly within 24 hours, normally by the DSL: there should be no delay when the child is at risk of serious harm.
- 3.3.5 Children missing from education: all concerns will be reported to the relevant local agencies; in all cases of doubt the relevant local agencies will be contacted for guidance. Such reports will also be made when a child is about to be deleted from the admission register for whatever reason.
- 3.3.6 Allegations against anyone working or volunteering at the school must be referred to the LADO immediately and within one working day, normally by DSL unless subject to the allegation themselves: there should be no delay when the child is at risk of serious harm.
- 3.3.7 Seeking confidential (no names basis) guidance from the LADO in those cases where there is any uncertainty.
- 3.3.8 If a crime may have been committed, the matter should be reported to the police, normally by the DSL unless subject to the allegation themselves.
- 3.3.9 Training and general awareness: helping to ensure that all staff, head, volunteers and directors receive appropriate safeguarding training and guidance, including for online safety, updated as required at least on an annual basis with formal certificated updates at least every two years.
- 3.3.10 Specifically ensuring that members of staff, volunteers and directors are fully aware of how they should act should a child make a safeguarding disclosure.
- 3.3.11 Maintaining written records of all communications and discussions relating to individual cases.
- 3.3.12 Taking ultimate responsibility for online safety in the school.

4.0 Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. Children in these circumstances may feel helpless and humiliated and feel they are to blame.

- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all pupils by:
 - 4.4.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying e.g. via PSHE and assemblies
 - 4.4.2 Promoting a caring, safe and positive environment within the school.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.4 Notifying Children's Social Services as soon as there is a significant concern.
 - 4.4.5 Providing continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

5.0 Children who may be particularly vulnerable

Some children be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will ensure every child is given careful attention including those children who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration will be given if support is required for translation of any materials or for interpretation purposes.

6.0 Confidentiality

- 6.1 We recognise that all matters relating to Child Protection are confidential.
- 6.2 The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a 'need to know' basis only.
- 6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.4 All staff must be aware that they cannot promise a child to keep secrets.

7.0 Supporting Staff

- 7.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 7.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

8.0 Allegations against staff or volunteers

- 8.1 We understand that a pupil may make an allegation against a member of staff and volunteers.
- 8.1 If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the headteacher.
- 8.2 The head teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- 8.3 If the allegation made to a member of staff concerns the Headteacher, the Chair of Governors should be informed immediately, without notifying the Headteacher, who will consult with the LEA's Lead Officer for Safeguarding and Child Protection.
- 8.4 The school will follow the All London Child Protection Procedures for managing allegations against staff, a copy of which is available in the school.
- 8.5 As a registered EYFS provider, Vita et Pax Preparatory school must inform the ISI of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Vita et Pax will also notify the ISI of the action taken in respect of the allegations. These notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

9.0 Referrals to DBS and NCTL

- 9.1 The school will report promptly and within five working days to the Disclosure and Barring Service (DBS), any person (whether employed, contracted or a volunteer) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had they not left earlier. If the school ceases to use the services of a member of staff, contractor or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used.
- 9.2 Where a teacher has been dismissed, or would have been dismissed had he/she not resigned, for misconduct separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made. The NCTL will investigate the matter to determine whether an individual should be temporarily or permanently be prohibited from teaching. Reasons for the issue of such prohibition orders include: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'

10.0 Types of abuse and signs of abuse

There are four categories of child abuse which are commonly identified:

- 10.1 **Physical:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, 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
- 10.2 **Emotional:** the persistent emotional maltreatment of a child such as to cause severe or adverse effects on the child's development. It may include conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's development; capability as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying) causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone;
- 10.3 **Sexual:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or anal sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by males. Women can also commit acts of sexual abuse, as can other children.
- 10.4 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the impairment of 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 or shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 10.5 **Peer on Peer Abuse** (see also the school's Anti-bullying Policy)
All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to, bullying (including cyberbullying), gender based violence/sexual assault and sexting. Staff should always be clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Allegations against pupils of peer on peer abuse should be reported in accordance with the procedures set out in this policy. A pupil against whom an allegation of abuse has been

made may be suspended during the subsequent investigation and the school's policies on behaviour and discipline will apply. The school will seek the advice of children's social care on the investigation of any allegation and will take all appropriate action on the safety and welfare of all students concerned including that of the student accused of abuse. If it proves necessary that any pupil needs to be interviewed by the police with regard to allegations of abuse, the school will ensure that, depending on the advice of children's social care, the parents are informed as soon as possible and that an appropriate adult supports the student during the interview. Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed.

