



Through God We Achieve

OUR VISION AT ST. STEPHEN'S CE PRIMARY SCHOOL

To deliver outstanding education in a caring community, with God at its centre

'Turning your ear to wisdom and applying your heart to understanding'. Proverbs 2:2

OUR VALUES:

Joy - we provide a happy and stimulating environment, rooted in Christian values.

Excellence - we are a church school committed to the highest standards in everything we do.

Relationship – we work hand-in-hand with St Stephen's Church as well as our parents and carers.

Respect - we enable our children to deepen or realise their own faith and respect the freedom of others in their beliefs.

Nurture – our children are cared for spiritually, morally, intellectually, physically, socially and emotionally.

SAFEGUARDING AND CHILD PROTECTION POLICY

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated	SLT	September 2022	✓
Next Review	SLT	September 2023	
Approved	Board of Governors		

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1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people the Governors and all school staff and volunteers recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. The school aims to create a culture of vigilance and is committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

Safeguarding and promoting the welfare of children is defined in the **DfE's *Keeping Children Safe in Education* (September 2022)** as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. The school is mindful of the effects of living through the Covid-19 pandemic and that some children will have suffered harm during lockdown. As well as exposure to domestic abuse, online harms and radicalisation, children could have broader welfare and/or mental health concerns.

To this end, the Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of the Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse. The school's Governors are responsible for ensuring that mechanisms are in place to assist staff to understand and discharge their safeguarding responsibilities.

Under the Ofsted Education Inspection Framework 2019, inspectors visiting the school are required to report on whether or not arrangements for safeguarding children is effective.

2. AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse. All staff in the school community are responsible for safeguarding and promoting the welfare of children.
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff.

- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils, taking action in the best interests of the child to ensure the best outcomes.
- To support pupils' development in ways which will foster security, confidence and independence.
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages.
- To make appropriate links and reference to policies in related areas such as relationships education, sex education, health education, mental health and behaviour.

Legislative framework

- Department for Education Statutory Guidance *Keeping Children Safe in Education* (September 2022)
- Working Together to Safeguard Children (2018)
- London Child Protection Procedures (2015)
- Children Act (2004)
- The Human Rights Act (1998)
- The Equality Act (2010)
- The Public Sector Equality Duty (PSED)

3 GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

St Stephen's CE Primary School will ensure that the principles identified below are followed by all staff, Governors and volunteers.

- All children have a right to be kept safe and protected from abuse.
- Abuse will never be tolerated as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils
- Child abuse can occur in all cultures, religions and social classes.
- Staff must be sensitive to a family's cultural and social background.
- Children must have the opportunity to express their views and be heard. Consideration will be given, at all times, and to what is in the best interests of the child.
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount.
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern.
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child.
- The school is committed to preventative education in its policies and practice
- Early Help support will be sought as soon as a problem emerges.
- Information in the context of a child protection enquiry must be treated as confidential and only shared with those who need to know.

- All staff, Governors and volunteers must be aware of their responsibilities with regards to safeguarding through appropriate training which is regularly renewed, and other annual updates.
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding
- Staff recognise that some children may not feel ready or know how to talk about abuse, not recognise their experiences as harmful, or feel embarrassed, humiliated or threatened but that this should not stop staff from having a 'professional curiosity' and speaking to the DSL if they have concerns about a child
- Ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children in accordance with the guidance given in *Keeping Children Safe in Education* (September 2022).
- Ensure that we carry out the necessary checks on the suitability of people who serve on the School's governing body in accordance with guidance in *Keeping Children Safe in Education* (September 2022).
- Ensure that where staff from another organisation are working with our pupils on another site, we have received confirmation that appropriate child protection checks and procedures apply to those staff.
- Operate robust and sensible health and safety procedures.
- Identify children who may be vulnerable to radicalisation, and know what to do when they are identified in order to fulfil the Prevent Duty.
- Follow the local inter-agency procedures as advised by welfare services at the London Borough of Hammersmith and Fulham.
- In places, we use the term 'victim'. It is widely recognised and understood as a term and staff should be aware that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Staff should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.
- In places, we use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. However, we think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well.

4 CHILD PROTECTION PROCEDURES - SUMMARY

Every complaint or suspicion of abuse from within or outside the School will be taken seriously and, in line with published local [thresholds](#), will be referred to an external agency such as the children's social services department in the relevant local authority or the child protection unit of the police, without investigation within the School. In these cases, the following referral procedures apply:

- if the allegation is against a member of staff or a professional person connected to the School, the matter will be referred by the Head Teacher to the Local Authority Designated Officer (**LADO**) within one working day. Any doubts or concerns may be discussed informally with the LADO, initially on a 'no names' basis.

