



# Sir John Cass's Foundation Primary School

## Child Protection and Safeguarding Policy

Date adopted		Notes  <b>Designated person term time:</b> Alexandra Allan <b>Deputy:</b> Hasina Khan <b>Designated person non-term time:</b> Georgina Poullais and Pat Toon <b>Designated governor for Child protection and safeguarding:</b> Sally Moore
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## **What's inside this policy?**

Part 1: Child Protection and Safeguarding information for staff

Part 2: The management of safeguarding

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Part 4: Recruitment, vetting, selection and staff conduct

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## **Part 1: Child Protection and Safeguarding information for staff**

This policy aims to provide all members of staff and volunteers, children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when off the schools premises.

Practitioners who work with children in this school will read this policy within the framework of:

- Keeping Children Safe in Education (September 2018)
- London Child Protection Procedures (31<sup>st</sup> March 2017)
- Statutory Framework for the Early Years Foundation Stage (2017)
- Safeguarding Children and Safer Recruitment in Education (2010)
- Safeguarding Vulnerable Groups Act 2006
- Children Act 2004
- Education Act 2002
- Children Act 1989
- The Prevent Duty 2015

In addition, practitioners and leads keep up-to-date by regularly reviewing updates on the City and Hackney Children's Safeguarding Board website:

<http://www.chscb.org.uk/> and work proactively to follow guidance and procedures from the board including:

- City of London Thresholds of Need
- City of London Children and Families Manual
- Private Fostering, CSE and CME- Guidance for City Professionals
- <http://www.chscb.org.uk/protocols-guidance-and-procedures/>

Sir John Cass's Foundation Primary School and Cass Child and Family Centre believe in supporting all aspects of children and young people's development and learning, and keeping children safe. By all children, we mean those in our school community.

We understand that emotional and social aspects of learning create a foundation for all academic learning. If a child has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.

### **All staff will ...**

- Protect children from maltreatment; prevent impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18.
- Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the

welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. **Anyone can make a referral.**

**All staff will work to ensure that:**

- Children and young people feel listened to, valued and respected.
- Staff are aware of indicators of abuse and know how to share their concerns appropriately.
- Early Help is made use of to support families and prevent crisis action.
- All paid and volunteer staff are subject to rigorous recruitment procedures.
- All paid and volunteer staff are given appropriate support and training.

Staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. Sir John Cass's Foundation Primary and Cass Child and Family Centre are committed to referring those concerns via the Designated Child Protection Officer to the appropriate organisation, normally local authority children's social care, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We have a designated Child Protection and Safeguarding Lead (DSL) and deputy (DDSL) who attend multi-agency training at least once every two years and updates at least annually.
- All staff are trained in basic Child Protection awareness every year.
- All staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children.
- All staff have undertaken Prevent training, this is reviewed regularly.
- All staff have undertaken FGM awareness training (September 2017).
- All children, young people and their families are familiar with the Child Protection policy by referencing through assemblies, PSHE and circle time.
- We inform parents about raising the awareness of child protection on admission to the school. Our Child Protection and Safeguarding policy is available on the school's website.
- The Child Protection policy is reviewed on an annual basis by the DSL and the board of Governors. Governors also check the Single Central Record on a termly basis.
- An annual report on safeguarding is published to Governors each year.

**Early Help**

We work collaboratively with early intervention and help teams in the City of London and other local authorities, to support families where there is a need. We work together and collaborate to identify children with additional needs and provide support as soon as a problem emerges.

We continually review the needs of vulnerable families and children. In addition, we hold a termly forum with our Family Involvement Worker and the City of London Early Help lead to identify families who may be in need of additional support.

## **Recognising Abuse**

In the Children Acts 1989 and 2004, a child is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2015) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

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. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

## **Types of abuse and neglect**

The following information is drawn from Keeping Children Safe in Education (2018)

### **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.

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- 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 the

child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.

- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including via electronic media), causing children frequently 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, though it may also occur alone.