The threshold for dealing with an issue of pupil behaviour or bullying is subject to local specifics as in any other case: when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Our response will include that any such abuse will be referred to local agencies. In the event of disclosures about pupil-on-pupil abuse that all children involved, whether perpetrator or victim, are treated as being 'at risk'.

10.6 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.

At our school we recognise that no school, community or social group is immune to the risk of child sexual exploitation including online, and can affect both boys and girls. Children can be perpetrators as well as victims. We develop our pupils' resilience to this around PSHE lessons, online safety, sexuality and development, choice and consent, healthy relationships, harmful social norms and recognising abusive behaviours.

10.7 Honour-Based Violence (HBV) and Female Genital Mutilation (FGM)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, or indeed any form of HBV. Potential indicators that a child or young person may be at risk of FGM or of a forced marriage, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. It is mandatory for our school to report to the police cases where we suspect or discover that an act of FGM appears to have been carried out. Our school activates local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

10.8 Children 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 needs they may have. A child going missing from education is a potential indicator of abuse or neglect. The school will report to the

Local Authority instances of prolonged unauthorized absence or a pupil being removed from the school roll under the circumstances outlined in KCSIE.

10.9 Radicalisation

The current threat of radicalisation in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The school is clear that this exploitation and radicalisation will be viewed as a safeguarding concern. All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.

We seek to protect children against the messages of all violent extremism. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the designated teacher.

10.10 General indications of possible abuse

Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring):

- The pupil discloses that he or she has been abused, or asks a question which gives rise to that inference
- A pupil's injury cannot be reasonably or consistently explained, or is unusual in type or location
- A pattern or frequency of injuries is emerging
- The pupil engages in extreme or challenging behaviour
- The pupil asks to drop subjects with a particular tutor and seems reluctant to discuss reasons
- The pupil appears neglected (e.g. dirty, hungry, inadequately clothed)
- The pupil appears reluctant to return home or has been openly rejected by parents or guardians
- The pupil's development is delayed in terms of emotional progress
- Emotional withdrawal – showing a lack of trust in adults
- The pupil shies away from being touched or flinches at sudden movements
- Unaccountable mood swings
- The pupil loses or gains weight

Further guidance is provided in Appendix 1. Other sources of information on the signs of abuse include: the DfE advice note [What to do if you're worried a child is being abused](#) (2015); and the [NSPCC](#) website.

11.0 Prevention and Early Help

11.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

11.2 The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm including online and to know to whom they should turn for help.

12.0 Procedure for staff dealing with concerns about children (see Appendix 2)

12.1 A member of staff suspecting or hearing a complaint of abuse must:

- listen carefully to the student and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- not ask leading questions: that is, a question which suggests its own answer (doing so may prejudice an investigation);
- not make any attempt to investigate the incident themselves;
- reassure the student but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information in accordance with this policy to ensure that the correct action is taken; and
- keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and signed using names, not initials. The record of all other evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers) must be kept securely and passed on when reporting the matter.

12.2 All suspicions or complaints of abuse must be reported to the DSL as soon as possible, unless they constitute an allegation against a member of staff in which case the procedures set out in the section Allegations Against Members of Staff or Volunteers above should be followed. **Any member of staff may refer a matter to children's social care directly**; this could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

12.3 All teachers have a statutory duty to report to the police where they discover that FGM appears to have been carried out on a girl under 18; unless the teacher has a good reason not to, they should also still refer any such case to the DSL. This statutory duty does not apply to at risk or suspected cases, which should be addressed in accordance with normal referral procedures in the preceding paragraph. Normal referral procedures must also be used when there are concerns about children who may be at risk of being drawn into terrorism.