- if the allegation does not involve a member of staff or a professional person and the child has suffered harm or is at risk of harm, the matter will be referred by the Designated Person **to children's social services department where the child lives**. Advice and informal consultation over apparently borderline cases may be discussed with the **Hammersmith and Fulham Family Services Front Door** team in the first instance and initially on a 'no names' basis.

5 MANAGEMENT OF CHILD PROTECTION MATTERS

The Governing Body takes seriously its responsibility to uphold the aims of the School and its duty in promoting an environment in which children can feel secure and safe from harm. **The nominated Governor for safeguarding is Su Wijeratna**. She instigates a review of the school's safeguarding procedures on behalf of the Governing Body and reports to the Governing Body annually, making any recommendations for improvements. The nominated Governor also discusses safeguarding matters with the Designated Person at least termly and reports to the Governing Body at each meeting.

The Head Teacher is responsible for ensuring that the procedures outlined in this policy are followed on a day to day basis.

The School has appointed the Head Teacher to be responsible for matters relating to child protection and welfare. Parents are welcome to approach the Designated Person if they have concerns about the welfare of any child in the school, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's class teacher who will notify the Designated Person in accordance with procedures.

The main responsibilities of the designated person are:

- to ensure all staff are familiar with school and Local Authority procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff
- to ensure all staff receive regularly updated training in the above and are provided with updates, including staff who are temporary or start mid-year and to keep and maintain records of staff training on child protection and safer recruitment procedures
- to be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues
- to be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children (LAC) and ensure the child's social worker is informed if such children are subject of an exclusion from the school
- 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 Looked After Children (LAC). 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.

- to have a good understanding of harmful sexual behaviour, to know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment
- to ensure the school is represented at child protection case conferences and that written reports are provided as required
- to be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection
- to support and advise staff on child protection issues generally
- to ensure children are taught about safeguarding
- to be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- to disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors, learning mentors
- to maintain accurate and secure child protection records and send on to new schools (where relevant)
- to inform social services in writing when a child who is subject to a child protection plan moves to another school and to ensure the secure transfer of the child protection file to the pupil's new school (and that it is sent separately from the main pupil file)
- to notify the Disclosure and Barring Service if the school ceases to use the services of a member of staff (or a Governor or volunteer) because they are unsuitable to work with children
- to liaise with the local Channel Panel if a child is deemed to be at risk of radicalisation.

The Designated Person for the School site is **Michael Schumm** (Head Teacher) who may be contacted on 020 8743 4483

He will:

- advise and act upon all suspicion, belief and evidence of abuse reported to him
- liaise with social services and other agencies on behalf of the school

If the Designated Person is unavailable his duties will be carried out by one of the Deputy Designated members of staff who have received appropriate training. The Deputy Designated Persons are **Sally Bouwman** (Assistant Head Teachers) and **Declan Gane** (Year 6 Teacher) who may be contacted on 020 8743 4483.

The Designated Person and Deputy Designated Persons have undertaken Level 3 child protection training and training in inter-agency working and will attend refresher training on an annual basis.

6 TYPES OF ABUSE

The definition of 'child abuse' is wide in order to cover all forms of cruelty that children may endure in their lives. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults (including adults in positions of

authority) or another child or children. There are four types of child abuse which are commonly identified as:

- **physical abuse** is a form of abuse which 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** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. For example, it may involve telling a child that they are worthless, unloved or 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 developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.
- **sexual abuse** involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (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.
- **neglect** is the persistent failure to meet a child's basic and/or psychological needs, likely to result in the serious impairment of health or development. 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children Missing Education (CME)

The school monitors the attendance of all children regularly. Attendance and punctuality figures are reviewed and letters sent home to parents/carers on a termly basis.

Parents/carers of children with persistent, unauthorised attendance are called to a meeting with a member of the senior leadership team and are expected to work with the school in resolving problems together. Where such meetings do not result in adequate resolutions or in the case of a missing child, referrals to the local authority are made for intervention.

Parents should ensure that the school has at least two emergency contacts for their child. The school adheres to the local authority's guidance on attendance, child employment and entertainment, elective home education and children missing in education (ACE) <https://www.lbhf.gov.uk/children-and-young-people/education-support-services/ace/ace-reference-manual>

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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.

The school is to be mindful of the children at risk of **child criminal exploitation** that is a typical feature of county lines criminal activity. 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 signs of early involvement will be 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.

All staff must be aware of the indicators which may signal that children are at risk from, or are involved with **serious violent crime**. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from

opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

So-called 'honour-based' violence (including FGM and forced marriage)

So-called '**honour-based' violence** (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse and will be handled and escalated as such.

All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation (FGM)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Action on FGM If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL. The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmf@fco.gov.uk

- Refer the pupil to an education welfare officer or school counsellor, as appropriate

See Appendix 2 for further information

Upskirting

‘Upskirting’ is a criminal offence. This typically involves the taking of a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

We will follow safeguarding procedures to respond to disclosures about ‘upskirting’. Nationally, some 25% of all safeguarding referrals originate from schools. It is therefore essential that school staff are aware of the issues and the procedures to be followed when there are concerns about abuse or neglect.

