

LES Safeguarding and Child Protection Procedures - March 2019

Guiding Policy: ISP Safeguarding Policy V 2.0 (2018/19)

Rationale:

- All children have the right to be safe
- All children must be safe in order to learn
- 'Safeguarding Children is Everyone's Responsibility'
- LES must have clear expectations for all students and adults to ensure pupils are safe

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Learning is the process of **repeated experiences** by which we hardwire **getting better** at **knowledge, skills and understanding** through **good struggling** in **different ways** and over **different time periods**.

1.0 Accountability: LES has an established and accountability structure to ensure Safeguarding of all students is carried out. These employees will have the appropriate training and responsibilities as per ISP policy.

Named Person	Contact Details	Safeguarding Lead
Chris Akin	c.akin@laudeladyelizabeth.com	Head of School
Susan Basham-Gamble	s.basham-gamble@laudeladyelizabeth.com	Whole School
Philip Baldwin	p.baldwin@laudeladyelizabeth.com	Head of Pastoral Care
Caroline Smith	c.smith@laudeladyelizabeth.com	Head of Primary School

- 1.1 It is the responsibility of the **DSL and The HoS** to:
- Produce a locally compliant policy on safeguarding;
 - Ensure that all teachers and others in contact with children are made aware and trained in this policy
 - Keep a record of any incidents which are reported or may fall within this policy
 - Monitor that the policy is being implemented in practice
 - And to support colleagues with Safeguarding and Child Welfare concerns.
- 1.2 It is the responsibility of **everyone** to comply with the relevant Procedure on Safeguarding Practice.
- 1: Staff report any concerns primarily to the class teacher (Primary).
 - 2: Class teacher then reports to HoS.
 - 3: HoS reports to HoPC and Head of School
- 1.3 It is the responsibility of **The DSL and HoS** to ensure that any concerns about potential or suspected abuse are escalated and acted upon in accordance with the Procedure on Safeguarding Practice and reported in a timely manner. The appropriate authorities are to be informed by the Heads. These particular responsibilities are to be retained even if one of the above mentioned is not the Child Protection officer.

2.0 Context

- 2.1 This procedure details how Safeguarding and Child Welfare are to be adopted throughout the Primary and Secondary School. It sets out a minimum standard that the School expects in relation to Safeguarding and Child Welfare.
- 2.2 The procedure ensures an environment where the interests of all of our children are put first in line with the 'Keeping Children Safe in Education' (September 2018) document. It compliments 'Working Together to Safeguard Children' (July 2018).

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2.3 Every school and establishment managed by ISP will develop its own Procedure on Safeguarding Practice, this will:

2.1.1 apply the terms of this policy, save to the extent that the content of this policy is not permitted by Local Law;

2.1.2 Local Laws advise on - best practice guidance, statutory guidance and process on Safeguarding and Child Welfare.

2.1.3 All staff and others in contact with children (classroom volunteers) will be made aware of the Safeguarding Practice for the jurisdiction in which they work, and any revisions to that Procedure.

3.0 Definitions

The following terms should be read with the following meaning throughout this document:

3.1 *Abuse*: a form of maltreatment of a child which can be caused by inflicting harm or by failing to act to prevent harm, which can include:

- Physical abuse – causing physical harm to a child (e.g. hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating); symptoms include - unexplained injuries, bruises, marks, also frequent absences from school
- Emotional abuse – persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development; symptoms include - withdrawn, anxious behaviour, self-harm, attention seeking
- Sexual abuse – forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening, this may involve direct/indirect contact or non-contact (e.g. making a child watch something or act in a particular manner); symptoms include - comments by child, fear or wariness of people, health
- Neglect – persistent failure to meet a child's basic physical, emotional and/or psychological needs, likely to result in the serious impairment of a child's health or development; symptoms include -child's appearance - dirty clothes, poor hygiene, physical appearance.
- Sexual Exploitation – it can manifest itself in different ways but essentially involves children and young people receiving something (for example, accommodation, drugs, gifts, or affection) as a result of them performing sexual activities, or having others perform sexual activities on them. It can occur without physical contact, for example when children are groomed to post sexual images of themselves on the internet. In all cases those exploiting the child or young person have power over them, perhaps by virtue of their age, position of authority, or physical strength. Exploitative relationships are characterized in the main by the child's limited availability of choice, compounding their vulnerability. This inequality can take many forms but the most obvious include fear, deception, coercion and violence.

