

# Child Protection and Safeguarding Policy – Safer Recruitment

Reviewed and updated 1st September 2018

Designated Safeguarding Lead: Veronique Ferreira – Alternative person: Jill Bainton

## INTRODUCTION AND RATIONALE FOR POLICY

In line with the Governments vision for all services for children and young people L'Ecole Bilingue management and all school staff 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. This school is therefore 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.

To this end, the school and its 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 Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

## 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;
- 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;
- 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 discipline and bullying.

### Duty of Care

- ◆ Ensure that the proprietors take responsibility for overseeing the Child Protection Policies and Procedures and that they are reviewed annually.
- ◆ Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- ◆ Ensure every member of staff (including temporary and supply staff and volunteers) and Head Office knows the name of the designated senior person responsible for child protection and their role.
- ◆ Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.

- ◆ Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- ◆ Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- ◆ Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- ◆ Keep written records of concerns about children, even where there is no need to refer the matter immediately. (See appendix 2 for pastoral concern sheet)
- ◆ Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- ◆ Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- ◆ Ensure safe recruitment practices are always followed.

## **Duty of Staff**

It will be made clear to staff applying for posts within the School that the position is exempt from provisions of the Rehabilitation of Offenders Act 1974.

Staff will be made aware of the 'Working Together to safeguard Children, 'Statutory Guidance for Schools and Colleges' September 2018 and Keeping Children Safe in Education September 2018.

All staff (teaching and non-teaching) seeks to adopt an open and accepting attitude towards pupils as part of their responsibility for pastoral care. The staff hope that parents and pupils feel free to talk about any concerns and see school as a safe place. Pupils' worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

Staff who observe injuries which appear to be non-accidental, or who are told anything significant by a pupil, must report their concerns to Veronique Ferreira who is the Child Protection Co-ordinators (CPC). She has attended a course and received Level 3 training on Child Protection which included training in child protection matters. Training is updated regularly for the Child Protection Co-ordinator every other year.

If staff have any concerns, these should be acted upon immediately: early information sharing being vital in keeping children safe. Similarly, in exceptional circumstances, staff should consider speaking to a member of the senior leadership team and/or speak to Children's Social Care to discuss safeguarding concerns where the DSL or their deputy is not available. Staff may also be required to be the lead professional following an Early Help referral.

## **The NSPCC defines child abuse as:**

"Child abuse is the term used when an adult harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long-term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.

"A child may be experiencing abuse if he or she is:

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations, or without medical attention
- Constantly put down, insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured
- Displays sexual behaviour which doesn't seem appropriate for their age

- Growing up in a home where there is domestic violence
- Living with parents or carers involved in serious drug or alcohol abuse

"Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you".

"Abuse is always wrong and it is never the young person's fault".

## Symptoms

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries;
- children who are dirty, smelly, poorly clothed or who appear underfed;
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums;
- an air of 'detachment' or 'don't care' attitude;
- overly compliant behaviour;
- a 'watchful attitude';
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play;
- a child who is reluctant to go home, or is kept away from school for no apparent reason;
- does not trust adults, particularly those who are close;
- 'tummy pains' with no medical reason;
- eating problems, including over-eating, loss of appetite;
- disturbed sleep, nightmares, bed wetting;
- running away from home, suicide attempts;
- self-inflicted wounds;
- reverting to younger behaviour;
- depression, withdrawal;
- relationships between child and adults which are secretive and exclude others;
- pregnancy

## Definitions and Symptoms of Abuse

The Children Act 1989 introduced the concept of "Significant Harm" as the threshold that justifies compulsory intervention in family life in the interests of children.

There are no absolute criteria to rely on when judging what constitutes significant harm. Overall, it can be described as the detrimental outcome of various forms of child maltreatment to the child's well-being.

**Harm** means ill-treatment or the impairment of health or development.

**Development** means physical, intellectual, emotional, social or behavioural development.

**Ill-treatment** includes sexual abuse and forms of ill-treatment which are not physical.

**Health** includes physical or mental health.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, the child's health or development shall be compared with that which could reasonably be expected of a similar child.