Grooming:

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know – for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don’t understand that they have been groomed, or that what has happened is abuse.

Sexting / Sharing nudes and semi-nudes:

Sharing nudes and semi-nudes: how to respond to an incident (overview) - GOV.UK
(www.gov.uk)

It is an offence to possess, take, pass or make an indecent image of a child.

An incident should be referred to the DSL as soon as possible. The DSL should hold an initial review meeting with appropriate school staff. There should be subsequent interviews with the young people involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children’s social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms.

This may be unknown.

- Whether immediate action should be taken to delete or remove images from devices or online services
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and [deputy/deputies] will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

7 SIGNS OF ABUSE

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

- the pupil says they have been abused or asks a question which gives rise to that inference
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour. For example they may become aggressive, challenging, disruptive or withdrawn

- the pupil does not want to change clothes in front of others or participate in physical activities
- the pupil is having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- the pupil talks about being left home alone, with carers that appear to be inappropriate or with strangers
- the pupil is regularly missing from school or education
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- the pupil's development is delayed in terms of emotional progress
- the pupil suddenly loses or gains weight
- the pupil drinks alcohol regularly from an early age
- the pupil is concerned for younger siblings without explaining why
- the pupil talks about running away
- the pupil shies away from being touched or flinches at sudden movements
- the pupil demonstrates undue anxiety, over-reacts to problems and demonstrates an excessive fear of making mistakes
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed; and
- the pupil is reluctant to go home, or has been openly rejected by their parents or carers
- the child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- the child is at risk of modern slavery, trafficking or exploitation

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Staff will also find it useful to refer to the DfE's guidance *What to do if you're worried a child is being abused* (March 2015)

8. ONLINE SAFETY

We are committed as a school to ensuring our children are safe online. We monitor:

- online activity in school and follow up any concerns that may arise from home online activity by our children.
- We are committed to teaching children to be age-appropriately vigilant regarding the increasing risks while using technology; young people can be both victims and perpetrators of abuse
- We provide workshops for parents around online safety and raise issues with children in RHE lessons.
- We have an Online Safety policy and children and staff and children sign an acceptable use set of statements.
- We follow DfE guidance on Teaching Online Safety in School.
- Our Online Safety Policy is included in the Induction pack. Online safety is a key part of our RHE curriculum.
- Online safety has high profile in our newsletters over the school year, with links to useful resources and share websites with parents

9. PHOTOGRAPHY IN SCHOOL

Children may be at risk when individual pupils can be identified in photographs. For that reason the governing body of St Stephen's C.E. School make every effort to minimise risk. In the event of the inappropriate use of children's photographs, the Headteacher will inform the local Child Protection Officer and Social Services and / or the Police.

Personal mobile phones or cameras owned by members of staff are not to be used in the school or at school events or trips to take images or make any form of recording of children. School cameras or recorders/iPads only are to be used and images used only for school purposes: e.g. assessment, sharing with parents (including on school website with appropriate permissions), recording pupils' work. Visitors, including parents, are asked not to use mobile phones when visiting classrooms. Children's phones must be kept in the school office – children do not have access to phones during school day.

Filming Events: It is usual for parents to take photographs and videos of children at school events such as the annual Nativity Play, class assemblies and Sports Day. Any objections to this policy should be addressed to the Headteacher. Parents are requested not to upload photographs onto social media. If children or parents have any concerns about

inappropriate or intrusive photography, they should report them to the Headteacher who would report them in the same manner as any other child protection concern.

10 PREVENTING RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. 'Extremism' is defined in the Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Signs of radicalisation: There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Background factors may contribute to vulnerability which are often combined with background influences such as family, friends or online, and with particular needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme through the Designated Person with whom they should discuss their concerns.

Risk assessment: The school has assessed the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Working in partnership: The Designated Person will continue existing partnership arrangements and keep open lines of communication with the Local Safeguarding Children's Board.

Staff training: The Designated Person and Deputy Designated Persons have undertaken Prevent awareness training and are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff are made aware of the Prevent Duty through annual training.

IT: Suitable filtering is in place to keep pupils safe from terrorist and extremist material when accessing the internet in school.

Procedures: If a member of staff is concerned that a pupil may be exposed to radicalisation they should discuss it with the Designated Person who will follow the safeguarding procedures outlined in this policy and may also make a referral to the Channel programme. Borderline cases will be discussed with the Channel Panel on a no-names basis.

For further advice about extremism the DfE provide a dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: they can be contacted on 020

7340 7264 or counterextremism@education.gsi.gov.uk or contact 101 (non-emergency number for the police).