For more information, see our Anti-Bullying Policy

### **Sexual abuse**

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

The activities may involve physical contact, including assault by penetration (for example, rape or oral 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 adult males. Women can also commit acts of sexual abuse, as can other children.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL should be aware of the contact details and referral routes of the Local Housing Authority to enable them to raise concerns.

### **Neglect**

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

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 (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Irregular attendance in school, not collected at appropriate times, repeated lateness.

## **Specific safeguarding issues**

The [London Child Protection Procedures](#) outlines response to special circumstances in child protection cases, including issues such as:

- Bullying, including cyber bullying and prejudice-based bullying
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs misuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Foreign exchange visits
- Gangs, serious youth violence and violent extremism
- Gender based violence
- 'Honour'-based violence
- Information and communication technology (ICT) based forms of abuse
- Missing from care and home
- Not attending school
- Parental lack of control
- Parental / child mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Peer on peer abuse
- Pregnancy
- Private fostering
- Preventing extremism and radicalisation
- Racist, disability and homophobic or transphobic abuse
- Self-harming and suicidal behaviour
- Sexting
- Sexually active children
- Spirit possession or witchcraft
- Substance misuse
- Teenage relationship abuse
- Trafficked and exploited children
- Young carers

## **Children missing education**

All children are entitled to a suitable education. A child going missing from education is a potential indicator of abuse or neglect. We monitor attendance of all pupils regularly and ensure we know where all our children are by:

- Conducting first day absence reports which are signed and checked by the assistant head.
- Conducting follow up absence investigations, including informing the LA where no contact with carers can be made.
- Holding regular attendance meetings with the LA Welfare officer.
- Holding meeting with parents and families and supporting regularly attendance through our Family Involvement Worker and collaborative work with Early Help.

We follow a removal from roll procedure whereby we only remove from the roll when satisfactory checks have been completed by the school to confirm the whereabouts of a child.

We would also make checks on pre-admission list/register in YR who do not arrive on the expected date, pupils not returning after a school holiday or term-time holiday and children below 5 who cease to regularly access children's services in the Cass Child and Family Centre reach area.

These procedures in the LA children Missing Education Policy do not replace any Safeguarding/Child Protection procedures or guidance but are to be used in conjunction with them; they aim to provide a minimum standard of safety for pupils to check their circumstances and follow them up when they are absent from school. We follow the recommended procedures in the LA children Missing From Education Policy.

### **Looked after children and (LAC) and previously looked after children**

Staff should have the skills, knowledge and understanding to keep previously LAC safe. When dealing with LAC and previously LAC, all agencies should work together to take prompt action to safeguard this vulnerable group.

### **Care leavers**

Local Authority have an ongoing responsibility to care leavers. This duty includes keeping in touch with them, preparing assessments of their needs and appointing a personal adviser to develop a pathway plan. DSLs should have the details of their LA personal advisor and liaise with them as necessary.

### **The designated teacher**

The role of the designated teacher is to “promote the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to LAC.

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Staff should use the guide from the DFE to support children through the process.

### **Children with family members in prison**

Children with family members in prison are at a risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should use NICCO <https://www.nicco.org.uk/> to support children, to help mitigate negative consequences for those children.

### **Child criminal exploitation: county lines**

This refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. The key to identifying potential involvement in county lines is “missing episodes” – where the victim may have been trafficked for the purpose of

transporting drugs. In such cases, a referral to the National Referral Mechanism should be considered <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>.

### **Preventing radicalisation**

If you are concerned that a child, young person and/or their parents may hold extremist views or are at risk of being radicalised you have a duty to ensure that they receive support to protect them from being drawn into terrorism. Staff should report any concerns relating to Prevent to the DSL who will follow safeguarding procedures. Staff receive regular training and guidance into their responsibilities relating to Prevent.

The school and Children's Centre follows the procedures and advice laid out in Keeping Children Safe in Education (2018).

### **Child sexual exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something as a result of engaging in sexual activities. Our staff are well trained to recognise the signs of CSE and understand their duties to raise concerns / report it.