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse. These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken

immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

## Physical Injury

Symptoms:

- ◆ **bruises and abrasions** - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- ◆ **slap marks** — these may be visible on cheeks or buttocks.
- ◆ **twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- ◆ **bruising on both sides of the ear** — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- ◆ **grip marks on arms or trunk** - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- ◆ **black eyes** – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. NB. A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- ◆ damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- ◆ **bite marks**
- ◆ **fractures**
- ◆ **poisoning or other misuse of drugs** – e.g. overuse of sedatives.
- ◆ **burns and/or scalds** – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

## Neglect

Symptoms:

- ◆ **Dirty**
- ◆ **Lack of appropriate clothing**
- ◆ **Smells of urine**
- ◆ **Unkempt hair**
- ◆ **No parental interest** (a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child' from thriving.)
- ◆ **Underweight** — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- ◆ **Body sores**

- ◆ **Not wanting to communicate**
- ◆ **Behaviour problems**
- ◆ **Attention seeking**
- ◆ **Lack of respect**
- ◆ **Often in trouble – police**
- ◆ **Bullying**
- ◆ **Use of bad language**
- ◆ **Always out at all hours**
- ◆ **Stealing**
- ◆ **Lack of confidence – low self-esteem**
- ◆ **Jealousy**

## **Sexual Abuse**

Symptoms:

- ◆ **a detailed sexual knowledge inappropriate to the age of the child.**
- ◆ **behaviour that is excessively affectionate or sexual** towards other children **or** adults.
- ◆ **attempts to inform by making a disclosure about the sexual abuse** often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- ◆ **a fear of medical examinations.**
- ◆ **a fear of being alone** — this applies to friends/family/neighbours/baby-sitters, etc
- ◆ **a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.**
- ◆ **excessive masturbation** is especially worrying when it takes place in public.
- ◆ **promiscuity**
- ◆ **sexual approaches or assaults** - on other children or adults.
- ◆ **urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- ◆ **bruising** to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- ◆ **discomfort or pain** particularly in the genital or anal areas.
- ◆ **drawing of pornographic or sexually explicit images.**
- ◆ **withdrawn**
- ◆ **rejecting physical contact or demanding attention**

## **Emotional Abuse**

Symptoms:

- ◆ **Crying**
- ◆ **Rocking**
- ◆ **Withdrawn**
- ◆ **Not wanting to socialise**
- ◆ **Cringing**
- ◆ **Picking up points through conversation with children**
- ◆ **Bad behaviour**
- ◆ **Aggression**
- ◆ **Behaviour changes**
- ◆ **Bribery by parent**
- ◆ **Self-infliction**
- ◆ **Lack of confidence**
- ◆ **Attention seeking**
- ◆ **Isolation from peers – unable to communicate**
- ◆ **Clingy**

- ◆ **Afraid of authoritative figures**
- ◆ **Treating others as they have been treated**

## **Child Sexual Exploitation and Female Genital Mutilation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. For information on warning signs that FGM may be about to take place, or may have already taken place, please refer to the Multi-Agency Practice Guidelines which can be found in the Policy drive on the school intranet in the Safeguarding file which can be found in Pupils Welfare, Health and Safety folder. Staff should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

## **Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers<sup>11</sup>, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. The Mandatory reporting duty commenced in October 2015. Once introduced, 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.

## **Preventing Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism<sup>12</sup>. 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. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific 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. School 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.