11 RESPONSIBILITIES OF SCHOOL STAFF, GOVERNORS AND VOLUNTEERS

All school staff, Governors and volunteers have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the pupils in their school. If staff have any concerns about a child's welfare they should act on them **immediately**. In doing so they should seek advice and support as necessary from the Designated Person and/or one of the Deputy Designated Persons who are most likely to have a complete safeguarding picture and to advise on safeguarding concerns.

Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour. The school's Relationships and Sex Education curriculum and policies and the Behaviour and Emotional Wellbeing policy reflect current government guidance and ensure a strong school message.

All school staff are expected to:

- be able to identify signs and symptoms of abuse
- be aware that children are at risk of harm inside and outside their home, at school and online
- report concerns (including concerns about other staff/professionals) to the Designated Person as soon as possible
- report a concern/allegation directly to the local authority designated officer if they believe there is a conflict of interest in reporting to the Headteacher
- be aware of the relevant local procedures and guidelines
- have read: Keeping Children Safe in Education (2022), the staff Code of Conduct, Safeguarding and Child Protection Policy and School Behaviour Policy
- teach a relationships and health curriculum that enriches and supports children's understanding of the world around them, gives them confidence to express their views and express feelings and ideas
- create safe spaces for children to speak out and share their concerns
- teach online safety in line with Teaching Online Safety in Schools (2019) guidance, adhering to the principle that 'Pupils should be just as clear about what is expected of them online as offline'
- monitor and report as required on the welfare, attendance and progress of all pupils, keep a sufficient record of any significant complaint, conversation or event and respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

Multi-agency working

Schools have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. New safeguarding partners and child death review partner arrangements are now in place. Locally, the **three safeguarding partners** (the local authority; a clinical commissioning group within the local authority; and the chief officer of police within the local authority area) will work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

12 PROCEDURES FOR RECEIVING A COMPLAINT OF ABUSE

Initial complaint: A member of staff suspecting or hearing a complaint of abuse;

- must **stay calm and sympathetic**. Listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- must not ask leading questions, that is, a question which suggests its own answer. Ask open questions that will encourage a secure and sympathetic environment for the child, such as "is there anything else you want to tell me?"
- must **reassure** the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to a member of staff who will ensure that the correct action is taken. Staff should not make promises that they can't keep such as 'everything will be alright' but clearly explain what they have to do next and who they will talk to.
- must keep a sufficient record of the conversation via the Child Protection Online Management System (CPOMS). The record will 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 should use names, not initials. The record will be kept securely and shared with the Designated Person as soon as possible and;
- must not take any further action unless specifically requested by the Designated Person.
- must only share information on a need-to-know basis and must not discuss the matter.

Preserving evidence: All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing and computers), must be safeguarded and preserved. Concerns and referrals are kept in a separate and designated file and securely stored.

Reporting: All suspicion or complaints of abuse must be reported to the Designated Person or Deputy Designated Person, or if the complaint involves the Designated Person, to the Chair of Governors.

If in exceptional circumstances you are not able to speak to the Designated Person, or one of the Deputy Designated Persons, you should speak to your manager. If there is risk

of immediate serious harm to a child and you are not able to follow this referral procedure, contact the Hammersmith and Fulham Family Services Front Door team or the social services department where the child lives (see section 23 for contact numbers). If there is an immediate emergency, dial 999 and report the matter to the police.

Members of staff must, as soon as reasonably practicable after making a report, complete the online Reporting Form via CPOMS (details of which can be found at Appendix 1) and directly inform the DSL or Deputy DSL.

Action by the Designated Person on receiving a notification of concern. The Designated person will, when taking action:

- Clarify the issues with the person raising the concern
- Refer any complaint involving a serious criminal offence to social services and the police immediately
- Consider the wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes
- Consider the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Person is concerned that disclosing information to parents would put a child at risk, she may take further advice from the relevant professionals before informing parents. A disclosure to children's services may be made without prior contact with a child's parents.
- Depending on the nature of the disclosure, advice will be sought from social services as to when to notify the complainant's parents.
- Consider duties of confidentiality, so far as applicable.

Types of referral

There are different types of referral procedures according to the nature of the disclosure made.

- Where a disclosure involves a third party, when deciding whether to make a referral the Designated Person will not draw their own conclusions over what appear to be borderline cases and if there is room for doubt as to whether a referral should be made, and depending on the nature of the case, the Designated Person will consult with either the LADO or the Hammersmith and Fulham Family Services Front Door team, without identifying the family.

- If the child is considered to be a concern and is not at risk of suffering immediate significant harm but requires additional support, the Designated Person will refer the child to children's social care for assessment. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency Early Help assessment and procedures will be put in place by children's services to arrange this. The school will coordinate with the local inter-agencies involved.
- As soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay (and in any event within 24 hours). If the initial referral is made by telephone, the Designated Person will confirm the referral in writing to social services **within 24 hours**. If no response or acknowledgment is received within three working days, the Designated Person will contact social services again.
- Where a disclosure relates to the mental health of a pupil and they are at risk from themselves rather than a third party, the Designated Person will seek parental consent and a referral may be made to CAMHS or private health care professionals.
- Where a child is deemed to be at risk of radicalisation, a referral will be made to the Channel programme.

