



St Martin's School

Safeguarding Policy

"At St Martin's School we are a fellowship of scholars who achieve excellence. We seek a rich, broad and challenging Curriculum. This culture puts us in control of our journey. Our children not only excel academically but are given the tools to enable them to pass their exams and converse at interview with confidence. This learning nurtures and stimulates us whilst emphasising the importance of individuality, intellectual wonder and self-actualisation. We obtain mastery in all aspects of the Curriculum. The heart of our journey is Literacy which we recognise as the fundamental tool of human communication. We explore the human condition through Music, Media and Drama. We value the planet, nature and fellow human beings in all their expressions."

All children should and will be safe at St Martin's School which will enable them to pursue all aspects of their education formulate in the above vision from a position of absolute security.

We have written this policy as it particularly fits the ethos of our school. We are aware that children who attend St Martin's School live in different boroughs. However, for clarity we focus on the London Borough of Barnet.

This Policy will be disseminated to all staff for their contribution, understanding and agreement to adhere to it. It is on our website, in every classroom and a copy is in our main office for anyone to read and discuss.

Safeguarding Statement of Intent

St Martin's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. St Martin's school is committed to safeguarding and promoting the welfare of children and young people through rigorous application of Safer Recruitment processes. All applications for staff positions in the school are thoroughly vetted in accordance with policy. DBS checks are undertaken for all staff and for volunteers who work on a regular basis in school.

2. STATUTORY FRAMEWORK

The Safeguarding Vulnerable Groups Act 2006 introduced a new vetting and barring scheme for all those working with children and young people from 2008.

The following guidance document "[Safeguarding Children and Safer Recruitment in Education](#)" is a consolidated version of earlier guidance material.

It looks at the recruitment and selection processes, recruitment and vetting checks, and duties for safeguarding and promoting the welfare of children in education.

St Martin's School has used this guidance to review and, where appropriate, modify practice and procedures for safeguarding children, and also for dealing with allegations of abuse made against teachers and education staff.

[Working Together to Safeguard Children](#) guidance published in 2015 sets out how individuals and organisations should work together to safeguard and promote the welfare of children. The new version reflects developments in legislation, policy and practice.

The guidance is addressed to all practitioners who have particular responsibilities for safeguarding and promoting the welfare of children,

The guidance places the following responsibilities on schools:-

- Schools should be aware of and follow the procedures of the Barnet Local Safeguarding Children Board [LSCB}
- Staff should be alert to signs of abuse and know to whom they should report suspicions or concerns
- Schools should have clear procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused or suspected of abuse.
- Designated Staff should have responsibility for coordinating action within the school and liaising with other agencies.
- Staff with designated responsibility for Child Protection should receive appropriate training

Safeguarding Children in Education also states that:

“Parents should be made aware of the school’s Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child”

The guidance document "Keeping Children Safe in Education" was published in September 2016. It looks at the recruitment and selection processes, recruitment and vetting checks, and duties for safeguarding and promoting the welfare of children in education.

St. Martin’s School has used all this guidance to review and, where appropriate, modify our practice and procedures for safeguarding children, and also for dealing with allegations of abuse made against teachers and education staff.

This policy has been developed in accordance with the principles established by:

Keeping Children Safe in Education September 2016 The Children Act 1989

Working Together to Safeguard Children 2013

Framework for the Assessment of Children in Need and their Families 2000 Education Act 2002

What to do if you are worried a Child is being Abused 2006 Children Act 2004

Safeguarding Children and Safer Recruitment in Education (2007)

Working together to safeguard children [2014 and 2015]

Barnet Safeguarding Children Board Multi-Agency Child Protection Code of Practice London Child Protection Procedures 2010

The Prevent Duty: Departmental advice for schools and childcare providers - June 2015

UK Council for Child Internet Safety (UKCCIS) Guidance on Sexting in schools and colleges: Responding to incidents and safeguarding young people

3. The rights of the child

In keeping with our Statement of Intent and our agreed Mission statement, aims and values, the Staff and owners of St Martin's school recognise that children have a fundamental right to be protected from harm. Children cannot learn effectively unless they feel secure. Our main responsibility is the safety and welfare of the children in our care. All members of staff, teaching and non-teaching, have a responsibility for child protection.