13.0 Duties of the Designated Safeguarding Lead on receiving information about possible abuse

13.1 If a suspicion or complaint of abuse is made, the DSL must decide upon the action to be taken, bearing in mind:

- the inter-agency procedures of the Enfield Safeguarding Children Board;
- where relevant, local information sharing protocols relating to Channel referrals;
- the nature and seriousness of the complaint;
- that, if the complaint involves serious harm, the police and/or children's social care should always be contacted from the outset;
- the best interests of the child;
- the child's wishes or feelings; and
- issues of confidentiality, so far as applicable.

- 13.2 The referral procedures to be followed are determined by the nature of the disclosure being made. The key determinant as to which procedure is to be followed is whether the child is considered to be:
- in need; or
 - at risk of suffering harm.

In circumstances where a student has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the DSL will liaise with the children's social services department where the child lives. Where a child and family would benefit from coordinated support from one or more agency (for example: education, health, housing, police) there should an inter-agency early help assessment and procedures will be put in place by children's services to arrange this. The college will coordinate with the local inter-agencies involved.

- 13.3 If there is room for doubt as to whether a referral should be made, the DSL will consult with children's social care on a no-names basis without identifying the family. However, as soon as sufficient concern exists that a student may be at risk of harm or in immediate danger, a referral to children's social care and/or the police will be made without delay and in any event within 24 hours. If the referral is made by a member of staff other than the DSL, the DSL should be informed as soon as possible that a referral has been made.
- 13.4 If the initial referral is made by telephone, the DSL should confirm the referral in writing within 24 hours. If no response has been received within three working days, the DSL must contact children's social care again.
- 13.5 Where relevant, the school will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The school will respond to requests for information from the police promptly and in any event within five to ten working days.
- 13.6 When the school decides to refer a particular complaint of abuse to social services or the police, the parents and student will be informed in writing of their right to make their own complaint or referral to social services or the police, where appropriate, and will be provided with contact names, addresses and telephone numbers.

11.0 Staff training including temporary staff, volunteers and newly appointed staff

- 11.1 Staff training encourages all members of staff to maintain an attitude of 'it could happen here' where abuse is concerned. All members of staff, including the Headteacher, have child protection training which is updated regularly (at least annually) in accordance with Enfield Children's Safeguarding Board guidance and procedures. Such training is arranged by the DSL, and delivered through a combination of INSET, e-bulletins updates and staff meetings.
- 11.2 All new members of staff, including temporary employees or volunteers, receive formal child protection training as part of the induction process that includes:
- this policy and related safeguarding policies on Anti-Bullying and E-Safety;
 - the staff Code of Conduct;
 - the school's whistleblowing procedures;
 - the role, identity and contact details of the DSL and Deputy DSLs;
 - a copy of Part One of Keeping children safe in education (2016), including (for adults working directly with children) Annex A: Further Information

11.3 All staff receive updated copies of the above documentation and are required to sign a declaration confirming that they have read and understood it; staff training incorporates opportunities for checking and consolidating their understanding.

11.4 The DSL and Deputy DSL regularly update their professional knowledge and skills by engaging with developments in safeguarding throughout the academic year; and they undergo formal training at two-yearly intervals. This training is provided by an approved agency and covers child protection, inter-agency working in locally agreed procedures, participation in child protection conferences, supporting children in need, identifying children at risk of radicalisation, recordkeeping and promoting a culture of listening to children.

11.5 The nominated Safeguarding Governor will also receive regular training to enable them to provide support to the DSL and scrutinise the school's implementation of safeguarding procedures to ensure current statutory guidance is being adhered to.

11.6 All those working within the school on a temporary basis will receive appropriate safeguarding guidance.

12 Whistleblowing

11.1 All staff have a responsibility to report to the Headteacher (or if she is not available and the matter is urgent, a member of the Senior Management Team) any concerns about unsafe practice or the behaviour of colleagues. If the member of staff feels unable to do this or the concerns relates to the Headteacher the matter should be reported to the Chair of Governors. The procedures that will be followed when such concerns are raised are set out in the school's Whistleblowing Policy.