### **Specific safeguarding issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Member of staff can access broad government guidance on the issues listed below via the GOV.UK website:

- ◆ child missing from education
- ◆ child missing from home or care
- ◆ child sexual exploitation (CSE)
- ◆ county lines
- ◆ bullying including cyberbullying
- ◆ domestic violence
- ◆ 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)
- ◆ honour based violence
- ◆ mental health
- ◆ private fostering
- ◆ preventing radicalisation
- ◆ sexting
- ◆ relationship abuse
- ◆ trafficking

**Peer on Peer Abuse:** 'Working Together to safeguard Children, 'Statutory Guidance for Schools and Colleges' September 2018 and Keeping Children Safe in Education September 2018 provide further detail on what constitutes peer on peer abuse with recognition of its gendered nature. Pupils with SEND are more prone to peer group isolation and schools should put in place extra pastoral support to address this. The information to include about peer-on-peer abuse in child protection policies has also been expanded with a new Part Five on 'Child on Child Sexual Violence and Sexual Harassment'.

### **Context and Definition**

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and

- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead, have to make their own judgements about each specific case and should use this policy guidance to help.

### Abuse and harmful behaviour

It is necessary to consider

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individual
- what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’.

Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must

### Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

- Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.



- Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead

The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges 2018

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

- Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

- Online Bullying / Cyber bullying

Online Bullying / Cyberbullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone’s online identity

- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual Conversations
  - Sexting

The term ‘sexting’ relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often ‘shared’ via social networking sites and instant messaging services.

Although the use of mobile phone is not authorised at l’écôle bilingue, this must always be referred immediately to the Designated Safeguarding Lead

## **GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN**

The school will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- 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
- 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 should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

## **IDENTIFYING ABUSE**

Due to their daily contact with children, teachers and other staff at l’Ecole Bilingue are in a good position to identify external signs of abuse.

All members of staff should be particularly vigilant to any sign of abuse:

- Physical and apparent abuse such as bruises, laceration, burns and physical neglect.
- Emotional abuse which may exhibit excessive dependence.
- Sexual abuse which can be seen in physical signs or behavioural changes.

Where any member of staff sees any of the signs outlined above, they should tactfully question the child and confer immediately with the headteacher of l’Ecole Bilingue who holds ultimate responsibility for child protection.

Staff should not ask leading questions which may later be interpreted as putting ideas into the child's mind. The teacher's chief task is to listen to the child without interruption and to make formal record of the discussion. It must be made clear to the child that confidentiality cannot be promised to a pupil giving evidence. Minutes of the interviewed must be clear and available.

The document: "*What To Do if you're worried a child is being abused: A flow chart for referral*", DH et al, is displayed on the teachers information board for reference. The title '*31815/What to do if you're worried a child is being abused*' is also available at school for reference.

## **REFERRAL AND ROLE OF DESIGNATED SAFEGUARDING LEAD (DSL)**

The headteacher of l'Ecole Bilingue has responsibility for liaising with the local social services department. The headteacher has to have inter-agency children protection training every 2 years.

All staff at the school are made aware of child protection procedures at the beginning of the academic year and are trained every three years.

In all cases where abuse is suspected, teachers and members of staff should report the information to the headteacher who will discuss them with the investigating agencies.

Link with agencies and support services:

Principal agencies involved in investigating and dealing with child protection are:

- Westminster services departments.
- Westminster Police.
- NSPCC
- Health Professionals
- Education psychologists
- And other local authority services

## **RESPONSIBILITIES OF SCHOOL STAFF**

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Senior Designated Teacher(s) and other senior staff members.
- b) 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.
- c) All school staff are expected to:
  - Be able to identify signs and symptoms of abuse
  - Report concerns (including concerns about other staff/professionals) to the Designated Senior Teacher or other senior staff members as appropriate
  - Be aware of the relevant local procedures and guidelines
  - Monitor and report as required on the welfare, attendance and progress of all pupils
  - Keep clear, dated, factual and confidential records of child protection concerns.
  - 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).
  - Staff and the DSLs must take a holistic view to ensure wider environmental factors are considered that may be a threat to safety and welfare of children

## **Disclosure and Action following a Disclosure (child)**

Where a child discloses concerns or makes an allegation no judgement should be made. Enquiries initiated by the staff member merely listening and seeking clarification is required before consulting with the designated CPC. Confidentiality should not be promised to anyone. A record should be kept of the conversation. Where there is a suspicion that a child is suffering or likely to suffer significant harm, the concern should be referred without delay to the Head/CPC who will investigate.