In accordance with Department for Education guidance, we acknowledge our responsibility to work together with families to:-

- Protect children from maltreatment
- Prevent impairment of children's health and development
- Ensure that children grow up in circumstances consistent with the provision of safe and effective care
- Take action to enable all children to have the best possible outcome.

In accordance with the Prevent Duty guidance 2015, we acknowledge our responsibility to work together with families and the relevant organisations to:-

- Protect children from the risk of radicalisation
- Build pupils' resilience to radicalisation by promoting Fundamental British Values and enabling them to challenge extremist views.
- Provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments
- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- Be alert to changes in children's behaviour which could indicate that they may be in need of help or protection

Delivery of the Prevent Duty is a legal requirement under the Counter Terrorism and Security Act 2015

As part of our safeguarding ethos we encourage pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

We are aware of the need to promote equality for all, not allow any hate preaching or incitement to racial hatred and to promote the following of British law. (See Appendix 2)

In addition, within the school we will:

- Assess risk; demonstrating a general understanding of the risks to children in the area and also a specific understanding of how to identify specific children who may be at risk of radicalisation and how

to support them. School staff undertake training so that they understand when it is appropriate to make a referral to the **Channel** programme. Risk assessment is about knowing the school community.

- provide an atmosphere where children feel secure, are listened to and valued.
- have a range of adults whom children can approach for help.
- recognise signs and symptoms of suspected abuse.
- have clear procedures and lines of communication.
- work closely with parents and other agencies.
- monitor children at risk.
- provide and participate in child protection training.
- use the Curriculum to raise children's awareness and build confidence.

4. This policy aims :

- I. to raise the awareness of both teaching and non-teaching staff of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- II. to provide a systematic means of monitoring children thought to be at risk.
- III. to emphasis the need for good levels of communication between all members of staff.
- IV. to develop a structured procedure to be followed by all members of the school community in cases of suspected abuse.
- V. to promote understanding and build relationships with other agencies in order to work together more effectively.
- VI. to support each child's development in ways which will foster security, confidence and independence.
- VII. to reflect both the statutory and pastoral duties of the school.

5. Clearance to work with children : School Staff and Volunteers

All school staff and volunteers are particularly well placed to observe outward signs of neglect, abuse, changes in behaviour and failure to develop, because they have daily contact with children.

They should be aware of the important role the school has in the early recognition of the signs and symptoms of physical, emotional, sexual abuse or neglect, and the appropriate referral process within St Mary's School.

The school will require *all adults employed on the premises* to have the appropriate clearance to work with children:

- All new teachers to the school undergo a prohibition order check. This is done as part of the pre-employment checking process and a record is kept on the school's single central record.
- DBS checks - The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged to become the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks.

- *Regular* volunteers will also be DBS checked.
- Other adults involved in school activities, on or off the school premises, (e.g. volunteers, and parents accompanying day trips) will be asked to complete a DVS Check, to ensure there is no evidence of offences involving children or abuse. Adults that have not had enhanced DBS checks will not be involved in providing personal care for individual pupils and will be supervised by an employee of the school so as to ensure the children's safety.
- Regular updated checks will be required by the Governing Body, as determined by the Governing Body's staffing review process. (DBS)
- If concerns arise over a member of staff then all relevant checks will be carried out as if the member of staff was a new appointment (see section 13)
- All students of UCL who work with children will be supervised by a member of staff and will also be required to sign a Staff Disqualification Declaration but will not undergo enhanced DBS checks.
- All non-DBS checked visitors will be escorted at all times and wear red badges. DBS checked and registered visitors will wear blue badges. All visitors badges contain removal child protection contact information on orange cards.