- 3.2 *Child*: Anyone who has not yet reached their 18th birthday.
- 3.3 *Adult*: Anyone employed or in direct contact with our children in the school.
- 3.4 *Child Welfare*: The activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm, which includes impeding a child's development and wellbeing, as well as abuse.
- 3.5 *Designated Safeguarding Lead (DSL)*: Accountable for overseeing LES Safeguarding program (training, reporting, policy/procedures, communications, resources, education program, community relations). *Deputy Designated Safeguarding Leads (DDSL)*: To assist DSL in all matters relating to the LES Safeguarding program.
- 3.6 *Local Jurisdiction Safeguarding Reporting and/or Review Process*: Any local jurisdiction process operated by any local jurisdiction organisation/body responsible for coordinating, scrutinising, reviewing and advising upon Safeguarding and Child Protection in the jurisdiction.
- 3.7 *Local Law*: All applicable laws, statutes, regulations, subordinate legislation, bye-laws, common law and other national, international, federal, European Union, state and local laws, judgments, decisions and injunctions of any court or tribunal, codes of practice and guidance notes that are legally binding and in force in the local jurisdiction.
- 3.8 *Local Procedure on Safeguarding Practice*: The local procedure will set out how Safeguarding and Child Welfare operates in practice in the jurisdiction and will include legal obligations/responsibilities, roles of relevant agencies/organisations (including those regulatory organisations or bodies with responsibility for overseeing the actions of the educational establishment and the Organisation in that locality), processes, referrals and actions.
- 3.9 *Safeguarding*: The process of:
- Promoting the wellbeing of children;
 - Protecting children who are suffering or likely to suffer from harm;
 - Protecting children from maltreatment;
 - Preventing impairment of children's health or development;
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
 - Taking action to enable all children to have the best outcomes

4.0 Aims

Our aims are to:

- create an environment in our setting which is safe and secure for all children;
- enable children to have the self-confidence and the vocabulary to resist inappropriate approaches;
- encourage children to establish and sustain satisfying relationships within their families, with peers, and with other adults;
- encourage children to develop a sense of autonomy and independence;

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5.0 Guiding Principles

- 5.1 All of those in direct contact with children must ensure that they:
- Identifying: Are able to identify Safeguarding and Child Welfare concerns;
 - Reporting: Know the correct process to escalate those concerns
 - Vigilance: Are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned (rather than it could not happen here).
 - Responsibility: Are expected, when concerned about the welfare of a child/young person staff members to always act in the interest of the child.
- 5.2 Every child, without exception, has the right to be protected from abuse, maltreatment and neglect.
- 5.3 Safeguarding and Child Welfare is everyone's responsibility, not just the DSL/DDSL and HoS.
- 5.4 The welfare of the child is paramount.
- 5.5 Protecting the child and acting in their best interests is of the utmost priority.
- 5.6 Involve and engage with the child wherever possible.
- 5.7 Seek advice and support from appropriate colleagues and share information appropriately.
- 5.8 Engage appropriately but objectively and co-operate fully with any child protection procedures/processes.
- 5.9 Maintain thorough and accurate records.
- 5.10 Taking action will be justified, even if it transpires that the child is not at risk, as long as concerns are honestly held and reasonable and escalated through the appropriate channels.
- 5.12 A list of Risk factors and Indicators of Abuse are contained in Appendix A, everybody in contact with children should be aware of these.

6.0 Training

- 6.1 The DSL and HoS are responsible for organizing, offering and monitoring training across the school and details are contained in Appendix B
- 6.2 Refresher training shall be provided annually for all employees.

7.0 Disclosures from Children (Reporting)

- 7.1 Where a child makes a disclosure to an adult he/she shall:
- Listen to the child;
 - Take what the child says seriously;
 - Accept what the child says;

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- Stay calm and reassure the child that they have done the right thing;
- Be honest with the child and do not make promises that cannot be kept.
- Acknowledge how hard it must have been for the child to say what happened;
- React to the child only as far as is necessary to establish whether or not the matter needs to be referred, but do not interrogate them for details;
- Do **not** ask leading questions;
- Explain what happens next and who needs to be involved
- Make some brief notes at the time and write them up more fully as soon as possible;
- Take care to record timing, setting and personnel present as well as the exact words that were said by the child;
- Be objective in recording – include statements and observations rather than interpretations or assumptions.

7.2 The Worker must not question the child – the golden rule is observe and listen but do not probe.

8.0 What to do if Abuse is suspected

8.1 If the adult has concerns about a child's safety, welfare or wellbeing, whether arising from disclosures from children, their own suspicions, or allegations raised by others they are expected to follow the Procedure on Safeguarding Practice.