Where the child requires urgent medical treatment an ambulance should be called to take him/her to hospital and concerns raised with the CPC.

### **Action for the DSL**

Following a disclosure, the Designated Safeguarding Lead will then speak to the parent/s in the case of evidence of physical abuse to seek an explanation, but only if there is no risk to the child of further harm resulting out of this action.

In the event of disclosure of suspected sexual abuse, an immediate referral to the local Social Services authority will be made by the DSL.

In all other cases of suspected abuse the DSL will enter into preliminary discussion with the parents to ascertain any possible explanation. These discussions are exploratory, and the DSL should be careful not to prejudice the outcome of any potential multi-agency investigation.

Where, following preliminary enquiries by the DSL, a prima facie case of abuse is apparent, or where there are contra-indications to preliminary enquiries, a referral should be made under local multi-agency arrangements. The referral should be made by fax faxed either at the time of the initial disclosure or within 48 hours of the incident to the local Social Services department office

The person making the referral should provide the following information if available:

- ◆ Details about their own location, status and relationship with the child.
- ◆ Whether the child is currently safe and any deadlines approaching (e.g. child about to be" collected by parent; alleged abuser returning imminently to household)
- ◆ When the child was last seen and the current location of the child.
- ◆ The child's name, date of birth, sex, disability, or any known health care issues, ethnic origin, religion, language spoken.
- ◆ Any other names the child or family members have been known by.
- ◆ The address of the child and parents, and any known previous addresses.
- ◆ The family and household structure and details of any other significant people in the child's life.
- ◆ Details of the concern (if an incident, the time, place, persons involved)
- ◆ Information regarding parental knowledge or, and if appropriate, agreement to the referral.

**Information Sharing:** ‘Working Together to safeguard Children, ‘Statutory Guidance for Schools and Colleges’ September 2018 and Keeping Children Safe in Education September 2018 includes a new requirement that where children leave the school the receiving school should now ensure their DSL and SENCOs are aware of the requirements set out in KCSIE about transferring a child protection file to a new school. The DSL of the transferring school should also consider if it would be appropriate to share information with a new school in advance of a pupil leaving i.e. to help support victims of abuse when moving to a different establishment.

## **HANDLING INFORMATION**

Confidentiality is a key element in child protection issues and is addressed during staff meetings. Information is shared between staff and appropriate protection agencies. Records include noting the date, event and action taken in cases of suspected child abuse.

## **CHILD PROTECTION REGISTER**

L'Ecole Bilingue will monitor pupils whose names are on the child protection register. When a pupil on the child protection register is absent or show signs which suggest deterioration in his/her home circumstances, the education welfare officer or the child's key worker should be alerted.

## **CONTRIBUTION OF THE CURRICULUM**

Personal, Social and Emotional Development is part of l'Ecole Bilingue's curriculum (half way between the French and the English curricula) in Nursery and in Primary school. This is particularly true for PSHE.

## **STAFF**

### **APPOINTMENT OF STAFF**

L'Ecole Bilingue ensures that recruitment procedures include a check of the possible criminal background of people who will have unsupervised access to children.

All staff are checked against list 99 and by the Disclosure and Barring Service.

Should a member of Staff come from abroad (i.e. France), he/she might not have all relevant documentation for a DBS check. The school will ask if a "national DBS" is available. A list 99 is carried out until all documentation is available (the delay for this may be 6 months).

A check of any prohibition will be carried out using the Employer Access Online Service

A member of staff whose services are no longer used because they are considered unsuitable to work with pupils will be reported to the safeguarding authorities within a month of leaving the school.

All references will be taken up and verified by telephoning referees.

A reference will always be obtained from the last employer.

### **ALLEGATION AGAINST A MEMBER OF STAFF, including the headteacher.**

The school is responsible for making itself aware of any allegations made against a member of staff and should adopt the following procedure for dealing with them.

Children who report they have been abused by a member of staff must be heard.