5.1 The Directors of St Martins

The Directors will also comply with vetting and the Child Protection Governor will participate in the school's training with regard to Child Protection procedures. The Directors will monitor the implementation of this policy and review it annually.

5.2 The Friends of St Martin's

Any members of the Friends committee who work directly with the children in school will be subject to the above checks.

6. Defining abuse

"A child is considered to be abused, or at risk of abuse, by parents/carer/other persons known to the child/strangers/or other children, when the child is suffering or is likely to suffer significant harm because the basic needs of that child are not being met through avoidable acts of either commission or omission."

All staff, visitors and volunteers should familiarise themselves with the DCSF and LSCB guidance in addition to the information in the school's Safeguarding Leaflet for Volunteers and Visitors.

We recognise four categories of abuse:

- 1) Definite or suspected neglect.
- 2) Definite or suspected physical abuse
- 3) Definite or suspected sexual abuse
- 4) Definite or suspected emotional abuse

We acknowledge that there are certain signs or combination of signs which, although not necessarily indicators that a child has been abused, can help us to recognise that something may be wrong:

- bullying, including online (peer on peer) bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour (See Appendix 2 for further signs)
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- a child going missing from education
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Technologies

The child may be being contacted by someone using communication technologies (such as social networking sites) to make inappropriate contact with them.

Female Genital Mutilation (FGM)

Members of staff will have relevant training highlighting the potential indicators that a child or young person may be at risk of FGM or that FGM has taken place. Should concerns arise, staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. [Multi-agency practice guidelines 2014]

Possible indicators of physical abuse include:

- Unexplained recurrent injuries or burns
- Injuries to mouth
- Untreated injuries
- Improbable excuses or refusal to explain injuries
- Bald patches
- Arms and legs covered in hot weather
- Admission of punishment which appears excessive
- Fear of physical contact - shrinking back if touched
- Fear of medical help/examination
- Fear of parents being contacted
- Self-destructive tendencies.
- Aggression towards others
- Running away

Possible indicators of Neglect include:

- Constant hunger
- Poor personal hygiene, constant tiredness, poor state of clothing

- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self- esteem
- Neurotic behaviour
- Poor or no social relationships
- Compulsive scavenging

Possible Indicators of Emotional Abuse include:

- Physical, mental and emotional development lag
- Sudden speech disorder
- Extreme fear of new situations
- Continual self-depreciation
- Extremes of passivity/aggression
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (rocking, hair-twisting, self-mutilation)

Possible Indications of Sexual Abuse include:

- Being overly affection or knowledgeable in a sexual way inappropriate to the child's age
- Drawing sexually explicit pictures
- Sexually explicit play
- Sexually explicit language incompatible with the child's age Sudden changes in behaviour or school performance Complaints of genital itching or pain
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regressing to younger behaviour patterns, such as thumb sucking, playing with discarded toys, acting like a baby
- Distrust of a familiar adult, or anxiety about being left with a relative, baby-sitter or lodger
- Being isolated or withdrawn
- Sudden loss of appetite or compulsive eating Inability to concentrate
- Starting to wet again day or night/nightmares
- Becoming worried about clothing being removed.

Child Sexual Exploitation

Members of staff will have relevant training highlighting the potential indicators that a child or young person may be at risk of sexual exploitation. [Guidance on Child Sexual exploitation: Barnardos 2014, Keeping Children Safe in Education 2016 p54]

We recognise that because of our day-to-day contact with individual children, we are in a unique position to observe outwards signs of abuse, changes in behaviour or failure to develop and to receive confidences from children in our care. It is important to listen to what the child has to say and not dismiss what is said because of the child's age.

Some of the following signs **may** be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

- If a child shows any of the above indicator the possibility of abuse will be investigated.
- It is important to remember that a child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and may hide what is happening from everyone.
- At all times the interests of the child will be put first.
- Awareness of and respect for different cultural patterns of child-rearing and family life are important in order to avoid narrow judgements about 'good or 'bad' ways of bringing up children, but the designated staff will take decisions following any reported concerns.