### **Female genital mutilation (FGM)**

Female genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia. It is a form of abuse. Teachers and other professionals have a statutory duty to report to the police where they discuss FGM appears to have been carried out or it is at risk of being done so.

### **Peer on peer abuse**

Peer on peer abuse occurs when a young person is exploited, bullied or harmed by one or more peers of a similar age. Peer on peer abuse can relate to various forms of abuse and can be harmful to the perpetrator(s) as well as the victim. All allegations of peer or peer abuse will be dealt with seriously and not tolerated or passed off as "banter" or "part of growing up". Peer on peer abuse will be dealt with in line with the school's Antibullying policy. All staff must be aware of the different gender, racial and SEN issues that can be prevalent when dealing with peer on peer abuse. Teachers must ensure that each class has a worry box and that PSHE lessons and circle times are used to minimise the risk of peer on peer abuse. The leadership team will work to ensure that opportunities are taken within collective worship to minimise the risk of peer on peer abuse.

## **Part 2: The management of safeguarding and child protection**

### **Temporary staff and contractors employed by other bodies**

Temporary and supply staff are given safeguarding information and informed who the DSL is. This information outlines their responsibility to report all safeguarding concerns to the DSL.

Information about vulnerable children with medical needs is kept in the school office and supply staff are made aware of any children in their class who have medical needs.

All agencies who work with the school must complete a signed declaration (attached to this policy) and ensure that the relevant checks are carried out. Temporary staff must bring photographic ID to confirm their identity.

### **Volunteering and visitors**

We encourage an active community of volunteers to work collaboratively with the school and Children's Centre.

Visitors to school are always accompanied by a member of school staff and speakers are expected to comply with our visiting speaker's policy.

Volunteers must complete a volunteer application form before they are permitted to volunteer. Application forms are checked by the School Administrator and a risk assessment is performed if appropriate. All forms are signed off by the Headteacher.

The same procedures apply for work experience volunteers.

Any checks carried out on volunteers will be recorded on the single central record.

### **Early Years Foundation Stage**

All safeguarding policies listed in this policy will apply equally to children in early years settings so far as they are relevant to that age group. The school will notify Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

The Statutory framework for the Early Years Foundation Stage (2017) recognises that there are additional barriers in existence when recognising the signs of abuse and neglect in very young children. To support practitioners in the promotion of safeguarding of their young children, supervision is in place on a half-termly basis.

The **Statutory** Framework for the **Early Years Foundation Stage** (2017) requires **settings** to have a child protection and safeguarding policy with procedures which include the **use of mobile phones** and **cameras** in the setting to minimise the risk of inappropriate sharing of images.

### **Child Protection and the Use of Mobile Phones.**

The school has the following child protection policies and procedures in relation to the use of mobile phones:

- Staff in the early years must lock their mobile phones away in the lockers provided while they are working and around the children.
- Parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile.
- Parents are prohibited from taking any photographs of children in the early years setting. The only exception would be in the event of a class assembly.
- Staff must use mobile phones during breaks in the staff room and not whilst children are present, unless in an emergency situation.
- School cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home.
- The use of personal mobile phones and camera by staff to take photos of children both in and out of school is not permitted.
- Recording of images is prohibited in the following areas: First Aid room, toilet, changing and private spaces.

### **Online Safety**

Most of our children will use mobile phones, computers and other devices at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations (sexting), webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school, from peer on peer and external abuse. Cyber-bullying and sexting by children (peer on peer), via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

School undertakes to ensure that children are protected from harmful online materials. This will be done through the use of filters and monitoring systems that are regularly checked by the IT company employed by the school. All staff are required to thoroughly check online content prior to delivering lessons.

### **The Designated Safeguarding Lead**

The designated child protection officer (DSL) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. On our site we have several deputies (DDSL) as we are open for children 48 weeks per year and operate extended day provision. The DDSL is also the named person who responds to allegations made against members of staff.