8.2 The Procedure on Safeguarding Practice shall include as the first step in response to any concerns, a requirement for an early assessment to:

- 8.2.1 Gather important information about the child and the family;
- 8.2.3 Analyse the child's needs and the nature and level of any risk and harm being suffered by the child;
- 8.2.4 Decide whether the child requires further assessment, advice, support or services;
- 8.2.5 Identify steps to be taken to make the child safe.
- 8.2.6 Information on assessments are contained at Appendix C

9.0 Information Sharing

9.1 Fears about information sharing should not stand in the way of protecting the child. Confidentiality is not an absolute duty.

9.2 The Procedure on Safeguarding Practice shall clearly set out the processes and principles for sharing information in the school. The Procedure on Safeguarding Practice requires that the adult notifies the HoPC and/or HoS

9.3 Good communication between professionals, the child and the family is essential and should take into account needs such as physical, sensory, learning disability, language and cultural needs.

9.4 Adults should never create an expectation of absolute confidentiality for the child. The child should be informed that information may need to be shared in order to help them effectively.

- 9.5 Full records of conversations will be maintained when any referrals or discussions are held with any other agencies or with parents prior to a referral. These records will include dates and times of the conversation, who we speak to, and the advice we were given.
- 9.6 Appendix D contains the SAFER Communication guidelines.

10.0 Parental Involvement

- 10.1 In a case where a child is not in immediate danger, and the parents are not the subject of the disclosure, the issue should be discussed with parents before making any referrals. However, it is the welfare of the child which is paramount and this is at the forefront of all actions.
- 10.2 The school takes every step in its power to build up trusting and supportive relations among families and the school.
- 10.3 The school continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.

11.0 Child Protection Reviews and Investigation

- 11.1 Child Protection Incident investigations:
- 11.1.1 The **DSL** is responsible for ensuring that the school conducts a Child Protection Incident investigation, to be completed within 72 hours of knowledge of the incident, except where the undertaking of such an investigation would prejudice the Local Laws Safeguarding Reporting and/or Review Process (such a determination to be made by the Head of School).
- 11.1.2 The purpose of a Child Protection Incident investigation is to:
- Gather all evidence in order that the facts can be established;
 - Identify any care or service delivery issues;
 - Consider compliance with the Local Procedure on Safeguarding Practice; and
 - Identify any learning or best practice recommendations.
- 11.1.3 The HoS will receive and review all Child Protection Incident investigation reports received from the educational establishments to:
- Ensure that they are adequate and fit for purpose;
 - Identify any additional learning points or recommendations for the schools;
 - Consider whether any of the learning points or recommendations should be adopted across both schools.
- 11.1.4 Individuals reporting cases will use the LES Record of Concern Form (Appendix G)
- 11.2 Serious Case Reviews:
- 11.2.1 The Head, Deputies or Pastoral Care will oversee a Serious Case Review.
- 11.2.2 Serious Case Reviews:
- Will be undertaken where abuse or neglect is known or suspected and either:
 - A child dies; or

- A child is seriously harmed and there are concerns about how Staff worked together to safeguard the child;
 - Will:
 - Seek to understand precisely who did what and the underlying reasons that led to individuals acting in the way they did;
 - Provide a sound analysis of what happened in the case and why;
 - Consider whether there are any matters of concern affecting the safety and welfare of children within the care of the School;
 - Consider whether the death or serious incident was preventable which means that there were modifiable factors that may have contributed to the death or serious incident (modifiable factors are those which, by means of nationally or locally achievable interventions, could be changed);
 - Identify any actions could be taken to prevent similar deaths or serious incidents;
 - Make any recommendations to improve practice within the School in question.
- 11.2.3 The DSL must produce a report on the Safeguarding and Child Protection conducted within the School, which:
- Collates data, including data on the number of:
 - Safeguarding and Child Welfare concerns raised within the Schools;
 - Safeguarding and Child Welfare investigations involving the Schools and Staff;
 - Identifies any trends and patterns;
 - Identifies whether there are any wider health or safety concerns within the schools; and
 - Analyses the Serious Case Reviews and Child Protection Incident investigations and their outcomes.

12.0 Volunteers

Volunteers **do not** work unsupervised and are subject to safer recruitment practices.

13.0 Visitors

- 13.1 The Procedure on Safeguarding Practice will set out procedures for recording the details of visitors to the school.
- 13.2 The Procedure on Safeguarding Practice will set out security steps to ensure that there is control over who comes into the educational establishment so that no unauthorised person has unsupervised access to the children.