Honour-Based Violence:

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. Members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV (e.g. FGM, forced marriage) and recognise that these concerns should be reported to the designated teachers.

Children with Special Educational Needs and Disabilities:

Children with special educational needs (SEN) and disabilities 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;

- 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

Members of staff have been made aware of these potential challenges and are clear that any concerns are shared in accordance with the school's safeguarding procedures.

Private Fostering:

Members of staff are aware that if a child is provided with care and accommodation by someone to whom they are not related (in that person's home), they should raise this in the first instance with the designated teachers for child protection. The school will then notify the local authority of the circumstances in order to establish that the arrangement is suitable and safe for the child.

7. Designated staff

In line with DCFS and LA Policy:

The designated persons are:

Dr Jason Walak, Headteacher [Designated lead and single point of contact for Prevent]

In his absence: Mrs Joanna Wilson – School Business Manager

Designated Local Authority Staff:

Chair of Barnet Safeguarding Board: Chris Miller **Barnet Safeguarding Officer:** Jane Morris **Barnet LADO:** Via MASH team

Barnet PREVENT Officer: Ben Taylor

Where the head or the Business Manager are absent, the remaining designated person will work with the next most senior teacher. In the absence of both the Head teacher AND both Deputies, the Senior teacher will contact them, and then work through the procedures. Mobile phone contact numbers are in the school office. In any event, the Head teacher will always be contacted.

The responsibility of the designated staff includes ensuring that:

- The school operates within the legislative framework and recommended guidance

- All staff and volunteers are aware of the Local Safeguarding Children Board procedures and a copy of the government guidelines 'What to do if you're worried a child is being abused' is on display on the Safeguarding board in the staff room.
- Appropriate information , training and support is given to all staff.
- The Head Teacher is kept fully informed of any concerns
- Effective working partnerships with other agencies and services are developed
- Further action about specific concerns is taken as necessary in agreement with the Head teacher(e.g. refer to Children's Services Social Care team/MASH)
- Social Care Team advice is sought over suspected cases of child abuse or neglect
- An inter-agency assessment could be made and if so engage the CAF* process for families in need of or eligible for further assistance either by introducing them to the system and/or by participating within it for them and keeping appropriate records. (*common assessment framework)
- The designated teacher for looked after children liaises with the social worker of any looked after child and the virtual school head at the local authority to monitor the safeguarding concerns for looked after children at the school.
- Accurate records relating to individual children are kept separate from academic files in a secure place and marked 'strictly confidential'
- Reports are submitted and the school SLT attends Child Protection conferences
- The school liaises effectively with social workers to support pupils deemed to be at 'Child In Need' level of risk.
- The school effectively monitors children about whom there are concerns
- Guidance is provided for parents and carers, children and staff about obtaining suitable support
- The designated staff work with the Governor with responsibility for Child Protection in order to inform the Governing Body of the effectiveness of the school's Policy.

8. Procedures

8.1 Any member of staff with evidence of possible suspected child abuse must pass the information **immediately on the same day** to one of the designated staff. Staff should record their concerns using the orange safeguarding concerns form found in an orange folder in the Head Teachers office. These forms are bright orange in colour and it is the only time orange paper is used in school administration. Staff and volunteers should follow the guidelines in appendix in the event of a suspected disclosure.

In addition, the school has body chart diagrams, chronology sheets, concern received forms, observation forms. All staff have been given these forms and they are always available in the Head Teachers office in the orange file marked "safe guarding forms".

All active safeguarding forms are kept in the draw marked "safe guarding – strictly confidential"

8.2 It will be the responsibility of the designated persons to decide what course of action to take including taking advice from Children's Services/Multi Agency Safeguarding Hub to assess whether a referral is to be made. Advice will also be taken as to whether to inform parents or carers.