The DDSL should be a senior member of staff with the authority and seniority to carry out the functions of the role.

The **deputy designated lead(s)** is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

There will be a designated member of staff available on site at all times that the setting is open.

The **governing body** ensures that the school has:

- A DDSLs for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training
- Child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance.
- A training strategy that ensures all staff, including the headteacher, receive child protection training, with refresher training at three-yearly intervals and annual updates. The DSL and DDSL receive formal refresher training at two-yearly intervals as well as at least annual updates to his or her knowledge and skills.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.
- Pupils have a chance to express their views about safeguarding and safety in a variety of contexts and that the curriculum empowers children to have an awareness of what to do if they or others may be at risk of harm.

#### **The Head Teacher:**

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- ensures that children's safety and welfare is addressed through the curriculum.

#### **DSL Responsibilities**

- Refer suspected abuse and neglect to Duty Social Care.
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO (Local Authority Designated Officer).

- Develop and update the Child Protection Policy, ensuring that staff and children/families/parents are aware of them.
- Provide support and advice to all members of staff within the setting regarding child protection concerns.
- Ensure all staff provide a safe environment in which children can learn.
- Keep the Headteacher informed about any issues that arise.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that a child's child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff receive appropriate Child Protection training, and ensure training records are maintained.
- All staff have the responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- Work in conjunction with support agencies and be proactive in information sharing, joint decision making and keeping up to date records.
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004.

### **Other Staff Responsibilities**

The Staff Code of Conduct also contains the staff behaviour policy, which sets out clearly what is expected of staff in terms of their professional conduct and responsibilities towards pupils and other members of staff.

It is the responsibility of all other members of staff to ensure that all child protection and/or safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.

The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have.

All staff should be aware of the systems in the school.

All staff should maintain an 'It could happen here' attitude regarding safeguarding and child protection.

All staff should be aware of the **What to do if You're Worried a Child is Being Abused: Advice for Practitioners** document.

A casual / supply child protection, safeguarding and welfare booklet is kept in the office and all temporary staff must read this carefully before they start working with children at our school and Children's Centre.

## Part 3: Child Protection Procedures

### ALL STAFF

1. **You have a concern about a child / young person's wellbeing**, based on:
  - a. Something the child / young person / parent has told you
  - b. Something you have noticed about the child's behaviour, health, or appearance
  - c. Something another professional said or did

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child.

Staff, leaders and managers must remember and be aware that additional barriers exist when recognising the signs of abuse and neglect of children and young people with special educational needs and / or disabilities. As such, all staff working on a one to one basis with children who have an EHCP will be offered half-termly supervision.

**It is never your decision alone how to respond to concerns – always report in the first instance to the DSL, as soon after the event as possible.**

It is always your responsibility to share concerns, no matter how small.

### 2. Let the child / young person

If you have heard a disclosure of abuse or you are talking with them about your concerns. Do **not** promise to keep what s/he tells you secret.

...for example, 'I am worried about your bruise and I need to tell \*\*\*\* so that s/he can help us think about how to keep you safe'

### 3. Decide whether you need to find out more

by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions:

...beginning with words like: 'how', 'why', 'where', 'when', 'who'?

4. **Inform the DSL immediately.** If the DSL is not available, inform their Deputy. If neither are available, speak to another senior member of staff.
5. **Make a written record** as soon as possible after the event using the Logging Concern form (stored in the rack by the pigeon holes in the staffroom).

Please make sure you complete the forms as accurately as possible including the background information in the first section.

## **DSL**

6. The DSL may take advice from the Duty Social Care Team in the child's relevant local authority.
7. The DSL makes the referral to the Duty Social Care Team.  
The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.
8. The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.
9. The DSL or other significant member of staff informs the parent that they have made a CP referral, if the parent does not already know, and if there is no reason not to let them know.
  - a. The Duty Social Care Team may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure)
  - b. In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered
10. The DSL remains in close communication with other professionals around the child / young person and with the family, in order to share any updates about the child / young person

If a child protection investigation is pursued, the DDSL and other key school

### **Staff will:**

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
- Attend a child protection conference when invited and provide updated information about the child
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.