Inter-agency working: The School will work with external agencies and in accordance with guidance outlined in *Working together to Safeguard Children* (March 2018). This will include contributing to inter-agency plans to provide additional support to children subject to child protection plans and allowing necessary access for children's social services.

The Local Authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome about the course of action it is taking.

13 Early Help

Some pupils may benefit from early help, and you are expected to try to identify such pupils where possible. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, if you consider that a pupil may benefit from early help you should discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Borough's referral thresholds. The DSL will liaise with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, this will be arranged by Children's Services who will allocate an Early Help worker to the child and may intervene using local processes including use of the 'Common Assessment Framework' (CAF) and 'Team around the Family' (TAF) approaches.

Any pupil may benefit from early help, but you should be particularly alert to the potential need for early help for a child who:

- is disabled, has specific additional needs or health conditions

- has special educational needs (whether or not they have a statutory education, health and care plan).
- was a young carer, or who has siblings who have taken on the primary carer role.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement or association with organised crime groups.
- is frequently missing.
- is misusing drugs or alcohol.
- is at risk of modern slavery, trafficking or exploitation.
- is from a family where circumstances are presenting challenges for the child, such as substance abuse, adult mental health problems, domestic abuse or a family member in prison.
- was previously in care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.

14 APPOINTMENT OF STAFF

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff taking account of the Department of Education Statutory Guidance *Keeping Children Safe in Education 2022* and will observe the following safeguards:

- Documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that the school's safeguarding and child protection policy must be adhered to rigorously.
- That checks will be made of any candidate before appointments are confirmed, with the possibility of an online search on shortlisted candidates
- That all references will be taken up and verified by telephoning referees
- That a reference will always be obtained from the last employer
- That at interview candidates will be asked to account for any gaps or confusions in their career/employment history
- That at least one member of an interview panel has received safer recruitment training
- That candidates will be made aware that all staff are subject to an enhanced DBS check
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary

15 ALLEGATIONS AGAINST STAFF

The School recognises that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.

The Governing Body further recognise that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing **a risk of harm to children**, then this should be referred to the headteacher. Where there are concerns/allegations about the headteacher, this should be referred to the chair of governors.

Where an allegation has been made against a member of staff, the School will consult with the LADO and, where appropriate, the police and social services to agree the information that should be disclosed and to whom.

Reporting low level concerns about adults working at the school

Concerns that do not meet the harm threshold are called **low level concerns**. Examples of these could be using inappropriate language with pupils, being over-friendly, showing favouritism, etc. Low level concerns should still be reported to the DSL or one of the Deputies in order to encourage an open and transparent culture; enabling the school to identify concerning, problematic or inappropriate behaviour early, to minimise the risk of abuse and to ensure that adults working at the school are clear about professional boundaries and how to act within those boundaries. Staff should be able to share low-level concerns confidentially. The headteacher will make decisions regarding all low level concerns, though they may wish to collaborate with the DSL on this.

Staff should also feel confident to self-refer a low level concern if they have found themselves in a situation which could be misinterpreted. All low level concern reports will be handled sensitively and proportionately with the primary aim to identify weaknesses within the school's safeguarding procedures and to support individuals to correct behaviour at an early stage.

All low level concerns reported to the DSL/DDSL will be recorded. The record will include details of the concern, the date of the concern, the context in which the concern arose and the action taken. The name of the individual sharing the concerns will also be noted (although if the reporter wishes to remain anonymous this will be respected as far as possible). All records will be kept confidential and stored securely in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Whistleblowing:

All staff are required to report to the Head Teacher (or if he is not available and the matter is urgent, a member of the Senior Leadership Team) any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. If the member of staff feels unable to raise their concern with the Head Teacher (or a member of SLT), they should contact the Chair of Governors. Where a member of staff feels unable to raise an issue with the Head Teacher or the Chair

of Governors or feels that their genuine concerns are not being addressed, they may contact the NSPCC whistleblowing advice line. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. Malicious allegations may be considered as a disciplinary offence.

16 ALLEGATIONS AGAINST PUPILS (child on child abuse)

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but is not limited to, bullying (including cyberbullying), up-skirting (typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm), gender based violence/sexual assault, sexual harassment and sharing of nudes and semi nudes. Staff should always be clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Child-on-child abuse can take place face-to-face, online, and sometimes simultaneously between the two.

PROCEDURES FOR DEALING WITH ALLEGATIONS OF CHILD ON CHILD ABUSE

All staff should be clear as to the school's policy and procedures with regards to child on child abuse. Where an allegation of abuse against one or more pupils has been made or where a member of staff, Governor or volunteer is concerned about child on child abuse, the child protection procedures set out in this policy should be followed and the Designated Person informed. The pupil(s) accused of abuse and the victims of abuse will both be treated as at risk and a referral will be made to children's social care in respect of either child if that child is suffering or is at risk from harm.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour will apply. The School will take advice from the Hammersmith and Fulham Contact and Assessment Service on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Hammersmith and Fulham Contact and Assessment Service, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

CREATING A SUPPORTIVE ENVIRONMENT IN SCHOOL AND MINIMISING THE RISK OF CHILD ON CHILD ABUSE

Support for those involved in child on child abuse (both parties) will be offered through the school counselling service, with regular monitoring by the designated person.

Advice will be sought from the educational psychologist as appropriate.

If children's social care have been involved then support may be provided through the Early Help or wider safeguarding team. Whole staff additional training will be considered as appropriate and in recognition of the area of need.

The school has a comprehensive Behaviour policy and Online Safety policy reflecting current practice which must be read and understood by all staff. Year 6 pupils are the only children allowed to bring a mobile phone to school but these are stored in the school office during school hours.

Any unacceptable phone communication by child to child outside of school hours should be notified to the DSL and follow up interview and discussion with each family is undertaken. Children are taught about acceptable and unacceptable behaviours including online safety as part of the personal, health social and emotional education provided at school, to raise understanding and awareness of risks and consequences of child on child abuse.

The school has a zero-tolerance approach to sexual violence and sexual harassment, and that even if there are no reports, that doesn't mean that this kind of abuse isn't happening. When considering instances of harmful sexual behaviour between children, the school will consider their ages and stages of development. The school recognises that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

A victim reporting any form of abuse or neglect should never be given the impression that they are creating a problem by doing so.

When supporting victims, staff will reassure them that the law on child on child abuse is there to support them, not criminalise them.

Staff will consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.

Staff will remain alert to the possible challenges of detecting signs that a child has experiences of sexual violence, and show sensitivity to their needs.

17 STAFF CONTACT WITH PUPILS

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the [DfE Guidance](#) regarding reasonable force.

18 STAFF TRAINING AND SUPPORT

The Governing Body recognise the importance of child protection training for Senior Designated Teachers and for all school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority.

The Governing Body expect the Head Teacher and Deputy Designated Persons to ensure that all school staff, including support and ancillary staff, receive appropriate training in safeguarding and child protection in accordance with advice provided by the Safeguarding Partnerships which replaces the Tri-borough LSCB. New staff are made aware of school policy, procedures and guidelines when they join the school and as part of the school induction procedures. In addition, all staff will receive safeguarding and child protection updates (via email, e-bulletins, staff meetings) as required, but at least annually.

The Head Teacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Senior Designated Person(s)

The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Head Teacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

19 CURRICULUM

The Governing Body believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the school's Relationships and Health Education RHE):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

20 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The Governing Body recognise that children with special educational needs are three times more likely to be abused than their peers and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Senior Designated Teacher(s) will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

Children with special educational needs and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

21 CONFIDENTIALITY AND INFORMATION SHARING

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. All staff must be aware of and adhere to the school's confidentiality policy.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

The School will cooperate with police and social services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 2004 and in accordance with the requirements of *Working Together to Safeguard Children* (2018). The Designated Person should consider whether it is appropriate to share any information with the new school in advance of a pupil leaving, in addition to the child protection file which will be transferred securely (and sent separately from the main pupil file) to a designated contact at the new school and confirmation of safe receipt obtained. The DSL will ensure this information is passed on as soon as the new school is confirmed. The DfE gives the example of information that would allow the new school to continue supporting a victim of abuse and have the appropriate support in place for the child's arrival.

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

22 RECORD KEEPING AND REPORTS

The Governing Body expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.

The Governing Body further expect school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.

23 MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

The Governing Body expects the Head Teacher and Deputy Designated Teacher to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff

24 COMMUNICATING POLICY TO PARENTS AND PUPILS

The Governing Body expect parents and pupils to be informed that the school has a child protection policy and is required to follow the Safeguarding Partnership Guidelines for reporting suspected abuse to the Family and Children's Services Department.

Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

25 MONITORING AND REVIEW

The Governors require the Head Teacher to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

The Governors will undertake an annual review of this policy and the School's safeguarding procedures.

26 CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This child protection policy should be read in conjunction with other relevant school policies such as Behaviour and Emotional Wellbeing policy, Anti-Bullying, SEND and Equalities policies.

27 KEY CONTACTS

Role	Name	Telephone	Email
Designated Person for child protection	Michael Schumm (Head Teacher)	020 8743 4483	head@ststephensce.lbhf.sch.uk
Deputy Designated Persons for child protection	Sally Bouwman (Assistant Head Teacher) Declan Gane (Y6 Teacher)	020 8743 4483	s.bouwman@ststephensce.lbhf.sch.uk d.gane@ststephensce.lbhf.sch.uk
Chair of Governors	Su Wijeratna	01753 370821	s.wijeratna@etoncollege.org.uk
Governor with responsibility for safeguarding	Su Wijeratna	01753 370821	s.wijeratna@etoncollege.org.uk

The telephone numbers of the Hammersmith and Fulham children and family care services are as follows:

Role	Name	Telephone	Email
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Safe Organisation Manager and Local Authority Designated Officer (LADO) (London Borough Hammersmith and Fulham)	Megan Brown	020 8753 5125 Or 07776 673020 (the duty Safeguarding Advisor can be reached on this number)	lado@lbhf.gov.uk or megan.brown@lbhf.gov.uk
Family Services Front Door Service		020 8753 6610	familyservices@lbhf.gov.uk
LBHF ACE team, 3 rd Floor, 145 King Street, London, W6 9XY.	Elizabeth Spearman (Head of ACE and Admissions) Kyra Parsons (Lead Advisor) Richie Adeyeye (Principal Admissions Officer)	020 8753 6231 020 8753 5431	Elizabeth.Spearman@lbhf.gov.uk Kyria.Parsons@lbhf.gov.uk Richie.Adeyeye@lbhf.gov.uk

Prevent/counter-extremism contacts

Prevent Education Officer Hammersmith & Fulham	Simone Torry	07554 222610	Simone.torry@lbhf.gov.uk
LBHF Channel Panel Referrals	Marilyn Assibe (Prevent Co-ordinator)	020 8753 5727	Marilyn.assibe@lbhf.gov.uk
Local Police Force	Hammersmith and Fulham	101 (non-emergency)	
National Anti-Terrorist Hotline		0800 789 321	
DfE dedicated non-emergency			counter.extremism@education.gov.uk

helpline			
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If the Designated Person or Deputy Designated Persons are not available and there is a risk of immediate serious harm to a child **anyone** can report abuse or discuss concerns in relation to children and young people. The Family Services Front Door team for the London Borough of Hammersmith and Fulham can be contacted on 020 8753 6610 or familyservices@lbhf.gov.uk.

Out of office hours the emergency duty team can be contacted on 020 8748 8588.

For children living in other local authorities see below for contact numbers.

In an immediate emergency dial 999 and report the matter to the police.

Other local authorities

Below are contact details for children's social services for authorities near to the School:

Local Authority	Working hours	Out of office hours
Ealing	020 8825 8000	020 8825 8000 <i>or</i> , 5000
Hounslow	020 8583 6600 (Child Protection)	0208 583 2222. (Child Protection)
Kensington and Chelsea	020 7361 3013	020 7373 2227

Other contact details:

The following telephone numbers may also be useful:

Organisation	Telephone
Childline	0800 1111
NSPCC - www.nspcc.org.uk	help@nspcc.org.uk 0800 028 0285 8am-8pm Monday-Friday
Ofsted's Whistleblower Hotline	0300 123 3155
Kidscape (Anti-bullying helpline for parents)	020 7823 5430

Complies with The Education (Independent School Standards) (England) Regulations 2014 and DfE guidance *Keeping Children Safe in Education (September 2022)* and *Working together to Safeguard Children* (March 2018)

Appendix 1 Reporting form

1. Introduction

- 1.1 The school uses the Child Protection Online Management System (CPOMS) to record all concerns regarding any children either through observation or direct disclosure, from a pupil or from another source. The CPOMS entry must be completed as soon as possible after the information is received even where this happens away from the School, for example on an educational visit.
- 1.2 The School's **Designated Person** for child protection is Michael Schumm (Head Teacher).
- 1.3 The **LADO for Hammersmith and Fulham** is Megan Brown who may be contacted on 020 8753 5125.
- 1.4 **If for any reason you are not able to speak to the Designated Person or the Deputy Designated Person, you should speak to your manager. If you are not able to follow this referral procedure and there is risk of immediate serious harm to a child you should contact Hammersmith and Fulham Family services Front Door team (020 8753 6610). If there is an immediate emergency, dial 999 and report the matter to the police.**

2. Data protection information notes

- 2.1 The School holds personal information about pupils in order to safeguard and promote their welfare, promote the objects and interests of the School, facilitate the efficient operation of the School and ensure compliance with all relevant legal obligations.
- 2.2 The content of this form, when completed, will contain personal information which is subject to the provisions of the Data Protection Act 1998. Pupils, and in certain circumstances their parents, have the right to request access to personal information about them held by the School, including the content of this form, although exemptions may apply depending on the circumstances. Legal advice should be sought before any information of this nature is disclosed to pupils or parents.
- 2.3 The School will keep this record confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. For example, where, in the professional opinion of the Designated Person, it is deemed necessary we may share this information with the social services or the police for the purpose of child protection investigations.

Remember:

- ask "open" questions and not leading questions, that is, a question which suggests its own answer
- listen carefully and keep an open mind
- do not take a decision as to whether or not the alleged abuse or neglect has taken place.

Appendix 2 Further information on the types and signs of abuse

The information given here has been taken from the NSPCC Child Protection factsheet. The guidance notes are not meant to be exhaustive and staff should not jump to conclusions because of the presence of just one of the factors below. Every case is different.

Physical abuse	
The physical signs of abuse may include: <ul style="list-style-type: none">• unexplained bruising, marks or injuries on any part of the body or injuries which the child can't explain• multiple bruises - often on the upper arm or outside the thigh• cigarette burns• human bite marks• broken bones• scalds especially those with upward splash marks suggesting that hot water has been thrown over the child• multiple burns with a clearly demarcated edge	Changes in behaviour that can also indicate physical abuse may include: <ul style="list-style-type: none">• fear of parents being contacted for an explanation• aggressive behaviour or severe temper outbursts• flinching when approached or touched• reluctance to get changed, even, for example, in hot weather or for sporting events• withdrawn behaviour• running away from home
Emotional abuse	
	Changes in behaviour that can indicate emotional abuse may include: <ul style="list-style-type: none">• neurotic behaviour e.g. sulking, rocking• being unable to play• fear of making mistakes• sudden speech disorders• self-harm• fear of parent being approached regarding behaviour

	<ul style="list-style-type: none"> • developmental delay in terms of emotional progress • extremist views
Sexual abuse	
The physical signs of sexual abuse may include: <ul style="list-style-type: none"> • pain or itching in the genital area • bruising or bleeding near genital area • sexually transmitted disease • vaginal discharge or infection • stomach pains • discomfort when walking or sitting down • pregnancy 	Changes in behaviour that can also indicate sexual abuse may include: <ul style="list-style-type: none"> • sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn • fear of being left with a specific person or group of people • having nightmares • running away from home • sexual knowledge which is beyond their age or developmental level • sexual drawings or language • bedwetting • eating problems such as overeating or anorexia • self- harm • saying they have secrets which can't be told to anyone • substance misuse • not being allowed to have friends (particularly in adolescence) • acting in a sexually explicit way towards adults
Neglect	
The physical signs of neglect may include: <ul style="list-style-type: none"> • constant hunger, sometimes stealing food from others • constantly dirty or 'smelly' • loss of weight, or being constantly underweight • inappropriate clothing for the weather conditions 	Changes in behaviour that can also indicate neglect may include: <ul style="list-style-type: none"> • complaining of being tired all the time • not requesting medical assistance and/or failing to attend appointments • having few friends • mentioning being left alone or unsupervised
Child sexual exploitation (CSE)	

The physical signs of CSE may include:

- sexually transmitted infections or pregnancy

Changes in behaviour that can also indicate neglect may include:

- unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- changes in emotional well-being
- misuse of drugs and alcohol
- missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part in education.

FGM**The physical signs of FGM may include:**

- difficulty walking, sitting or standing
- severe pain
- bleeding
- shock
- inability to urinate
- infections such as tetanus, HIV and hepatitis A or B

Changes in behaviour that can also indicate FGM may include:

- spending longer than normal in the bathroom
- unusual behavior after an absence from school
- particularly reluctant to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear

Grooming**The physical signs of grooming may include:**

- *see sexual abuse*

Changes in behaviour that can also indicate grooming may include:

- wanting to spend more and more time online
- being secretive about who they are talking to online and what sites they visit
- possessing items (such as electronic devices or phones) that parents have not provided
- being emotionally volatile
- having older boyfriends or girlfriends
- going to unusual places to meet friends

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| | <ul style="list-style-type: none">• having access to drugs and alcohol |
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Further guidance and practical support on specific safeguarding issues are available on the NSPCC website www.nspcc.org.uk. Guidance and advice is also available in the DfE's *What to do if you're worried a child is being abused* (March 2015)

Information on domestic abuse can be found on the following sites NSPCC, Refuge and Safe lives.

The following resources support schools with online safety: Teaching Online Safety in Schools (June 2019), Education for a Connected World Framework from the UK Council for Child Internet Safety (UKCISS), Be Internet Legends by Parent Zone and Google.

The department has published advice and guidance on Preventing and Tackling Bullying and Mental Health and Behaviour in Schools.

Broad government guidance on the following is also available via the GOV.UK website (see *Keeping Children Safe in Education*, September 2022).

- Child Criminal Exploitation (CCE)
- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- County Lines
- Bullying including cyberbullying- see Preventing and Tackling Bullying
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Honour based abuse
- Mental health- e.g. Mental Health and Behaviour in School
- Missing children and adults strategy
- Upskirting
- Private fostering
- Preventing radicalisation
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)
- Sexual violence and sexual harassment between children (DfE, May 2018)

- Relationship abuse
- Trafficking