11.2 No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and following the whistleblowing procedures. Where an adult feels unable to raise a concern about poor safeguarding practice with the School, or where they feel that their concern is not being addressed, they can raise their concern externally. Guidance can be found at: www.gov.uk/whistleblowing or staff can call the NSPCC helpline 0800 0280285 (open 8.00am to 8.00pm, Monday to Friday) or email them at help@nspcc.org.uk

13 Safer recruitment of staff

12.1 Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Part Three of KCSIE together with the ESCB and the school's individual procedures (see the Staff Recruitment Policy).

12.2 Safer recruitment means that all applicants will:

- complete an application form which includes their employment history;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- provide evidence of their right to work in the UK;
- be interviewed;
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role;
- be checked against the Prohibition Order list as appropriate to their role;
- be checked, as appropriate to the role, that the applicant is not subject to a direction made by the Secretary of State under Section 128 of the Education and Skills Act

- 2008 barring them from taking part in the management of an independent school
 - be checked for any teacher restrictions imposed by EEA authorities or other overseas checks;
 - undergo any further checks considered to be necessary.
- 12.3 At least one member of each recruitment panel will have attended safer recruitment training.
- 12.4 The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.
- 12.5 Written confirmation will be obtained from supply agencies that agency staff have been appropriately checked.
- 12.6 Members of staff working with children under eight will be required to make a 'disqualification by association' declaration, indicating that no one living or working at their households has any disqualification from unsupervised access to children.
- 12.7 A Single Central Register of appointments is rigorously maintained. All employees, governors, supply staff, volunteers and others working at the school are checked in accordance with latest KCSIE guidance and the details of these checks are recorded in the SCR.

14.0 Use of digital images - photography and video, especially in Early Years

- 14.1 Staff are not allowed to take photographs or videos on their personal equipment, including mobile phones. They must not attempt to transfer images onto their equipment at home
- 14.2 We follow the following rules for any external use of digital images:
- If the student is named, we avoid using their photograph.
 - If their photograph is used, we avoid naming the student.
 - Where showcasing examples of students work we only use their first names, rather than their full names.
 - If showcasing digital video work to an external audience, we take care to ensure that students aren't referred to by name on the video, and that students' full names aren't given in credits at the end of the film.
 - Only images of students in suitable dress are used.
- 14.3 Examples of how digital photography and video may be used include:
- the child being photographed (by the classroom teacher, teaching assistant or another child) as part of a learning activity; e.g. photographing children at work and then sharing the pictures on the Interactive whiteboard in the classroom allowing the children to see their work and make improvements.
 - the child's image for presentation purposes around the school; e.g. in school wall displays and PowerPoint presentations to capture images around the school or in the local area as part of a project or lesson.
 - the child's image being used in a presentation about the school and its work in order to share its good practice and celebrate its achievements, which is shown to other parents, schools or educators; e.g. within a CDROM / DVD or a document sharing good practice; in our school prospectus or on our school website. In rare events, the child could appear in the media if a newspaper photographer or television film crew attend an event. *Note: If we wanted the child's image linked to their name, we would contact the parent separately for permission, e.g. if the child won a national competition and wanted to be named in local or government literature.*

APPENDIX 1: Further information on signs of abuse

Physical abuse

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Unexplained bruises and welts on the face, throat, arms buttocks thighs or lower back in unusual patterns or shapes which suggests the use of an instrument • Unexplained burns, cigarette burns, especially burns found on palms, soles of feet, abdomen or buttocks • Scald marks –immersion burns produce “stocking” or “glove” marks on feet and hands or upward splash marks which may suggest hot water has been thrown over a child • Human bite marks • Broken bones 	<ul style="list-style-type: none"> • Behavioural extremes (withdrawal, aggression or depression) • Unbelievable or inconsistent explanations of injuries • Fear of parents being contacted • Flinching when approached or touched • Truancy or running away from home

Emotional abuse

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Eating disorders, including obesity or anorexia • Speech disorders (stammering) • Nervous disorders (rashes, hives, facial tics, stomach aches) 	<ul style="list-style-type: none"> • Fear of parent being approached about behaviour • Fear of making mistakes • Developmental delay in terms of emotional progress • Cruel behaviour towards children, adults or animals • Self-harm • Behavioural extremes, such as overly compliant-demanding, withdrawn-aggressive, listless-excitabile

Sexual abuse

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Torn, stained or bloody underclothes • Pain or itching in genital area • Bruises or bleeding near genital area or anus • Sexually transmitted diseases • Pregnancy • Discomfort when walking or sitting down 	<ul style="list-style-type: none"> • Self-harm • Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level • Sudden or unexplained changes in behaviour • Avoidance of undressing or wearing extra layers of clothing • Truancy • Regressive behaviours (bed-wetting or fear of dark)

Neglect

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Height and weight significantly below age level • Poor hygiene (lice, body odour etc) • Inappropriate clothing for weather 	<ul style="list-style-type: none"> • Erratic attendance at college • Chronic hunger or tiredness • Having few friends • Assuming adult responsibilities

conditions <ul style="list-style-type: none"> • Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites) • Constant hunger, sometimes stealing food from others 	
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Grooming

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • See section on sexual abuse 	<ul style="list-style-type: none"> • Wanting to spend increasingly prolonged time online • Secretiveness about who they are talking to online and what sites they visit • Possession of electronic devices such as mobile phones or webcams that parents have not provided • Becoming emotionally volatile • Engaging less with their usual friends • Using sexual language that you would not expect them to know • Going to unusual places to meet people • Using drugs and/or alcohol

Female genital mutilation

Physical signs	Behavioural signs
<ul style="list-style-type: none"> • Difficulty walking, sitting or standing • Bladder or menstrual problems • Severe pain and bleeding • Infections such as tetanus, HIV and hepatitis B and C 	<ul style="list-style-type: none"> • Abroad for a prolonged period • Unusual behaviour after a period of absence • May talk of a 'special procedure' or 'special occasion to become a woman' • Spending longer periods in the bathroom • Reluctance to undergo normal medical examinations

Radicalisation

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Young people at risk of radicalisation may display different signs or seek to hide their views. College Staff should use their professional judgement in identifying young people who might be at risk of radicalisation and act proportionately.

Early indicators of radicalism are:

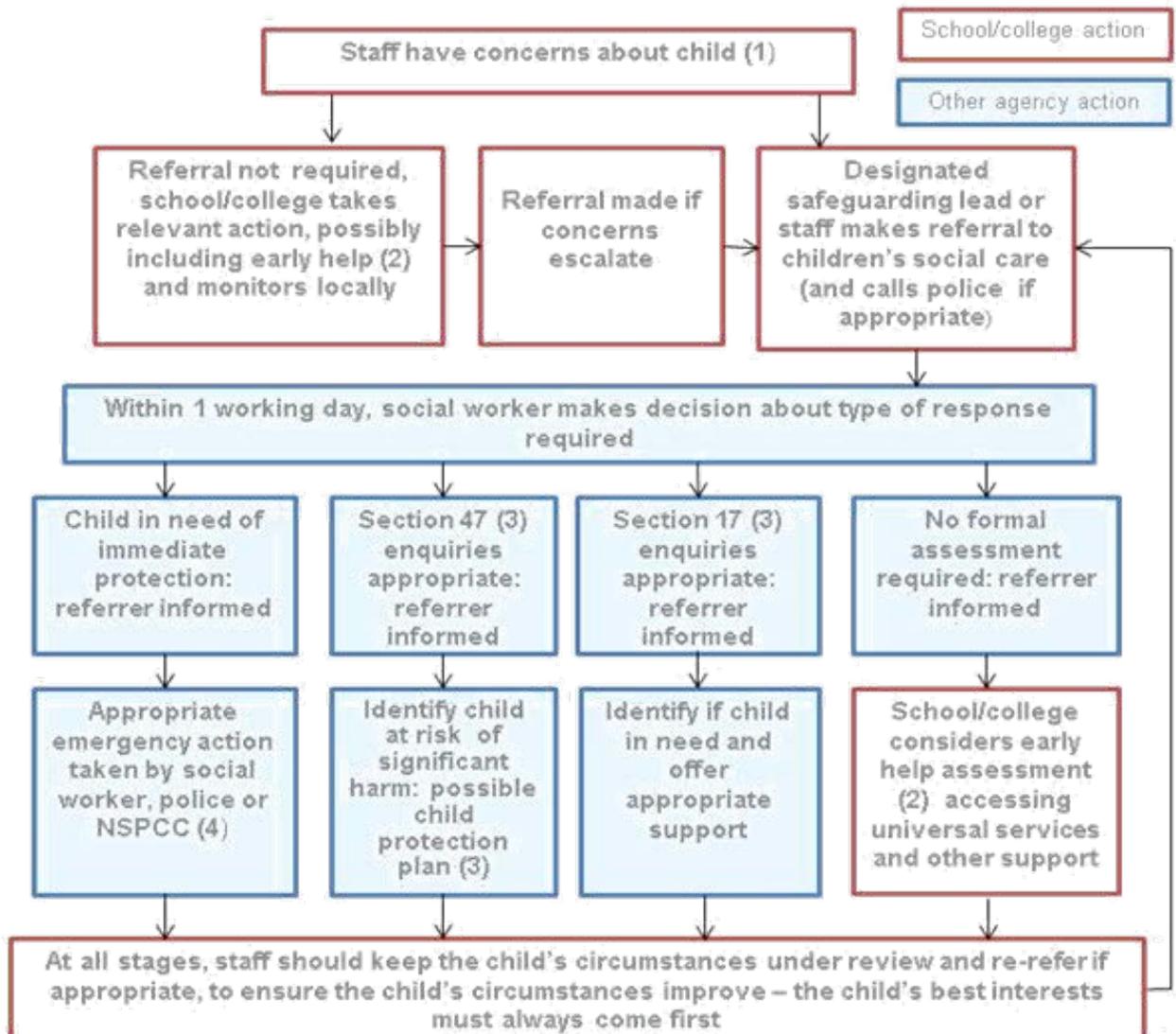
- showing sympathy for extremist causes
- glorifying violence
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League
- out of character changes in dress, behaviour and peer relationships.

Broad government guidance on the following is also available via the GOV.UK website (see Part one Keeping children safe in education [September 2016])

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalization
- sexting
- relationship abuse
- trafficking

APPENDIX 2

Actions where there are concerns about a child



APPENDIX 3A

Logging a concern about a pupil's welfare or safety



School: Vita et Pax Preparatory School, 6a Priory Close, Green Road, Southgate, N14 4AT

NAME OF PUPIL:		
DOB:	ETHNICITY:	GENDER:
TODAY'S DATE:		TIME:
YOUR NAME:		
YOUR ROLE:		
DATE OF INCIDENT:	TIME OF INCIDENT:	

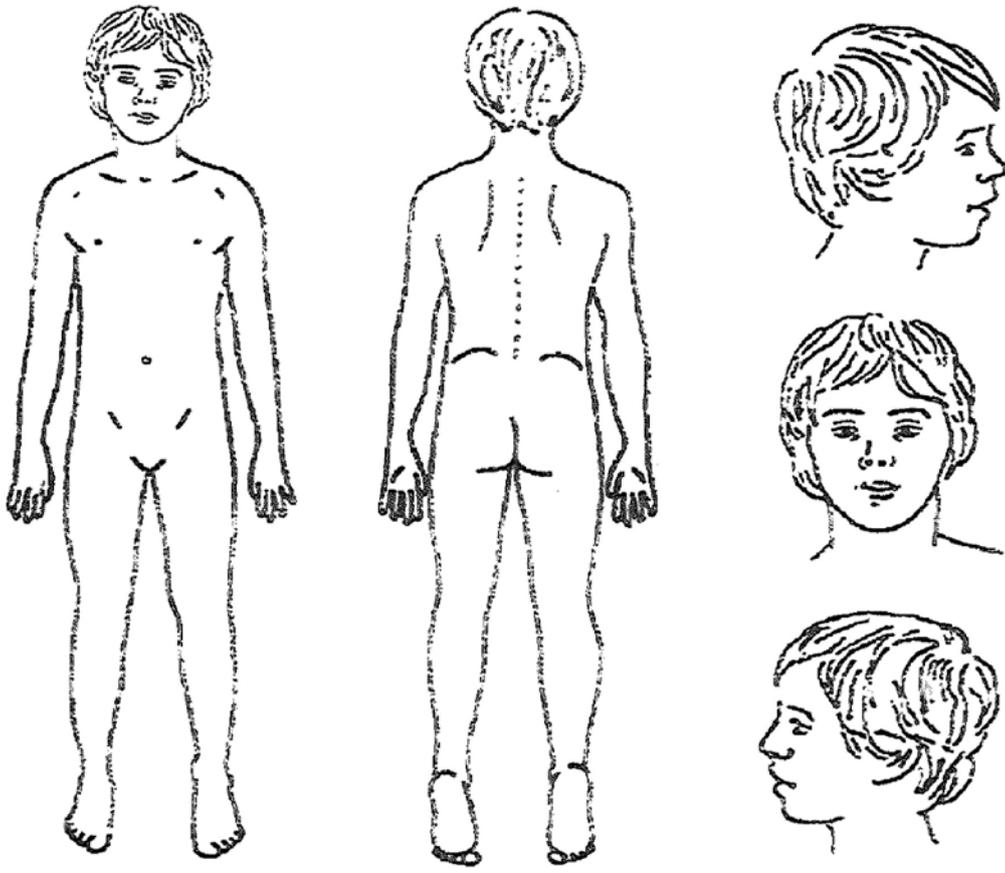
DESCRIBE the incident as factually as possible or **DESCRIBE YOUR CONCERN**.
 Include who was involved where it happened, exactly what happened. Do not give your opinion,
 and write in a way that will make sense in the future.

Please continue on separate sheet and attach if necessary.

APPENDIX 3B

ONLY RECORD VISUALLY APPARENT MARKINGS ON THE BODY DIAGRAM BELOW

Body Map
Where applicable, please mark on the diagram below any marks related to the incident.



The body map consists of four line drawings of a child. On the left is a full-body front view. In the center is a full-body back view. On the right are three head-and-neck views: the top one is a profile view facing right, the middle one is a front view, and the bottom one is a profile view facing left.

SIGNED:

NOW HAND THE FORM TO YOUR DESIGNATED PERSON FOR CP

NAME OF DP:

ACTION TAKEN:

APPENDIX 4**SLT Review of children in need or with known Child Protection Plans**

When recording, do not use child's full name and keep this log in a secure and locked cupboard

(Name of those at the meeting)

(Signature)

Date & Time		
UPDATES		
<p>Children With CP Plan:</p> <p>Any updates or action needed:</p>		
<p>Children in need:</p> <p>Any updates or action needed:</p>		
<p>Children being monitored:</p> <p>Any updates or action needed:</p>		

APPENDIX 5



Vita et Pax
PREPARATORY SCHOOL

Vita et Pax School (Cockfosters) Ltd
6a Priory Close, Green Road, Southgate, London N14 4AT
Tel: 020 8449 8336 email: info@vitaetpax.co.uk
www.vitaetpax.co.uk
Headteacher: Miss Gillian Chumbley MA, PGCE, NPQH

Vita et Pax Preparatory School
Safeguarding Induction

1. I have read and understood Part 1 and, where appropriate, Annex A of the document 'Keeping Children Safe in Education' Sept 2016.
2. I have read and understood the Vita et Pax Preparatory School Safeguarding Policy.
3. I have read and understood the Vita et Pax Preparatory School Staff Code of Conduct.
4. I know who to report to at Vita et Pax Preparatory School in the event of a Safeguarding concern.
5. I know that the Designated Safeguarding Lead is Miss Gillian Chumbley (Headteacher) and the Deputy Designated Safeguarding Lead is Mrs Fionnuala Archer (Assistant Headteacher)

Signed

Date

Print Name



INVESTOR IN PEOPLE

Members of CISC and AGBIS



Appendix 6

Key personnel and contact details

Noting that external responsibilities and therefore details of any external personnel named below may be subject to change without notification to the school.

School

Designated Safeguarding Lead (DSL) and Prevent Officer

Name: Gillian Chumbley

Job Title: Headteacher

Email: head@vitaetpax.co.uk

Telephone: 020 8449 8336

Deputy Designated Safeguarding Lead (Deputy DSL)

Name: Fionnuala Archer

Job Title: Assistant Headteacher

Email: f.archer@vitaetpax.co.uk

Telephone: 020 8449 8336

Safeguarding governor: Margaret O'Connor

Email: moconnorhead@yahoo.co.uk

Telephone: 020 8449 8336

External

Enfield Safeguarding Children Board (LSCB):

Children at Risk

Name: SPOE

Email: SPOE@enfield.gov.uk

Telephone: 020 8733 5139

Enfield Safeguarding Children Board

Telephone: 020 8379 2767

Children in Need

Name: Children's Social Care and Referral Team

Telephone: 020 8379 2507 Out of office hours: 0208 379 1000

Local Authority Designated Officer (LADO): (Allegations against staff, volunteers, governors)

Name: Maria Anastasi

Telephone: 0208 379 2746/2850

Email: maria.anastasi@enfield.gov.uk

Contact details for prevention of extremism:

LA Prevent Lead: Suj Ponnampalam (PC Gareth Pennery)

Email: Sujeevan.ponnampalam@enfield.gov.uk

Telephone: 0208 379 6137 or mobile 07787 546395 (or non-emergency police line 101)

DfE dedicated helpline for teachers and governors: 020 7340 7264 with information provided via counter-extremism@education.gsi.gov.uk

Contact details for mandatory reporting Female Genitalia Mutilation (FGM) Police contact; 101 (non-emergency) 999 (emergency only)

Advice and guidance available from: 0800 028 3550 with information provided via

fgmhelp@nspcc.org.uk .

Forced Marriage Unit, Tel 020 7008 0151; email: fmufco.gov.uk
 NSPCC/Home Office Child Abuse whistleblowing helpline: 0800 028 0285

Additional external contact details:

Independent Schools Inspectorate
 CAP House, 9-12 Long Lane London, EC1A 9HA
 Tel: 0207 600 0100
 Email: info@isi.net

Disclosure and Barring Service (DBS)
 Address for referrals: PO Box 181, Darlington, DL1 9FA
 Telephone for referrals: 01325 953 795
 Telephone for customer services: 0870 909 08 Email: customerservices@dbs.gsi.gov.uk

NSPCC Child Protection Helpline: 0808 800 5000
 NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect>.
 Childline: Tel: 0800 1111 www.childline.org.uk
 Ofsted offers impartial advice and guidance on a special 'whistleblowing' helpline 08456 404046.

*Although referrals in cases of abuse and/or need to Children's Services are usually made through the DSL, anyone may make a referral using the contact details above.
 Any member of staff or volunteer who has concerns about poor or unsafe practice either in general or in any specific case should follow the guidance given in the school's Whistleblowing Policy.*

Useful Websites & Documents

Enfield Safeguarding Children's Board website contains a wide range of information for both professionals and parent/carers.
 The website address is: www.enfield.gov.uk/enfieldscb

All London Child Protection Procedures website has the relevant links to the procedures
<http://www.londoncp.co.uk/>

Keeping children safe in education: for school and college staff (part 1)
 Ref: DFE-00215-2016 PDF, 21 pages
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children
 Ref: DFE-00130-2015 PDF, 109 pages
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Regulated activity in relation to children: scope
 Ref: DFE-58201-2012 PDF, 10 pages
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

NSPCC
<https://www.nspcc.org.uk/>

Childline
<https://childline.org.uk/>

Prevent Guidance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
<http://www.preventforschools.org/>