**Our logging a child protection concern form can be found on the secure area of our website: <http://www.sirjohncassprimary.org/staff-secure-area.html>**

## **Part 4: Recruitment, vetting, selection and staff conduct**

We are committed to a culture of safe recruitment and make decisions about the suitability of candidates based on a rigorous process and all the evidence available. Once staff are employed by the school we expect their conduct to be exemplary and fully comply with our safeguarding procedures.

### **Safer Recruitment**

We follow national and local guidance and minimum expectations on Safe Recruitment : <http://www.chscb.org.uk/wp-content/uploads/2015/09/CHSCB-safer-recruitment-minimum-standards.pdf>

At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment.

We aim to:

- Deter potential abusers by setting high standards of practice and recruitment.
- Reject inappropriate candidates at the application and interview stages
- Prevent abuse to children by developing robust policies and agreeing on safe practice

*We exceed the minimum local requirements for safer recruitment including:*

- *An enhanced DBS check for all appropriate site users;*
- *Obtaining 2 satisfactory references, one of which from the most recent employer;*
- *Obtaining proof of ID;*
- *Obtaining proof of right to work in the UK and where necessary, further checks for those who have lived or worked outside the UK;*
- *Safeguarding statements in adverts, job descriptions other recruitment documentation;*
- *Obtaining Childcare declaration;*
- *Ensuring managers receive safer recruitment training every two years;*
- *An induction checklist is completed for all new members of staff.*

We also conduct repeat checks on all members of staff, governors and volunteers every 3 years.

All checks carried out on staff, governors and volunteers are recorded on the single central record.

### **Legal and policy framework**

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

The school will ensure that children taught in the Early Years Foundation Stage are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and

promotes their welfare, and takes appropriate action where there are child protection concerns.

### **Allegations Against Staff**

We refer to the City of London Local Authorities Designated Officer Guidance Document July 2015.: [http://www.chscb.org.uk/wp-content/uploads/2015/09/City-of-London-LADO\\_guidance-20151.pdf](http://www.chscb.org.uk/wp-content/uploads/2015/09/City-of-London-LADO_guidance-20151.pdf)

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the Head teacher.

If an allegation is made against the Head teacher, this should be brought to the attention of the Chair of Governors.

In all cases, the LADO (Local Authority Designated Officer), who is one of the Child Protection Advisers, should be notified.

The Headteacher should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made
- Contact the LADO in the City of London immediately
- Make a referral to the Children's Service where the child resides, if appropriate
- Contact the parents/carers of the child, following advice from the LADO
- Suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from the LADO
- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal

(London Child Protection Procedure)

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

For more information, see Chapter 5 of Safeguarding Children and Safer Recruitment in Education (2007)

The full procedures for dealing with allegations against staff can be found in Safeguarding Children and Safer Recruitment in Education (pp 57-67) [https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding\\_Children\\_and\\_Safer\\_Recruitment\\_in\\_Education\\_Booklet.pdf](https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf).

## **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle blowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors.

## **Visitors**

- No visitors, including tradespeople, should be on site without first signing in at the office and receiving a visitor's badge.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.

## **Collection of Children**

- Children should not be collected by people other than their parents unless written or verbal notification has been received in advance. Children must not be collected by any person under the age of 16 years old.
- If children are to go home alone written permission must be given by the parents and kept in the child's file. Children are not to go home alone before they are in Year 5.
- Children not collected on time; under 5's go to the CCFC and KS1/2 go to the school office. The CCFC will inform the school office of any uncollected children they have.
- If a child is not collected after a session, it is reasonable to wait approximately 15 minutes to half an hour for a parent or carer to arrive. If the parent or carer cannot be contacted, staff should contact the Leadership Team. Lateness must be recorded in the record book stored in the school office. In cases where children are not collected and no contact can be made with any of the emergency contacts, school will contact children's social care.