On no account should alternative explanations for their concerns be suggested to the children.

A written and dated record should be made of the allegations as soon as practicable.

Teachers should take any further steps as may be necessary to ensure child protection under the local procedures agreed by the LSCB (Local Safeguarding Children Board).

Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the headteacher unless the headteacher is the person against whom the allegation is made.

When an allegation is made against a teacher, the headteacher should decide if there is sufficient substance in the allegation to warrant an investigation. The headteacher will have previously established contact with the appropriate officer at the local education authority and social services department.

In case of ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’ or a ‘conviction, at any time, for a relevant offence’, the school will consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed for misconduct

Procedure will then follow the “Teachers facing an allegation of physical/sexual abuse” guidelines on practice and procedure. Annex to the “Protecting Children from Abuse”, 10/95 circular. Also see Dealing with allegations against staff information.

The School is required to report promptly to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children

## **STAFF TRAINING AND SUPPORT**

a. The proprietors recognise the importance of child protection training for Senior Designated Teachers and for all other school staff who have contact with children. The Headteacher will have specific training in their role, available from the Local Authority.

b. The Head Teacher and Head of Administration to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice .

c. 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 Teacher (s)

d. The Head Teacher recognises her 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 .

e. Staff induction: In addition to the child protection policy, staff behaviour policy and the identity and role of the designated safeguarding lead (‘DSL’) and any deputies, staff induction will include the school’s pupil behaviour policy and safeguarding response to children who go missing from education.

## **CURRICULUM**

The proprietors 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 PSHCE and citizenship curriculum):

- 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.

## **PASTORAL CARE**

It is practices fully integrated throughout the teaching and learning and structural organisation of the school to effectively meet the personal, social (wellbeing) and academic needs of pupils: promoting children's safety and wellbeing, monitoring attendance and punctuality in school, as well as first aid requirements.

Children in school are made aware they can come and talk to any adult independently to discuss issues they may be experiencing.

Pastoral aims:

- Providing personal support appropriate for the needs of each individual child
- Encouraging pupils to be self-confident and considerate of the needs of others
- Working in partnership with families to unravel any difficulties and working together in the best interest of the child
- Building strong or strengthening lasting relationships with outside agencies
- Identifying children who need additional support before negative situations may occur

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / EXTRA PASTORAL CARE**

The proprietors recognise that children with special educational needs and disability (SEND) can face additional safeguarding challenges.

Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the DSL and the special educational needs co-ordinator (SENCO) will work with teachers to identify pupils with communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

Whenever necessary, at specific times, a member of staff designated as "Assistante de Vie Scolaire" (AVS) might intervene to assist staff and the SEND child (transitions, support in class, one to one sessions...).

The AVS will work collaboratively with teachers, SENCO and parents to best respond to the needs of the child.

## **PHYSICAL CONTACT WITH PUPILS (guidance on how to avoid harming pupils or putting themselves at risk of allegations)**

It is unnecessary and unrealistic to suggest that teachers should touch pupils only in case of emergencies. Particularly with younger pupils, touching them is inevitable and can give welcome reassurance to the child. It is however important for teachers to be sensitive to a child's reaction to physical contact and to act appropriately. Staff must make sure when engaging contact with child (unless immediate danger for the child) that witnesses are available.

In extreme cases, a teacher might physically have to restrain a pupil to prevent him or her causing injury to him or herself, to others or to property.

In such instances no more than the minimum necessary force should be used and the teacher should try to avoid causing injury to the pupil.

**Use of Reasonable Force:** A new section has been inserted and in “Keeping Children Safe in Education September 2018” which broadly reflects the DfE guidance on use of reasonable force but with a focus on the use of reasonable force to safeguard children. Further guidance has been provided on the use of reasonable force with vulnerable pupils, such as those with SEND or medical conditions and the need for positive and proactive behaviour support.

## **RECORD KEEPING AND REPORTS**

a. The school management 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.

b. The school management further expects school staff to assist the Westminster Safeguarding and Child officer by providing information to contribute to child protection enquiries and for child protection case conferences as required.