If the concern relates to inappropriate contact via communication technologies

- *Contact the parents*
- *Advise the child how to terminate the communication and save all evidence*
- *Contact CEOP <http://www.ceop.gov.uk>*
- *Consider the involvement of Police and Social Services*
- *Inform LA e-safety officer*

8.3 If the designated person believes that there are reasonable grounds for suspicion that a child has, or is being abused, they will immediately contact the Social Services Area Duty Team Manager. The phone number for the Area Office is **0208 359 4066/4097** [mash@barnet.gov.uk]. Social Services have the statutory responsibility to investigate, will consider the information passed to them and decide whether to proceed with an investigation. The designated person will inform the Educational Social worker for the school.

8.4 Where there is no clear-cut evidence of child abuse, but suspicions are aroused, the designated person will seek the advice of the local duty Social Worker to find out whether the child or siblings are or have been on the Child Protection register or whether a referral needs to be made. In addition advice may be sought on 020 8359 4366 Tuesday and Wednesday.

8.5 At this point the decision may be made to take no further action immediately, but rather to continue to monitor the child and keep regular notes (see section on Monitoring and Record keeping)

8.6 Once an official Referral has been made to the Social Services MASH team, the Procedures to be followed will be as laid down in locally agreed procedures.

8.7 At all stages the School will contribute to the process in any way which will ensure the minimum of trauma to the child and the family, whilst recognising that such situations are always distressing for all concerned. Confidentiality will be maintained between the designated staff and those directly involved. The school will supply any information /reports required and attend any meetings where school representation is requested.

8.8 The school will expect to be kept informed at all stages. It is to be noted that although the involvement of Social Services/MASH team may be temporary, the school has to continue working with both child and parents. Whatever the outcome of a disclosure or investigation, the school will ensure a normal, friendly, non- judgmental attitude, and maintain a normal school- home relationship with them.

8.9 Particular attention will be paid to the attendance and development of any child about whom the school has concern, or who has been made subject of a child protection plan

If a child who is/ or has been on the Child Protection Register changes school, the Designated Staff will inform the social worker responsible for the case, and transfer the appropriate records to the receiving school in a secure manner, to a named person and separate from the child's academic file. If the child goes abroad the LA must be informed.

Early intervention

8.10 In the classroom there are bright orange books. These books are used to record all information that may be of concern. The aim is to record a picture of "low-level" indicators which may lead to a broader picture facilitating early prevention. These books are regular checked by the DSL every three weeks. Every half-term, the DSL will have a meeting with every teacher where they will discuss each child in the class. The object is to discuss whether there are any "low-level" indicators of concern which may indicate problems and require early intervention and support.

All safeguarding incidents will be recorded on files which are kept in the Head Teachers office. All incidents will be recorded on a computer spreadsheet which is restricted to the Head Teacher. All ongoing issues will be proactively reviewed including calls to Social Services in pursuit of information.

As a school, we ask all children their concerns on safeguarding once a year. We also provide on going e-safety, bullying and PHSE safeguarding assemblies and classes including annual training on e-safety for parents normally in the summer term before the long break when we feel that children are most at risk.

9. Emergency Procedures

If the designated person or Headteacher are not available, establish the facts and details as above and contact social services.

- Contact the Head teacher or designated staff on their mobile phone numbers. THEN
- Phone MASH as above, OR
- If unable to access the phone numbers above for any reason, Phone Barnet Council (0208 8359 2000) Ask for Social Services
- Ask for the duty Social worker
- Check to see if the family are known to Social Services
- Discuss the situation and ask for advice
- A social worker may come to school to talk to the child.
- Establish who will be responsible for informing the parents if appropriate and advised to do so.
- Social services will contact the police as necessary.
- If action is taken, follow up the phone call with a referral form

10.Support and Training

Dealing with a disclosure from a child, and a Child Protection case in general is likely to be a stressful experience. The member of staff/volunteer should therefore consider seeking support for him/herself and discuss this with the Designated Staff and Headteacher.

All staff will receive Termly updating on Safeguarding including on the Prevent Duty

Designated staff will attend a minimum of training sessions every 2 years, this includes WRAP and Channel Awareness. Child Protection and Safeguarding training will become a standing item on all Curriculum and Pupil Welfare.

Vulnerable Children will be discussed at weekly Senior Leadership meetings and the Head will proactively work with other agencies to further protect these children.

Any new staff will receive Child Protection Training from a designated person within their first week at the school. Any volunteers will receive a Safeguarding summary prior to starting at the school.

Written confirmation of Child Protection Training will be required for any person working with children at the school.

11. CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in school, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies of The Children's Service and the Police.
- If a child confides in a member of staff /volunteer and requests the information is kept secret, the member of staff/volunteer MUST tell the child sensitively that s/he has a responsibility to refer cases of alleged abuse for the child's own sake. The child should be reassured that the information will ONLY be disclosed to people who need to know.
- Staff/volunteers who receive information about children and their families should share that information strictly within the appropriate professional contexts.
- Parents and members of the wider community who are in receipt of information which may cause concern may speak directly with Children's services or with designated staff in school who will follow agreed procedures.

12. Monitoring and Record Keeping

- I. In order to plan an appropriate Curriculum for each child, it is normal practice for staff to monitor and record the progress and behaviour of individual children, and to keep such records which are available to parents.
- II. We acknowledge that effective monitoring and record-keeping play a vital role in cases of suspected/actual child abuse. From the time that suspicion is first aroused, staff have a responsibility to record the significant details carefully and accurately and attached to the school pro forma available from designated staff as necessary. Notes should be signed and dated, so that they may be presented for use at a later date if necessary.
- III. To ensure confidentiality, any such recorded information will be placed apart from the child's developmental notes in a special child protection file to be kept under lock and key in the Head's office. This file will be opened to members of staff only at the discretion of the designated person.
- IV. Monitoring and recording will be ongoing until such time as the child leaves the school. Any notes will remain in the confidential file in the locked school archives until Date of Birth +25 years after the child has left.
- V. Amongst important factors to be recorded are:
 - Patterns of attendance
 - Changes in mood
 - Changes in class room functioning
 - Relationships with peers/adults
 - Behaviour
 - Statements, comments, stories, 'news', drawings
 - General demeanour and appearance
 - Parental interest and comments
 - Home/family changes

- Medicals
- Injuries/marks past and present (a drawing of a body outline will be provided for this purpose)

13. Allegations of Abuse/Suspected Abuse Involving a Member of Staff

- I. If an allegation of abuse is made against a member of staff/volunteer, the person receiving the allegation must take it seriously and immediately inform the Headteacher. They should also make a record of the concerns including noting anyone else who witnessed the incident/alleged incident.
- II. It is essential that the following process is actioned immediately and in the interests of the child and the member of staff concerned.
- III. It is the responsibility of the designated person to immediately inform the Directors of Harwil Education and the Local Authority:
 - i. Jeremy Alford 07858 372086**
 - ii. Barnet's Investigations officer – 0208 359 6056.**
- IV. The Head teacher and designated staff will recognise the need to act in a careful, measured way, bearing in mind that, for an innocent person to be subjected to a lengthy period of suspension and investigation is a serious ordeal, which can result in long-term damage to health and career. All attempts will be made to keep the damaging effects of all allegations to a minimum, whilst at the same time not compromising child protection.
- V. The Headteacher will investigate the allegation itself take written or detailed statements in consultation with the other 2 designated staff She will assess whether it is necessary to refer to LADO (Local Authority Designated Officer via the MASH team).
- VI. If the Headteacher decides, after this consultation, that the allegation warrants further action he must immediately make the referral to Children's Services following the Child Protection procedures. The Directors must also be informed, so that the Headteacher can be supported through the process.
- VII. Under these circumstances the member of staff/volunteer against whom an allegation has been made should NOT be informed of the said allegation until further action is agreed with the LADO. It may be necessary to discuss appropriate steps to ensure other children are not at risk. The allegation will be investigated in accordance with the Local Authority's Safeguarding Children Board procedures.
- VIII. If it is decided that it is not necessary to refer the case to Children's Services, the Head Teacher will, in consultation with the Directors, decide whether there needs to be an internal investigation.
- IX. Once the appropriate LA officer board have become involved, it is likely that a Strategy Meeting will be called to decide whether there is substance in the allegation. This will be attended by one of the designated staff.
- X. The substantive decision on whether to investigate under local Safeguarding Procedures will rest with the LADO.

14. Allegations against the Head Teacher

- i. Any such allegations will be reported to the second designated person and Mrs Joanna Wilson who should immediately inform the Directors of Harwil Education Ltd.

The appropriate LA Safeguarding Officer is Alison Dawes – 0208 359 3032.

- ii. The second designated person and Mrs J. Wilson will recognise the need to act in a careful, measured way, bearing in mind that, for an innocent person to be subjected to a lengthy period of suspension and investigation is a serious ordeal, which can result in long-term damage to health and career. All attempts will be made to keep the damaging effects of all allegations to a minimum, whilst at the same time not compromising child protection.
- iii. Once the appropriate LA officer it is likely that a Strategy Meeting will be called to decide whether there is substance in the allegation. This will be attended by either the designated person or deputy designated person.
- iv. The process will follow that for allegations against staff but with the other designated staff steering the process.

15. FULL LONDON CHILD PROTECTION PROCEDURES ARE AVAILABLE AT:

<http://cms.barnet.lgfl.net/web/bgfl/safeguarding>

16 TRAINING

Designated staff will receive updated training every 2 years, all other staff every 3 years. Procedures will be reviewed with all staff annually at the beginning of each academic year. Regular updates will be provided at least every term or more frequently if required.

The policy will be reviewed at yearly intervals by governors.

This policy complies fully with the London Child Protection Procedures and Local Authority Child Protection Procedures.

17 EVERY CHILD MATTERS

St Martin's School's Child Protection and Safeguarding policy is an essential element of the school's compliance with the Every Child Matters agenda. It underpins our commitment to ensuring every child is

- Safe
- Healthy
- Able to enjoy and achieve
- Making a contribution

The policy is fully compliant with our duty under the Disability Act and the Equality Act 2007. It must also be used in conjunction with the school's other safeguarding policies:

- Behaviour Policy including Anti-Bullying Policy and Physical Restraint Policy
- Single Equalities Policy (Encompassing: Race Equality Policy, Health, Safety and Welfare Policy, Sex and Relationship Policy, Looked After Children Policy, Disability Equality Duty Policy)
- Whistleblowing Policy

- First aid policy
- Critical incidents Policy
- Safer Recruitment Policy
- E-Safety Policy
- Child Protection Policy

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- By email to staff
- By display in each classroom, in the office and in the Head Teachers office.

Signed :

Dr Jason Walak - Head teacher

Mrs Joanna Wilson – Business Manager

14th January, 2017

REVIEW DATE: This policy is constantly reviewed however it is substantially critiqued in January 2017

CONTACTS

School Contacts: Designated Persons for Child Protection: Dr Jason Walak (Head Teacher)

Local Authority Designated Officer (LADO) 0208 359 6056

Barnet Children's Services Consultation Line: 9.30 -11.30am Tuesday and Wed. 020 8359 4336 Barnet Children's Services – Multi Agency Safeguarding Hub (MASH) 020 8359 4066/4097 Police Child Abuse Investigation Team 020 8733 5070

Barnet Children's Safeguarding Board www.barnetscb.org

Other Contacts:

Crimestoppers 080 55 11

NSPCC 080 80 50

Childline 080 11 11

Kidscape Bullying Helpline 0207 730 30

Samaritans 0845 790 9090

CEOP (Child Exploitation and Online Protection Centre) www.ceop.gov.uk

NAPAC – National Association for People Abused in Childhood www.napac.org.uk 0800 085 3330 NSPCO
whistleblowing helpline 0800 028 0285

Appendix 1

Guidelines for staff, including visiting peripatetic staff, and volunteers in the event of a potential disclosure

Reporting Concerns

All staff and volunteers should familiarise themselves with the DCSF and LSCB guidance regarding physical, emotional, sexual abuse or neglect and should be concerned about a child if s/he:

- Is being contacted by someone using communication technologies (such as social networking sites) to make inappropriate contact with them
- Has any injury not typical of the bumps and scrapes normally associated with child injuries

- Regularly has unexplained injuries
- Frequently has injuries, even when reasonable explanations are given
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age
- Discloses an experience in which he/she may have been significantly harmed
- Is unusually attention seeking or hyperactive
- Has poor attention
- Appears to be frightened of parents or family members
- Exhibits an abnormal attachment with their parent
- Attaches themselves indiscriminately to adults
- Is hyper alert
- Exhibits reduced response
- Has nightmares
- Is anxious/irritable
- Has abdominal pain/headaches
- Has poor self esteem
- when a child acts in an inappropriate way
- Self harms or has an eating disorder
- Makes frequent visits to the toilet/has pain when urinating/has urinary infection
- Reluctantly changes for PE
- Fails to thrive
- Has poor hygiene
- Frequently has skin infections/head lice

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- Has untreated health and dental issues
- Frequent absence from school/repeated lateness

Procedures:

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure

Suspicion of abuse (if abuse is suspected but there has been no disclosure.)

1. Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about..."
2. Believe the child and reassure them that they were right to talk to you.
3. Record the facts of the conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
4. Report the suspicion to the Designated Person responsible for Child Protection or the Headteacher. The Designated Person or Head Teacher will take the appropriate action.

Disclosure

If a child discloses that s/he has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said but do not apportion blame
- Allow the child to talk freely-ask only open questions e.g. "Tell me more about..." Do not press for detail, put forward your own ideas or use words that the child has not used themselves.

Stay calm and reassuring

- Do not make promises which might be impossible to keep. Tell the child that you will have to tell someone else who will be able to help. *Do not promise confidentiality*. It might be necessary to refer to the case to Children's Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told [the Head teacher or one of the designated staff in her absence]
- Make a written record (available for designated staff)

- Establish details of full name, Date of Birth, address and names of parents/guardians.
- Pass information to the Designated Staff without delay

Further detailed information may be obtained from:

- Allegations against staff within the children's work force in Barnet [2015]
- Multi –agency practice guidelines : [FGM]
- Guidance on Child Sexual Exploitation [2014]

Appendix 2: The Prevent Duty

We realise that we are in an important position to identify the early signs, looking to safeguard and protect children who are susceptible and vulnerable.

We also try to build pupils' resilience to radicalisation by providing a safe environment for discussing controversial issues.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. It may also include the calls for the death of members of the armed forces in this country or abroad.

Young people are more vulnerable and can be enticed and susceptible to radicalisation particularly online and through social media. Messages of extremism can come from parents, family members or friends. It could also come from staff within an organisation or be brought in to a school through governors or volunteers.

Children may be more vulnerable and susceptible because of – Identity crisis, personal or family crisis, a change in personal or family circumstances, unmet aspiration.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Change of faith
- Change of appearance
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Talking about internet activity and websites that may involve radicalisation
- Increase in prejudice-related incidents committed by that person – these may include;
 1. physical or verbal assault
 2. provocative behaviour
 3. damage to property

4. derogatory name calling
5. possession of prejudice-related materials
6. prejudice related ridicule or name calling
7. inappropriate forms of address
8. refusal to co-operate
9. attempts to recruit to prejudice-related organizations

Although incidents involving radicalisation have not occurred at St. Martin's to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. We are required to develop the confidence to challenge and intervene and to identify any early indicators in pupils.

In all cases professional judgments have to be used proportionately and in a balanced way.

Dr J. Walak

1st January 2017

To be reviewed 1st January 2018 (and ongoing)