14.0 Recruitment

- 14.1 The Procedure on Safeguarding Practice will adopt a recruitment process for staff that helps to deter, reject or identify people who might abuse children or are otherwise unsuitable to work with them.
- 14.2 The Procedure on Safeguarding Practice will adopt safer recruitment processes to ensure that:

- 14.2.1 all adults working with children are subject to valid and appropriate checks;
- 14.2.2 all adults are subject to such checks of lists identifying persons unsuitable to work with children as are required or permitted to be carried out within the local jurisdiction;
- 14.2.3 More details on SAFER recruitment are contained in Appendix E

15.0 Complaints and Allegations against the School or Staff

- 15.1 All allegations must be taken seriously and investigated.
- 15.2 Consideration should be given as to whether any allegations or complaints trigger the need for action under the Procedure on Safeguarding Practice and, if so, caution should be taken to ensure that internal disciplinary and complaint investigations do not prejudice any Local Jurisdiction Safeguarding Reporting and/or Review Process and/or local criminal investigations.
- 15.3 Allegations must be dealt with fairly, quickly and consistently in accordance with the School's relevant disciplinary procedures, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 15.4 A clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the Adult's confidential personnel file.
- 15.4 Procedure for Whistleblowing in Appendix F

16.0 Disciplinary Action

- 16.1 The Procedure on Safeguarding Practice will ensure that there are procedures in place to properly deal with any allegations of Abuse against employees.
- 16.2 Where an employee is dismissed from the school or internally disciplined because of misconduct relating to a child, we will notify the local regulator and any professional body.

17.0 Interpretation

The Head of School, working with the DSL and DDSs, is responsible for reviewing and revising LES procedures to articulate with ISP guiding policies, updating when necessary and responsible for ensuring all staff receive and understand all policies and procedures.

APPENDIX A

Risk Factors/Common Indicators for Abuse

It is not possible to identify an exhaustive list of risk factors or common indicators for abuse, however, all staff should be vigilant towards the following indicators:

Child being under the age of 4 or an adolescent;
Child being unwanted or failing to fulfill the expectations of parents;
Child having special needs, crying persistently or having abnormal physical features;
Family breakdown or violence between family members;
Poor physical care and inadequate hygiene;
Inappropriate dress;
Failure of a parent or carer to seek appropriate healthcare;
Unrealistic parental expectations;
Over-protection of the child;
Child demonstrates fear of adults;
Child demonstrates aggressive behaviour/deliberate self-harm/substance abuse;
Injury where explanation from parent, carer or child is inconsistent with the injury;
Bruises:

- in shape of hand/stick/implement;
- in a child not independently mobile;
- numerous and similar in shape and size;
- on a non-bony part of the body;
- attempted strangulation;
- Bites – human bite not caused by a young person/animal bite;
- Lacerations where explanation is unsuitable;
- Thermal injuries where:
 - explanation is unsuitable;
 - child not independently mobile;
 - in shape of an implement;
 - suggestive of immersion;

Cold injury – no obvious medical explanation;
Fractures – of different ages;
Intracranial injuries/eye trauma/spinal injury/visceral injury where no major confirmed trauma;
Ano-genital injury;
FGM;
STIs/pregnancy in those under 15 years of age;
Repeated life threatening events;
Poisoning;
Fabricated or induced illness;
Emotional and behavioural states, including:

- Recurrent nightmares;
- Extreme distress;
- Markedly oppositional behaviour;
- Withdrawal of communication;
- Withdrawn;
- Habitual body rocking;
- Indiscriminate contact or affection seeking;

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- Over-friendliness to strangers;
- Excessive clinginess;
- Excessively good behaviour to parent;
- Coercive behaviour towards parent;
- Temper tantrum;
- Frequent rages at minor provocation;
- Inconsolable crying;
- Dissociation;
- Self-harm;
- Scavenging, stealing, hoarding, hiding food/items;
- Day/night wetting;
- Sexualised behaviour; or
- Runaway behaviour.

APPENDIX B

Training

The training for **all adults** in direct contact with children will include training on:

- Recognising potential indicators of child abuse;
- Identify signs of specific forms of abuse; physical, emotional, psychological, sexual and neglect;
- Ability to assess risk;
- Dealing with disclosures from children;
- Recognising the potential impact of a parent/carer's physical/mental health on the well-being of a child;
- Ability to take appropriate advice where there are concerns;
- Acting as an effective advocate for child;
- Understanding professional responsibilities and boundaries;
- The procedures for recording and reporting concerns in accordance with the Local Procedure on Safeguarding Practice;
- Ability to make appropriate records regarding concerns which differentiates between facts and opinion;
- Ability to reflect upon the Schools Safeguarding and Child Protection practice.
- Any additional requirements of Local Law.

APPENDIX C

Assessments of Disclosures from Children

Effective assessments will:

Be child-centred;
Make decisions in the child's best interests;
Be informed by evidence;
Focus on action and outcomes;

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Adopt a holistic approach – addressing the child's needs both within their family and the wider community;

Involve the child and their family

Build on strengths as well as recognise difficulties;

Be integrated in approach with other appropriate agencies, organisations or stakeholders;

Be transparent;

Be an on-going process rather than a one-off event.

In carrying out assessments, all Staff are expected to:

- Listen and observe – collate information from all sources available;
- Seek an explanation – in an open and non-judgemental manner;
- Record – observations, information and concerns;
- Consider abuse – look for other alerting features of abuse in the history, discuss concerns with a colleague, gather collateral information;
- Suspect abuse – refer and take action in accordance with the Local Procedure for Safeguarding Practice;
- Exclude abuse – where a suitable explanation is found;
- Record – all actions taken and the outcome.

APPENDIX D

SAFER Communication Guidelines

All Adults are expected to follow the SAFER communication guidelines, when sharing information:

- **Situation** – who is making referral, about whom, to whom, what are the concerns, what is the parental awareness;
- **Assessment and Actions** – outline of assessment of the child, reasons for concerns, actions taken to make the child safe;
- **Family Factors** – both those making the child vulnerable and those supporting the child;
- **Expected Response** – what type of investigation is anticipated, whether any steps are required of the referrer;
- **Referral and Recording** – follow up with written referral setting out anticipated timescales for response.

APPENDIX E

Safer Practice in Recruitment

Safer practice in recruitment means thinking about and including issues to do with Safeguarding and Child Protection and promoting the welfare of children in every stage of the recruitment process; including (but not limited to):

- Where the post is advertised;
- Job description to make reference to the responsibility for Safeguarding and Child Protection and promoting the welfare of children;

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- Person specification includes specific reference to suitability to work with children; and
- Consistent and thorough process of obtaining, collating, analysing and evaluating information from and about applicants.

Safer recruitment requires recruiters to:

- Take up and satisfactorily resolve any discrepancies or anomalies in the documentation provided by the applicant;
- Obtain independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns; and
- Conduct face to face interviews that explore the applicant's suitability to work with children and questions that applicant's ability to support the Schools agenda for Safeguarding and Child Protection; and

Verify the successful applicant's:

- Identity;
- Academic or vocational qualifications claimed;
- Previous employment history and experience;
- Health and physical capacity for the job;
- Right to work in the country;
- Checks on any statutory barring lists or criminal records; and
- Checks in line with any regulatory requirements.

APPENDIX F

Whistleblowing

- The Lady Elizabeth School is committed to maintaining the highest standards of honesty, openness and accountability and recognises that all staff have an important role to play in achieving this goal.
- Adults working in the school will usually be the first to know when someone inside or connected with it is doing something illegal or improper, but often they feel apprehensive about voicing their concerns.
- The Lady Elizabeth School does not believe that it is in anyone's interest for those with knowledge of wrongdoing to remain silent.
- The Lady Elizabeth School takes malpractice very seriously, whether it is committed by ***senior managers**, staff, volunteers, suppliers or contractors.
- The Procedure on Safeguarding Practice will include provision and processes for whistleblowing.
- The policy for whistleblowing shall include a consideration of whether any whistleblowing identifies a Safeguarding and Child Protection concern, which triggers the need for action under the Procedure on Safeguarding Practice.

* The term Senior Managers- refers to;
Head of School, Deputy Head of School

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APPENDIX G

Record of Concern Form

https://docs.google.com/document/d/1hQ_m08Y-rTRzJUcN5JJ

Record of Concern Form

Pupil's Name:			Tutor Group:
Is the Pupil aware this form is being completed	Yes	No	
	<input type="checkbox"/>	<input type="checkbox"/>	
If not, why not?			
If yes, pupil reaction			
Your Name:			
Date:			
Time:			
Signature:			
Concern:	Date:		
Initial Actions by:	Date:		

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Signed:	Date:	
Follow up by:	Date:	
Signed:	Date:	
Conclusions/Outcome:	Date:	
Signed:	Date:	

Primary School – Head of Section and Senior Leadership Team.
Secondary School – Head of Section and Senior Leadership Team.