## **EARLY HELP PROCEDURE**

Keeping Children Safe in Education and Working Together to Safeguard Children (2015) set out a clear expectation that local agencies and schools will work together and collaborate to identify those children with additional needs and provide support as soon as a problem emerges. Providing early help is far more effective in promoting the welfare of children – and keeping them safe – than reacting later, when any problems, for example neglect, may have become more entrenched. The importance of using a child-centred approach in following the child’s journey is also emphasised. To achieve this, members of staff involved in the Early Help process must have a clear understanding of the needs and the views of the individual child in their family and community context.

Our school is committed to ensuring everything possible is done to prevent the unnecessary escalation of issues or

problems. Children, young people and their families will be offered help when needs and/or concerns are first identified and, as a consequence of the early help offered, children’s circumstances will improve and, in some cases, the need for more intrusive and intensive services are lessened or avoided.

The guiding principles of Early Help are:

- high quality early identification and intervention for all children who need it, as well as effective integrated

support for children with the most complex needs;

- preventative approach: we aim to work with families to enable them to build resilience and improve their capacity to help themselves should problems arise in the future;
- ‘early intervention may occur at any point in a child’s’ life;
- children, young people and their families are listened to, practice is focused on their needs which is

captured in the Early Help Assessment:

- the journey of the child is captured through their wishes and feelings;
- to achieve better outcomes for children, young people and families, we see early intervention and prevention as a shared responsibility, where agencies work together, jointly ‘holding the baton’ for children and families;
- safeguarding is everyone’s responsibility and the welfare of the child/young person is paramount.

Staged intervention is an inclusive approach, involving parents/carers, children and young people, our school, relevant professionals and support services, which allows our school and practitioners to make informed and proportionate responses to need. There are four stages: Universal, Vulnerable, Complex and



Acute. Each stage provides a solution focussed approach to meeting needs at the earliest opportunity, with the most appropriate and least intrusive level of intervention. It is an incremental evidence based approach – all relevant approaches at the lower stages have been tried before involving services that provide a more intensive approach. This may also be known as a ‘graduated response’ to early help.

Our school will most likely provide support to children and their families at Stage One (Universal) and Stage Two (Vulnerable) of the staged intervention approach. This means that we will work with children and families at the earliest possible point to help them by listening to their needs and developing a support plan which takes into account any access that may be required to additional resources, expertise or to consider any adjustments that can be made in school. We will also support children and families who may need further support through the use of the “Early Help Assessment” and the organization of a “Team Around the Family”, a team which consists of members of staff from the school, parent/carer(s), the child or children (if it’s appropriate) and other professionals from services who may be able to support the family. The diagram on the next page helps explain this process a bit further.

Member of staff can seek help from our Locality Early Help Advisor (details below). They can provide information, advice and guidance on all aspects of early help from the first point at which additional need is identified to ‘stepping up’ into support for complex needs.

This support can be accessed by members of staff at any point of the Early Help process and could include:

- advice, face to face, on the telephone or by email;
- guidance about the early help pathway/staged intervention;
- support to identify universal and community services;
- attend Team Around the Family meetings to provide support and challenge where necessary;
- case consultation sessions;
- information and identification about early help learning and development for individuals or staff teams.

Our school will always seek to discuss our concerns with the child’s family (and if appropriate, directly with the young person) to let them know what is going on and how we are trying to help. We will need consent to share information to access support. We recognize that families may also be able to explain, assist or resolve the issues themselves.

## **MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL’S POLICY.**

The proprietors will review the effectiveness of the school’s child protection policy and on associated issues in the school over the preceding year.

## **SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR SCHOOLS**

- **Bi- Borough contact details for consultation and referrals concerning safeguarding and child protection:**

Westminster – 020 7641 7668	Kensington and Chelsea – 020 7361 3013
Out of hours – 020 7641 6000	Out of hours - 020 7361 3013

- **Allegations against staff – Contact details for Local Authority Designated Officer (LADO) for referral and management of allegations against staff:**

Westminster – Kembra Healy (Tel: 020 7641 7668, Email: lado@westminster.gov.uk)

- **DSL / Responsible for safeguarding children within LEB setting:**

Véronique Ferreira (Tel: 020 7224 8427, Email: direction@lecolebilingue.com)

## OTHER ISSUES

- L'Ecole Bilingue helps parents understand their role in the welfare of all pupils and makes them aware of the school's child protection policy.
- Bullying: Bullying issues are addressed in L'Ecole Bilingue's "Anti-bullying policy"
- Special Education Needs (SEN):  
Extra care should be taken to correctly interpret apparent signs of abuse and neglect. The headteacher should work with SEN co-ordinators to discuss these matters.
- The school must also be aware of, in addition to child sexual exploitation (CSE) and FGM the following:
  - bullying including cyberbullying
  - children missing education
  - county lines
  - domestic violence
  - drugs
  - fabricated or induced illness
  - faith abuse
  - forced marriage
  - gangs and youth violence
  - gender-based violence/violence against women and girls (VAWG)
  - honour based violence
  - mental health
  - private fostering
  - radicalisation
  - sexting
  - teenage relationship abuse
  - trafficking.

Ref.: « *The School Staffing (England) (Amendment) (No.2) Regulations 2006* », 2006 No. 3197  
« *Sections 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Circular 10/98* »  
"Children Act 1999"  
"Education Act 2002" and Education Act 2005"  
"Working Together to Safeguard Children" HM Government March 2017  
"Preventing and tackling bullying" DfE 2017  
Working Together to Safeguard Children 2013  
London Child Protection Procedures 2013  
United Nations Convention on the Rights of the Child  
"What to do if you're worried a child is being abused", HM Government 2006  
Keeping children safe in education, DfE, April 2014  
Working together to safeguard children- "A guide to inter-agency working to safeguard and promote the welfare of children" HM Government, March 2015  
Working together to safeguard children – "Statutory guidance for schools and colleges", HM Government, March 2015  
Keeping children safe in education – "Statutory guidance for schools and colleges". HM Government, May 2016  
Sexual violence and sexual harassment between children in schools and colleges – "Advice for governing bodies, proprietors - headteachers, principals, senior leadership teams and designated safeguarding leads" - HM Government, December 2017  
Working Together to Safeguard Children - HM Government, A guide to inter-agency working to safeguard and promote the welfare of children, HM Government, July 2018  
Keeping children safe in education – "Statutory guidance for schools and colleges". HM Government, September 2018  
Preventing and tackling bullying – "Advice for headteachers, staff and governing bodies"- HM Government, July 2018  
Early education and childcare – "Statutory guidance for local authorities", HM Government, March 2018

**Appendix 1**

**What to do if a child approaches you to discuss allegations of abuse**

Any member of staff who has contact with children at L'école bilingue may be approached by a child who needs to talk about something in confidence.

Here are some basic principles to follow if this happens to you.

What to do	What not to do
<p>Stay calm</p> <p>Listen, hear and believe</p> <p>Give time to the person to say what they want</p> <p>Reassure and explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed</p> <p>Act immediately in accordance with the procedure in the Child Protection Policy</p> <p>Record accurately in writing as soon as possible what was said and without personal comment</p> <p>Report to the Designated Safeguarding Lead (DSL) only</p>	<p>Do not panic. Don't over react. It is extremely unlikely that the child is in immediate danger</p> <p>Do not probe for more information. Questioning the child may affect how the disclosure is received later on</p> <p>Do not make assumptions. Do not paraphrase or offer alternative explanations or suggestions</p> <p>Do not promise confidentiality to keep secrets or that everything will be OK (it might not)</p> <p>Do not try to deal with it yourself</p> <p>Do not make negative comments about the alleged abuser. Do not make personal observations. Do not make a child repeat a story unnecessarily</p> <p>Do not 'gossip' with colleagues about what has been said to you</p>