## **Supporting School Provision**

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE

curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

### **Use of Force, Restraint and Positive Handling**

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, authorised members of staff can restrain pupils in order to protect them and others. When considering the use of reasonable force towards children with SEND or medical conditions, the risks should be carefully considered. Individual behaviour plans and other forms of proactive behaviour support can reduce the need for reasonable force.

For more information, see our Restraint and Physical Intervention policy.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Head teacher immediately, in confidence. They, in turn, will contact the Local Authority Designated Officer (LADO).

### **Staff Conduct**

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers -

- Appropriate dress
- Being alone with the child / young person
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts & favouritism
- Behaviour management
- Intimate care
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc)
- Appropriate use of social networking sites

### **Child Protection Training**

Detailed records of all staff's child protection training will be kept and issue reminders when training updates are required. It is good practice to include a safeguarding and child protection agenda item in all staff meetings.

All paid and volunteer members of staff, including school governors, undertake single-agency, basic awareness child protection training once every three years.

In addition, the designated members of staff will undertake multi-agency training every two years.

### **Implementation, Dissemination & Review Strategies**

This policy is reviewed annually by the DSL and is approved by the board of Governors.

- All members of staff read and agree to the child protection policy before the start of their employment.
- Parents / Carers will read and agree to the policy at the point of admission. In the Children's Centre this will be completed on a home visit.
- It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.
- Copies of this policy and supporting materials, such as the London Child Protection Procedures (2017) and Safeguarding Children and Safer Recruitment in Education (2007) are easily accessible in the following areas on the secure area of the school website.
- An annual safeguarding report is produced for governors.

## **Part 5: Appendices**

1. Key Contacts in Child Protection
2. Staff acknowledgement example

## Appendix 1: Key Contacts in Child Protection

### Designated Safeguarding Leads

- Alex Allan (Lead): 07816 750054
- Hasina Khan (Deputy):
- Georgina Poullais / Pat Toon (Non term-time leads)

### CITY Children's Social Care

- Duty Social Care: 0207 332 3621 (out of hours this call will be routed to Hackney Social Care)
- Local Authority Designated Officer (LADO): Pat Dixon 0207 3321215
- Duty email inbox: [DCCSDutyF&YPT@cityoflondon.gov.uk](mailto:DCCSDutyF&YPT@cityoflondon.gov.uk)

**City and Hackney Safeguarding and Children's Board:** <http://www.chscb.org.uk/>

### Tower Hamlets Social Care

- Duty Desk: 0207 3645006

### Police

- Bishopsgate Police Station Tel: 101 (ask for Bishopsgate)
- Emergencies: 999

### Prevent (Community Safety Teams)

- 0207 332 3549 [prevent@cityoflondon.gov.uk](mailto:prevent@cityoflondon.gov.uk)

The **safeguarding lead governor** is Sally Moore. She can be contacted on [sally.moore@london.anglican.org](mailto:sally.moore@london.anglican.org)

The Chair of **Governors is Matt Piper**. Matt can be contacted via the Clerk, Maxine Zeltser on: [Maxine.Zeltser@learningtrust.co.uk](mailto:Maxine.Zeltser@learningtrust.co.uk)



***This is an example of the declaration signed by staff in relation to child protection and safeguarding.***

Declaration:

I have read and agree to abide by the Sir John Cass's Foundation Primary School Child Protection and Safeguarding Policy.

In addition I confirm that the following actions have been undertaken by (*company name*) for all staff assigned to the school,

- An enhanced DBS check (the headteacher to be informed of any convictions or cautions revealed);
- A Barred List check (*if required*);
- Childcare (Disqualification) Regulations 2009 declaration (if required);
- Staff have been informed of the policy and have agreed to abide by it;
- Staff will carry ID with them at all times;
- That safer recruitment practices, as outlined in this policy and the Keeping Children Safe in Education statutory guidance have been followed.

Signature:

Date: