

**New End**

**Safeguarding and Child Protection Policy**

**2017**

Amended and Updated October 2016 in lines with Local Authority changes

Agreed by Standards and Curriculum Committee  
Spring Term 2017

**Adapted from the Camden LA model  
safeguarding and child protection policy for  
schools and colleges**



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## Key contacts

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# **1 PURPOSE OF POLICY**

New End is committed to delivering good outcomes for pupils by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

This policy sets out how the school/college will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. The school/college will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

In line with the Education Act 2002, New End will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- providing a safe, healthy learning environment that allows them to develop to their full potential
- safeguarding their welfare, particularly those pupils who are most disadvantaged
- providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare
- ensuring safe recruitment practices
- ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns
- monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan
- teaching children to keep themselves safe and ensuring they know who to approach for help
- promoting partnership working with parents and professionals.

## **2 ROLES AND RESPONSIBILITIES**

### **2.1 Camden Supporting People Directorate**

The Directorate includes Children's Safeguarding and Social Work (CSSW), Early Intervention and Prevention and Education divisions and these services will support the school/college to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough, including an early help service
- providing statutory social work services under the Children Act 1989
- providing New End with advice, support and guidance, policy and procedures, training and dedicated lead officers with responsibility for child protection and safeguarding
- dealing with allegations against members of staff and volunteers
- taking responsibility for those children who are not in education, including children who are known to be home educated.

### **2.2 The Governing Body**

The governing body will ensure that New End meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- safeguarding policies and procedures covering early help and child protection that are consistent with Camden Safeguarding Children Board procedures and Camden's internal policies
- the school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
- related school policies around pupil welfare, such as behaviour and attendance, are in place to support the wider safeguarding of pupils
- there is a responsible safeguarding governor and a designated safeguarding lead who reports directly to the governing body on the implementation of child protection policies. At New End these roles are held by Linda Davies (safeguarding governor) and Karyn Ray (designated child protection teacher)
- the safeguarding governor is responsible for liaising with Camden CSF on safeguarding and child protection matters and links with the LADO in the event of an allegation against the head teacher.
- the designated safeguarding lead has responsibility for carrying out the statutory duties as set out in this policy. The designated safeguarding lead is given sufficient time and resources to carry out their responsibilities and ensures that another member of staff is appointed to deputise in their absence.
- there is a designated teacher nominated to promote the educational achievement of looked after children and that this person has received appropriate training for the role.
- staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school/college and there are robust whistleblowing procedures in place.
- steps are taken to ensure parents and pupils are aware of New End's safeguarding and child protection policies and procedures.
- governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line safety.
- New End has appropriate written procedures in place to ensure safe recruitment practices and reasonable checks on visitors to the school, to deal with allegations against

staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.

- at least 1 member of the governing body has undertaken accredited safer recruitment training.
- all staff receive safeguarding and child protection training every 2 years and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation. This includes safeguarding reminders during INSET each September and regular updates in staff briefings. The last full training for staff took place in January 2016.
- New End has procedures in place to deal with allegations made against other pupils and pupils who go missing from education.
- children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.

### **2.3 The Head Teacher**

The head teacher will ensure that New End meets its statutory safeguarding duty by ensuring the following:

- staff are inducted thoroughly and have read all the school/colleges' safeguarding and child protection policies so that they are fully aware of their role in safeguarding children and are able to fully implement policies.
- all staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- all staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals to FSSW.
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- safe recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- New End offers a safe environment for staff and pupils to learn.
- safeguarding issues are brought to the attention of the governing body.

### **2.4 Role of the designated safeguarding lead**

The role of the designated safeguarding lead and their deputy is to take lead responsibility for safeguarding and child protection within the school/college and to be available during school hours for staff to discuss safeguarding concerns.

The role of the designated safeguarding lead (and their deputy) is to:

- liaise with and manage referrals to relevant agencies such as CSSW, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS)
- keep the head teacher and the governing informed of on-going safeguarding and child protection issues and enquiries
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals

- ensure the school's safeguarding and child protection policies are up to date and consistent with Camden's Safeguarding Children Board policies and that policies are reviewed annually
- ensure all staff, including temporary staff, are aware of and understand the policies and procedures and are able to implement them
- attend regular training and the designated teachers meetings hosted by CSF in order to keep up to date with new policy, emerging issues and local safeguarding and child protection procedures and working practices
- provide regular training and updates received from Camden to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by Camden at the designated teachers meeting and designated safeguarding leads will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings)
- have an awareness of those children who may be in need, young carers and children who have special educational needs
- oversee child protection systems within the school/college, including the management of records, standards of recording concerns and referral processes
- provide a link between the school/college and other agencies, particularly FSSW and the Camden Safeguarding Children Board
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every year and regular updates. The last external full training for staff took place in January 2016.
- ensure parents are fully aware of New End's policies and procedures and that they are kept informed and involved
- ensure relevant records are passed on appropriately when children transfer to other schools.

## **2.5 Working with parents and carers**

New End recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils. New End will:

- make parents aware of New End's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all New End's policies available on the new End web-site or on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- consult with and involve parents and carers in the development of New End's policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

New End follows the DFE guidance based on the family law definition of parental responsibility which states – "parental responsibility means all the rights, duties, powers, responsibilities and authority that a parent has in relation to the child. People other than a child's natural parents can acquire parental responsibility through:

- being granted a child arrangements order determining that the child should live with him or her, or if the court determines that a parent should only spend time with the child, the court may also decide to grant parental responsibility;
- being appointed a guardian;

- being named in an emergency protection order (although parental responsibility in such a case is limited to taking reasonable steps to safeguard or promote the child's welfare);
- adopting a child;
- (in the case of step-parents) in agreement with the child's mother (and other parent if that person also has parental responsibility for the child) or as the result of a court order.

Civil partners have parallel (as far as possible, identical) rights to married people. The same provisions for married people apply to them in terms of acquiring (i.e. in the case of adoption, agreement with their civil partner or by an order from the court) or holding parental responsibility.

Where a child's father and mother were married to each other at the time of the child's birth they each have parental responsibility for the child. Where the parents are not married to each other, the child's father can gain parental responsibility:

- by registering the child's birth jointly with the mother;
- by subsequently marrying the child's mother; or
- through a 'parental responsibility agreement' between him and the child's mother which is registered with the court; or
- by obtaining a court order for parental responsibility.

In addition, a local authority can acquire parental responsibility if it is named in the care order for a child.

More than one person can hold and exercise parental responsibility for a child. The parental responsibility of one party does not stop simply because another person is also given it. So, in some cases several people may be regarded as being the 'parent' of a child.

### 3 SAFEGUARDING CHILDREN

Safeguarding covers a broad agenda and aims to achieve the following:

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

To achieve these aims, New End will:

- identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating;
- where the child's extra needs require services from another agency, make a referral to the Early Help service (via the Child and Family Contact team) for appropriate help and support;
- where the child is receiving an Early Help service, work as part of the Team around the Child and take up the role of lead professional where this is appropriate;
- identify children who may be suffering from significant harm and make a child protection referral to CSSW (via the Child and Family Contact team who will pass referrals on to the MASH);
- share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

New End will refer to Camden's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

#### [Safeguarding children - Camden Council](#)

All referrals for a children's social care service will be made by way of an e-CAF referral to Camden's Child and Family Contact team. The team is Camden's "front door" for children's social care referrals and accepts referrals for all cases including the following:

- Referral for **Early Help services** for children with low-level needs who may need extra services which cannot be provided by the school to help them achieve good outcomes. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
- **Referral for a social work service** will be made by way of an e-CAF referral to the FSSW MASH team for children with medium level needs who are likely to be assessed as being a child in need under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
- **Child protection** referrals made under the procedures set out in section 4 for any child where there are concerns about significant harm. Parents should be informed that a referral is being made and consent sought, but a referral may still be made even if parents refuse consent.

Where the referral raises concerns about the child's safety and welfare and it is thought a social work service is needed, the case will be passed on to Camden's MASH team.

## 4 CHILD PROTECTION PROCEDURES

### 4.1 Role of New End

New End will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children (*DfE 2015*)  
[Working together to safeguard children - Publications - GOV.UK](#)
- What to do if you're worried a child is being abused (*DCSF 2006*)  
[What to do if you're worried a child is being abused - Publications - GOV.UK](#)
- The London Safeguarding Children Board child protection procedures  
[London Safeguarding Children Board: Child Protection Procedures](#)
- Camden Safeguarding Children Board guidance on:
  - Missing children
  - Trafficked children
  - Children abused through sexual exploitation (CATSE)
  - Working with neglectful parents
  - Working with parents affected by substance misuse
  - Protocol on working with children who harm other children (see section 4.5)

In line with these policies and procedures, New End will carry out the following:

- identify those pupils where there are child protection concerns and making a referral to FSSW
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

### 4.2 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated teacher.
- Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated teacher or their deputy and advice sought on what action should be taken.
- Concerns may be monitored over time and recorded on the monitoring/incident form shown at appendix 2. Details of any concerning incidents should also be recorded on this form.

### 4.3 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should:

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to FSSW MASH team

- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a formal record and pass this on to the designated teacher.

#### **4.4 Referral**

- Where possible, a decision on whether or not to refer a pupil to CSSW should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns. However this should not delay any referral and any member of staff may make a referral if this is necessary but the designated safeguarding lead should be informed as soon as possible.
- Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the designated teacher. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a “no names” basis with Camden’s Child Protection Co-ordinator or the Child and Family Contact team social worker to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated CSSW social worker, the referral should be made directly to them. If the child is not already known to CSSW, referrals should be made to the Child and Family Contact team. If the child lives outside Camden, a referral should be made to their home local authority.
- All referrals will be acknowledged by the Child and Family Contact team manager within 24 hours and the referrer informed of what action will be taken.
- If the school/college does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with CSSW/Early help services via the designated safeguarding lead.

#### **4.5 Attendance at case conferences and core groups**

- The designated safeguarding lead will liaise with FSSW to ensure that all relevant information held by New End is provided to FSSW during the course of any child protection investigation.
- The designated teacher will ensure that New End is represented at child protection case conferences and core group meetings:
  - where possible, a member of staff who knows the child best, such as a class teacher will be nominated to attend
  - failing that, the designated teacher or their deputy will attend
  - if no one from New End can attend, the designated teacher will ensure that a report is made available to the conference or meeting.

## 4.6 Monitoring

Where a pupil is the subject of a child protection plan and New End has been asked to monitor their attendance and welfare as part of this plan:

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead
- all information will be recorded on the child protection monitoring/incident form shown at appendix 2 prior to each conference and core group meeting
- the completed monitoring form will be kept on the pupil's file and copies made available to all conferences and core group meetings
- the designated teacher will notify FSSW if the child is removed from the school roll, excluded for any period of time or goes missing.

## 4.7 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school.
- The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding monitoring/incident form (see appendix 2) and all records should be signed and dated.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- Records should show:
  - what the concerns were
  - what action was taken to refer on concerns or manage risk within the school
  - whether any follow-up action was taken
  - how and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring/incident form must be completed;
  - whenever concerns arise or there is a serious incident **or**
  - where a child is being monitored, prior to a case conference or core group meeting.
- Where a child who is subject to a protection plan transfers to another school, the designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school.
- Child protection records will only be kept until the pupil leaves New End and should be disposed of as confidential waste.

## 4.8 Confidentiality and information sharing

- All information obtained by school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act; otherwise consent should be sought from parents.

- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with FSSW and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by FSSW.
- Parental consent to making a child protection referral should be sought, but, if withheld, the referral must still be made and parents made aware of this. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the Child and Family Contact team social worker on a “no names” basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of New End’s duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the Child and Family Contact team social worker.

## 5 EARLY YEARS SETTINGS WITHIN SCHOOLS

### 5.1 Legal and policy framework

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

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

### 6.2 Safeguarding and Child Protection

All safeguarding and child protection policies listed in sections 3 and 4 of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, the school has the following child protection policies:

- a policy on the use of mobile phones and cameras within the early years setting; recommended policies are:
  - parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile
  - parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared
  - staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose
  - staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.
- a statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

### 6.3 Suitable people

New End will follow the safe recruitment policy set out in section 6 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 6 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Camden policy "*Guidance of the management of an allegation against a member of staff*" as referred to in section 6 of this document.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

## **5.4 Staff training, skills and supervision**

The school will ensure that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy
- all policies set out in section 7 of this policy will apply equally to early years staff
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take
- all early years staff are able to communicate effectively in English both orally and in writing
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

## **5.5 Staff ratios**

The school will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe
- parents are kept informed of staff members and numbers
- children are kept within staff sight and hearing at all times.

For nursery classes:

- there will be at least one member of staff for every 13 children
- one member of staff will be a qualified teacher
- at least one member of staff will hold a full and relevant level 3 qualification.

For reception classes:

- class sizes will be limited to 30 pupils
- classes will be lead by a qualified teacher supported by suitably qualified support staff.

## **5.6 Health**

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

## **5.7 Health and Safety and suitability of premises**

New End will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

New End has specific policies for ensuring that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

## 6 SAFE RECRUITMENT

### 6.1 General principles

New End recognises that safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in New End are suitable to do so and do not pose any kind of risk.

New End will follow the [Keeping children safe in education guidance \(DfE September 2016\)](#).  
[Keeping children safe in education - Publications - GOV.UK](#)

These practices are:

- New End will carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors, in accordance with statutory requirements. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed.
- Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school (see section 6.3).
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safe recruitment training. Schools will take up the accredited safe recruitment training offered through the Camden Safeguarding Children Board or any other accredited training provider.
- Although the head teacher will have day-to-day responsibility for the recruitment of staff, the governing body will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- The head teacher will be responsible for keeping a single central record of all staff and volunteers who work at the school.
- The single central records should include details of all checks carried out and the outcome of these checks in the format shown at appendix 3.
- Where New End has salaried trainee teachers, the school will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.
- For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.
- Where staff are recruited via third parties such as employment agencies, the head teacher and/or the governing body will:
  - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
  - request written confirmation of the outcome of all checks
  - request written confirmation that an enhanced DBS certificate has been received by the agency
  - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

## 6.2 Checks to be taken out

New End will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address but be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order.
- For independent schools, free schools and academies, checks will be made to ensure any member of staff or governor involved in the management of the school is not barred from doing so under a section 128 direction.
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the NCTL Teacher Services system.

*Schools/colleges should be aware of the following central government guidance:*

[Criminal records checks for overseas applicants - Publications - GOV.UK](#)

[Employing overseas-trained teachers from outside the EEA - Publications - GOV.UK](#)

- If a candidate applying for a teaching post is not currently teaching, the school/college will contact their former school/college to enquire about their reasons for leaving.
- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.
- Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers. All references will be taken up prior to interview and will be requested directly from the referee. Referees will be contacted to resolve any issues that emerge from the references provided.
- The school will keep copies of the following documents on staff personnel files:
  - documents used as proof of identity such as passports or driving licences
  - a summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed)
  - documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

## 6.3 DBS checks

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school/college will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

The school will also take out an enhanced DBS check on governors but a barred list check will only be taken out if the individual governor will be carrying out a regulated activity within the school.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity which is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising
- care
- guidance and advice
- driving a vehicle
- personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at the school or unpaid volunteers who regularly work unsupervised at the school and whose work means they have an opportunity for contact with children.

Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on this:

- the age of the children;
- their level of vulnerability;
- the numbers of children in the group;
- the nature of the role;
- opportunities for contact with the children.

New End has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

New End will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.

## 6.4 Volunteers

The headteacher will ensure that unpaid volunteers, such as parents who accompany pupils on school outings or provide help in the classroom, are:

- All volunteers will be required to undergo a recruitment process, such as reference checks and interviews that is appropriate and proportional to the duties assigned to them.
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children subject to an enhanced DBS check, including barred list information.
- New volunteers who are not carrying out regulated activity will be subject to an enhanced DBS check only.
- For existing volunteers who are not carrying out regulated activity, the head teacher/principle will decide whether an enhanced DBS check should be carried out depending on:

- the nature of the role
- what information is already known about the volunteer
- what references from work or volunteering activity the volunteer has provided regarding suitability
- whether the role is eligible for an enhanced DBS check.
- The school/college will ensure that all volunteers are competent to carry out the duties assigned to them and only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DSB check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
- All volunteers will be fully inducted in relation to all school policies and procedures.

This section also applies to school governors who will be treated as volunteers for the purposes of carrying out DBS checks.

## **6.5 Disqualification by association**

**This section relates to primary schools with nurseries and/or reception classes and other schools where the school provides after school provision for children under the age of 8.**

The school will implement the Childcare (Disqualification) Regulations 2009 by ensuring that staff who are disqualified by association because they live in the same household as a person disqualified under the Childcare Act 2006 are not able to work in an early years setting within the school.

To do this the school will follow the statutory guidance “Disqualification under the Childcare Act 2006”:

[Disqualification under the Childcare Act 2006 - Publications - GOV.UK](#)

The school will also implement the “Childcare Disqualification Requirements Management Guidance” provided by Camden available at: [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board](#)

## 7 STAFF PRACTICE AND CONDUCT

### 7.1 Induction and training

Induction and training includes:

- The head teacher/principal will ensure that all staff are fully inducted, are made aware of the school/college's safeguarding and child protection policy and procedures and that staff are fully aware of their role in implementing these. Staff will be asked to confirm in writing that they have received and read all relevant staff policies, including "*What to do if you are worried a child is being abused*" guidance.
- The designated teacher will ensure that all staff are fully inducted with regard to New End child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.
- The headteacher will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- New End staff and governors will receive multi-agency safeguarding training provided by Camden Safeguarding Children Board at the relevant level.
- As well as basic safeguarding training, the designated safeguarding lead and their deputy will receive specific training on their role and other relevant multi-agency training courses provided by Camden SCB.
- New End staff will also receive training on the use of the Common Assessment Framework assessment and referral process as part of their safeguarding training.
- New End staff will receive regular and timely updates on child protection and safeguarding issues via the designated safeguarding lead in order to ensure they remain up to date with new legislation.

### 7.2 Conduct and safe teaching practice

The following practices are in place:

- New End expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.
- The headteacher will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out New End expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF "*Guidance for safer working practice for adults working with children & young people*" (2009).  
<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>
- Staff will be expected to follow Camden's model social media policy for schools in terms of their use of social media, particularly in relation to professional standards and relationships with pupils. All staff and volunteers will sign an acceptable use agreement before being given access to the school/college computer system.  
[Camden Essentials: HR model policies for schools](#)
- Staff and volunteers are reminded of confidentiality agreements. There is a written summary of the school's expectations.
- The school does not share individuals' details with other parents and carers. Year Group Parent Representatives collect information directly from parents for their own use. Year Group Parent Representatives are regularly reminded of their responsibility not to use this information inappropriately.

- Parents are consulted annually on the use of photographs and video in school. Parents have the right to refuse the use of their child's image. Any photographs used throughout the school, in the prospectus or on the school's website, do not identify children by name.

### **7.3 Providing intimate or personal care to pupils**

Staff in primary schools may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

New En has a written policy in place in order to promote safe working practices for staff and ensure children's privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- Staff should follow any agreed school policy or practice when providing intimate or personal care.
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.
- Parents should always be notified if intimate care has been provided.
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.
- When children are changing, levels of supervision should be appropriate to the pupils' age.
- Staff should avoid any physical contact unless a child needs help.
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

### **7.4 Behaviour Management, physical intervention and restraint**

It is New End's policy to use physical intervention and restraint only in line with Camden CSF policy "*Physical intervention policy for schools and centres*".

Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found at

[Schools: statutory guidance - GOV.UK](#)

However, Camden strongly advises schools:

- not to carry out non-consensual searches of pupils or their bags or lockers except in the presence of the safer schools police officer
- only to use reasonable force where there is a risk of harm to the pupil or others or a risk of substantial damage to property

Schools should be familiar with Camden's local policies on bullying, use of physical restraint and guidance on carrying out searches of pupils.

### **7.5 Music tuition**

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- ensure they behave in an appropriate manner and maintain professional boundaries at all times
- only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed
- make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why
- ask the child's permission first and respect their wishes
- report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken
- never travel alone with children in a car
- seek permission from parents before contacting children by mobile phone, for instance to rearrange a lesson or rehearsal, and use home telephone contacts wherever practicable

The school should:

- carry out a risk assessment around providing music tuition. This should include;
  - looking at whether rooms/spaces used for tuition are adequately safe and open locations that can be easily observed by others eg: open door or door with glass in it
  - passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly
- let parents know when they arrange tuition what level of physical contact may take place as part of the activity
- record any reported incidents or issues and deal with these within the framework of the school's own policies
- make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting

## **7.6 Allegations against staff**

In the event that an allegation is made against a member of staff or volunteer, New End will follow Camden's "*Guidance for the management of an allegation against a member of staff*".

[Policies / Guidance | Camden Safeguarding Children Board](#)

The school will appoint a responsible staff member (normally the head teacher) who will be the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

All allegations in relation to staff members will be referred to the head teacher; allegations against the head teacher will be referred to the board of governors.

Where a staff member is removed or resigns from the school following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at:

## 7.7 Whistleblowing

New End fosters a culture of openness in line with the “Freedom to speak up” review and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

New End recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within New End environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools/colleges are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within New End, staff and volunteers may report concerns to the following;

- Camden’s lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;
- The following numbers can be used where there are issues regarding the school/college’s overall procedures around safeguarding
  - Camden Council’s confidential and independent help-line for protected disclosure on **0800 734199**
  - the Ofsted whistle-blowing line on **0300 123 3155**
  - the NSPCC whistleblowing helpline on **0800 028 0285**.
- The head teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

## 8 HEALTH AND SAFETY RISK ASSESSMENTS

### 8.1 Responsibility for health and safety

The governing body and head teacher will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any health and safety policy adapted by the school will be based on the government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279429/DfE\\_Health\\_and\\_Safety\\_Advice\\_06\\_02\\_14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279429/DfE_Health_and_Safety_Advice_06_02_14.pdf)

Day-to-day responsibility for health and safety issues in the school will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is:

**Name: Dean Embley**  
**Designation: Site Manager**  
**Contact details: 020 7431 0961**

### 8.2 Risk assessments

New End will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the school environment as a whole
- for all school trips
- for pupils travelling between locations during the school day
- for all work-based learning or work experience placements
- when a pupil who has been excluded for risky or violent behaviour is returning to the school
- whenever there are any changes to the school environment or school practices
- following any serious incident.

### 8.3 Working with aggressive and violent parents

Where schools are working with families who are known to FSSW and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the head teacher/principal and the designated safeguarding lead and the information shared with FSSW.

If there are high levels of risk involved in contact with parents, FSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

### 8.4 Site Security and Visitors

The governing body is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.

The headteacher will decide whether or not individual visitors or contractors should be subject to CRB or List 99 checks before being allowed access to the building, depending on the level of access they are likely to have to pupils. To help with this decision, the headteacher/principal will apply the frequent or intensive basis test.

Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the headteacher/principal will request written confirmation that relevant checks have been carried out for that individual.

All visitors and contractors will be:

- instructed to report to reception on arrival
- expected to provide proof of identity
- expected to wear a name-badge or carry some form of identification at all times when on New End premises
- suitably supervised by school staff at all times
- made aware of school health and safety procedures.

The headteacher and the governing body will ensure that any contract entered into with contractors sets out clearly the expectations for workers' behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.

Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

## **8.5 Use of the school premises by other organisations**

The school will only allow use of the school premises by other organisations schools outside of school hours for the purposes of providing supplemental schooling if:

- the schools articles of trust or other incorporating document allows this;
- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values
- the organisation can provide evidence that they have followed safe recruitment practices and that their staff have the requisite DBS checks
- the following reasonable and due diligence checks are taken out on the organisation by the school;
  - an internet search on the organisation
  - checks with Camden's Community Groups and Schools Consultant (020 7974 7319)
  - checks with Camden's Channel officer (020 7974 1475)
  - checks with Camden Community Safety and the local police (number?)
- details of the agreement are recorded on the partnership agreement record available at: [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board](#)

New End currently only lets NESAs (the parent's association of the school), Kids' Club (OFSTED Registered) and The Chess Club use the premises outside of school hours.

## **8.6 Monitoring and review**

To enable New End to monitor the safety of the premises and the school environment, as well as the implementation of policies, the headteacher and the governing body will ensure that;

- all school policies are regularly monitored by the designated safeguarding lead and annually reviewed by the head teacher and governing body;
- the school keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the head teacher has an overview of all accidents/incidents;
- serious accidents and incidents are reported to the board of governors;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school/college safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

## **9 ADDITIONAL SAFEGUARDING POLICIES**

### **9.1 Non-Collection of children from school**

New End asks parents to inform us if another adult is collecting their child at the end of the school day. Parents are made aware of the need to notify the school in advance of this change, giving details of the person authorised to collect the child. Parents are also asked to inform the school where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, New End will not allow the child to leave but contact the parent immediately.

Where a child is uncollected at the end of the school day, the school follows FSSW agreed procedure:

- The school will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children should not be released into the care of another parent even where they offer to take the child home.
- New End will put FSSW on notice at 4.00 pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4.30pm, the school will contact the duty social worker who will come to collect the child or make arrangements for the child to be transported to the FSSW office.
- New End will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this will be reported to the Education Welfare Service. If there are also child protection concerns, a referral will be made to FSSW.

### **9.2 Children who are missing from education or home educated**

New End recognises that it needs to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

Attendance policies state clearly who needs to be notified and what action should be taken and any relevant timescales. Schools should refer to Camden's "Children missing from education" policy and the CSCB missing children protocol for further details. [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board](#)

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications will be made:

- The Education Welfare Service will be immediately notified of all decisions
- If the child is already known to FSSW, their allocated social worker will be notified immediately
- If the child is not known to FSSW, but the school has concerns about their welfare, the designated child protection teacher will make a referral to FSSW.

### 9.3 Children who harm other children

Where a pupil's behaviour causes significant harm to other pupils, for example through violent or sexually abusive behaviour, the school/college will refer the child to the Child and Family Contact team under the *Children who harm other children* protocol available at: [Policies / Guidance | Camden Safeguarding Children Board](#)

### 9.4 Prevention of radicalisation

New End's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Under Counter-Terrorism and Security Act 2015, the school/college also has a duty to refer young people on to Camden's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417943/Prevent\\_Duty\\_Guidance\\_England\\_Wales.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf)

Where a school/college has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent's radicalisation, the school/college will follow the guidance set out in the CSCB guidance "Safeguarding children and young people from radicalisation and extremism" available at: <http://www.cscb-new.co.uk/wp-content/uploads/2016/03/CSCB-guidance-on-radicalisation-and-extremism.pdf>

*Schools should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where there are concerns about radicalisation and a referral to Channel Panel is being considered the school/college should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.*

*The school/college designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer (if they have one), the Police Prevent Engagement Officer (Mark Fowler, [Mark.P.Fowler@met.pnn.police.uk](mailto:Mark.P.Fowler@met.pnn.police.uk) or call 0208 733 6014) and Camden's Prevent co-ordinator (Rema Patel, [rema.patel@camden.gov.uk](mailto:rema.patel@camden.gov.uk) or call 020 7974 1475).*

### 9.5 Mandatory reporting of female genital mutilation (FGM)

The school/college will follow the statutory guidance on FGM available at: [Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK](#)

Where a pupil makes a disclosure of FGM, the school/college will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the CSCB guidance available at: <http://www.cscb-new.co.uk/wp-content/uploads/2015/10/FGM-mandatory-reporting-guide.pdf>

## 9.6 Children with special education needs or disabilities (SEND)

New End is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. School policies reflect this and recognise that staff need to be able to help this group to overcome barriers to seeking help.

See SEND Policy

## 9.7 Online safety

As part of its duty to provide a safe learning environment and ensure pupils know how to remain safe online, the school/college will implement the recommendations of Camden's model schools e-safety policy available at: [eSafety | Camden Safeguarding Children Board](#)

### Other relevant safeguarding policies

Schools can access guidance on the following policies at [www.nspcc.org.uk](http://www.nspcc.org.uk) and [Department for Education - GOV.UK](#)

*Alternative provision*

[Alternative provision - Publications - GOV.UK](#)

Anti-discrimination & harassment

Attendance

[Parental responsibility measures for behaviour and attendance - Publications - GOV.UK](#)

*Child sexual exploitation*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278849/Safeguarding\\_Children\\_and\\_Young\\_People\\_from\\_Sexual\\_Exploitation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf)

*Behaviour and discipline*

[Behaviour and discipline in schools - Publications - GOV.UK](#)

*Bullying (including cyberbullying)*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288444/preventing\\_and\\_tackling\\_bullying\\_march14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf)

*Children missing from school*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268987/cme\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf)

*Complaints*

*Domestic violence*

*Drugs/substance misuse*

[Drugs: advice for schools - Publications - GOV.UK](#)

*Educational visits*

*Equality and diversity*

*Exclusion of pupils*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

*Fabricated or induced illness*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

*Faith abuse*

*First aid and administration of medicines*

*Supporting children with medical conditions*

[Supporting pupils at school with medical conditions - Publications - GOV.UK](#)

*Gender based violence, violence against women and girls*

*No smoking (EYFS)*

*Mental health*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental\\_Health\\_and\\_Behaviour\\_-\\_advice\\_for\\_Schools\\_160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

*Physical intervention*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/use\\_of\\_reasonable\\_force\\_-\\_advice\\_for\\_headteachers\\_staff\\_and\\_governing\\_bodies\\_-\\_final\\_july\\_2013\\_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

*Private fostering*

*Promoting British values/Radicalisation and violent extremism*

[Promoting fundamental British values through SMSC - Publications - GOV.UK](#)

*SRE*

*Sexting*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/545997/Sexting\\_in\\_schools\\_and\\_colleges\\_UKCCIS\\_4\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4_.pdf)

*Gender-based violence/teenage relationship abuse*

*Trafficking*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/177033/DFE-00084-2011.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf)

## 10 SAFEGUARDING VULNERABLE GROUPS

Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from FSSW or other agencies in order to overcome problems or keep them safe. The following has been written to help New End staff recognise those children.

*Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from CSSW or other agencies in order to overcome problems or keep them safe. Schools/colleges should be aware of the following policies so that they are able to respond to the needs of these vulnerable groups.*

### **Children at risk of sexual exploitation**

[Child Sexual Exploitation | Camden Safeguarding Children Board](#)

### **Children at risk of female genital mutilation (FGM)**

[Female genital mutilation: guidelines to protect children and women - Publications - GOV.UK](#)

### **Children at risk of forced marriage**

[Forced marriage - Detailed guidance - GOV.UK](#)

### **Children who run away/go missing**

[Policies / Guidance | Camden Safeguarding Children Board](#)

*Schools should also be aware that going missing is an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.*

### **Young people living with domestic or sexual violence**

*Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Camden Safety Net on **020 7974 1864** for advice and support.*

### **Young people at risk from gang activity or serious youth violence**

[Safeguarding children and young people who may be affected by gang activity - Publications - Inside Government - GOV.UK](#)

*Camden has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on **020 7974 6174** for advice.*

### **Trafficked children**

*The CSCB protocol provides guidance for agencies where it is thought children have been trafficked into or within the UK or where they are vulnerable to modern slavery/forced labour.*

[Child Trafficking | Camden Safeguarding Children Board](#)

### **Privately fostered children**

*Schools have a legal duty to notify Camden of any pupil they know to be privately fostered. Schools should contact the Fostering team on **020 7974 6783** to notify Camden of any private fostering arrangements that come to their notice.*

### **Young carers**

*If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action on **020 7272 6933** for advice and can refer the pupil on for services and support. Further details can be found on the website.  
[www.family-action.org.uk](http://www.family-action.org.uk)*

## **10.1 Children at risk of sexual exploitation**

Child sexual exploitation describes situations where a young person takes part in sexual activity either under duress or in return for goods, food or accommodation. It normally takes place in the context of an exploitative relationship where there is a power imbalance between the young person and their abuser, for example a much older boyfriend. Often, the young person is not aware that they are being abused, but a feature of the exploitation is that the young person cannot be said to have given proper consent.

In order to protect these young people, schools need to make appropriate referrals to FSSW. Some children may already be in exploitative sexual relationships, others may be being groomed. In particular, schools should be aware of pupils who are truanting, who have unexplained expensive goods and clothes or who talk about a much older sexual partner.

[Child Sexual Exploitation | Camden Safeguarding Children Board](#)

## **10.2 Children at risk of female genital mutilation (FGM)**

FGM is a cultural practice that involves a procedure to remove part or all of a young girl's female genital organs. UK law regards FGM as a crime against women and girls and forbids the practice in the UK or the removal of a woman or girl to another country for the purpose of carrying out the procedure.

The practice of FGM can be found mainly amongst communities from sub-Saharan Africa but can also be practised in communities from the Middle East and Asia. The procedure can be carried out at any age from birth onwards but the average age tends to be 10 to 12 years. The practice can have negative health consequences for the girl both in the short and long term.

Schools need to be aware of girls who are at risk of FGM or have been abused through FGM.

## **10.3 Children at risk of forced marriage**

Any young person who is being forced into a marriage that they do not consent to will be the victim of child abuse and should be protected. They are likely to be in conflict with their family and may have little trust of adults, especially those from their own community. The family may have made plans to take the young person abroad for the marriage and once this has happened, it becomes more difficult for the authorities in the UK to intervene.

The Forced Marriage Unit of the Foreign and Commonwealth Office has issued guidance for agencies on what action to take when there is reasonable cause to believe a young person may be being forced into marriage. Chapter 7 deals exclusively with the role of schools.

Where schools are concerned or aware that a young person is about to be taken out of the UK for the purposes of a forced marriage, they should notify FSSW immediately. The family should

not be notified or approached in any way. Schools should remain aware of a family's plans to go overseas for a period of time, and also if an older sibling has been known to have been forced to marry.

[Forced marriage - Detailed guidance - GOV.UK](#)

#### **10.4 Children who run away**

Running away is a dangerous activity that puts children at risk. Schools need to be aware of the Camden Safeguarding Children Board guidance on missing children so that they are clear about their role in helping to locate missing children and actions the school can take to help them reintegrate into school on their return.

If schools are worried about a child or young person who is thinking about running away, they can refer the young person to the Barnardo's project on **020 7700 2253** for support to help them to deal with issues and stop them running away.

Schools should also be aware that going missing is an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.

[Policies / Guidance | Camden Safeguarding Children Board](#)

#### **10.5 Young people living with domestic or sexual violence**

Some young people may be at risk because of parental domestic violence or because they are involved in a violent relationship themselves. Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Camden Safety Net on **020 7974 1864** for advice and support.

#### **10.6 Young people at risk from gang activity or serious youth violence**

Some young people may be at risk either because they are involved in gang activity or because they become a victim of gangs. Gang members may also be putting younger siblings at risk of violence from rival gangs, or younger siblings may be being groomed into the gang culture. Female siblings in particular may be at risk of sexual exploitation or sexual violence.

For more information, schools can refer to the Department for Education guidance.

[Safeguarding children and young people who may be affected by gang activity - Publications - Inside Government - GOV.UK](#)

Camden has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on **020 7974 6174** for advice.

#### **10.7 Children at Risk of Self Harm**

*Schools should have awareness of risks and signs of children who self-harm and have clear procedures to provide support.*

## 10.8 Trafficked children

Some children may have been illegally brought into the UK for the purposes of commercial gain, for example as domestic servants or forced labour. They will be heavily controlled by their exploiters and likely to be moved frequently in order to avoid detection by the authorities.

To avoid suspicion, traffickers may enrol a child on entry to the UK posing as a family member but remove the child from school shortly after. Schools need to be aware of any child who suddenly “disappears” off the school roll with no prior explanation, or applications for a place at the school for several unrelated children from the same address.

Any concerns about a child should be notified to FSSW. Further details can be found in the Camden Safeguarding Children Board guidance on child trafficking.

[http://cscb.org.uk/downloads/policies\\_guidance/local/ChildTrafficking.pdf](http://cscb.org.uk/downloads/policies_guidance/local/ChildTrafficking.pdf)

## 10.9 Privately fostered children

A privately fostered child is a child or young person aged up to 16 who is cared for by someone who is **not** a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days.

Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a child is sent to the UK to live with family friends or distant relatives. In general, privately fostered children are well cared for but some arrangements may be a cover for trafficking.

All private fostering arrangements must be notified to the local authority and Camden has a duty to visit a privately fostered child in order to safeguard their welfare. Schools have a legal duty to notify the local authority of any pupil they know to be privately fostered. New End will contact the Fostering team on **020 7974 6783** to notify Camden of any private fostering arrangements that come to our notice.

## 10.10 Young carers

Young carers are children who frequently take on responsibility for looking after parents or younger siblings, carrying out household tasks such as cleaning and cooking beyond what would normally be expected of a child of their age. This may be due to parental disability or ill health. Being a young carer can severely restrict a child’s life and can lead to poor educational outcomes and social isolation.

If there are any concerns about a pupil they believe to be a young carer, staff can contact Family Action on **020 7272 6933** for advice and can refer the pupil on for services and support. Further details can be found on the website.

[www.family-action.org.uk](http://www.family-action.org.uk)

## 10.11 Young people at risk of radicalisation and extremism

Staff need to be aware of any pupils who may be in contact with or being targeted by violent extremists. *Schools should refer to section 4.10 of this policy for information on what action to take to refer the young person to Camden’s Channel Panel where there is evidence that a pupil is being radicalised or involved in extremism. Schools can also seek advice from Rema Patel [rema.patel@camden.gov.uk](mailto:rema.patel@camden.gov.uk) Camden’s Prevent co-ordinator (in post February 29<sup>th</sup> 2016)*

## CHILD PROTECTION: DEFINITIONS AND INDICATORS

### Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Safeguarding and Social Care have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

**Neglect:** failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

**Physical abuse:** causing physical harm or injury to a child.

**Sexual abuse:** involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

**Emotional abuse:** failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

### Possible indicators of abuse and neglect

<b>Neglect</b>	<ul style="list-style-type: none"> <li>• Inadequate or inappropriate clothing</li> <li>• Appears underweight and unwell and seems constantly hungry</li> <li>• Failure to thrive physically and appears tired and listless</li> <li>• Dirty or unhygienic appearance</li> <li>• Frequent unexplained absences from school</li> <li>• Lack of parental supervision</li> </ul>
<b>Physical abuse</b>	<ul style="list-style-type: none"> <li>• Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury</li> <li>• Unwillingness to undress for sports</li> <li>• Injuries in unexpected places or that are not typical of normal childhood injuries or accidents</li> <li>• High frequency of injuries</li> <li>• Parents seem unconcerned or fail to seek adequate medical treatment</li> </ul>
<b>Sexual abuse</b>	<ul style="list-style-type: none"> <li>• Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development</li> <li>• Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend</li> <li>• Continual, inappropriate or excessive masturbation</li> <li>• Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy</li> <li>• Unwillingness to undress for sports</li> </ul>
<b>Emotional abuse</b>	<ul style="list-style-type: none"> <li>• Developmental delay</li> <li>• Attachment difficulties with parents and others</li> <li>• Withdrawal and low self-esteem</li> </ul>
<b>Indirect indicators of abuse and neglect</b>	<ul style="list-style-type: none"> <li>• Sudden changes in behaviour</li> <li>• Withdrawal and low self-esteem</li> <li>• Eating disorders</li> <li>• Aggressive behaviour towards others</li> <li>• Sudden unexplained absences from school</li> <li>• Drug/alcohol misuse</li> <li>• Running away/going missing</li> </ul>
<b>Parental attributes</b>	<ul style="list-style-type: none"> <li>• Misusing drugs and/or alcohol</li> <li>• Physical/mental health or learning difficulties</li> <li>• Domestic violence</li> <li>• Avoiding contact with school and other professionals</li> </ul>

## Safeguarding children monitoring/incident form

**Name of school:**

**Name of child:**

**DOB:**

**Status:**  monitoring due to concerns  subject to child protection plan

### Concerns/risks

Attendance and punctuality

Periods of exclusion (including dates)

Contact with parents/family

Health and physical appearance

Behaviour and emotional presentation (including any sexualised behaviour)

Concerning incidents

Peer relationships

Academic performance and achievement

### Views of child and parents

### Outcomes of monitoring

- continue monitoring  carry out CAF  referral to FSSW  
 referral to health services  referral for education support services  
 referral for behavioural support  referral on behalf of parent/carer

### Action taken

Name of staff member:

Date:

Appendix 3:

### **Safeguarding basic information record**

This record is to be placed at the front of the pupil's welfare record

**Name of school:**

**Name of pupil:**

**Date of birth:**

**Address:**

**Child's status:**

child in need    child protection    looked after

**Parent/carer details:**

**Contact number:**

**Name of GP:**

**Contact details:**

**Other agencies involved:**

<b>Name</b>	<b>Agency</b>	<b>Contact details</b>

### School safeguarding record

Status	Name of child	Class	Name of social worker	Contact number
<b>Children being formally monitored</b>				
<b>Children in need</b>				
<b>Children subject to a child protection investigation</b>				
<b>Children subject to a child protection plan</b>				
<b>Looked after children</b>				

## Appendix 5: School central record

### Important notes

This record should include:

- All staff, including supply staff and teacher trainees on salaried routes, who work in school
- All others who work in regular contact children in school, including volunteers
- For independent schools, including academies, free schools, all members of the proprietorial body

### Agency staff

Please give details of confirmation of checks that have been carried out by the supplying agency.

### Volunteers

- Unsupervised volunteers should not be left alone or allowed to work in regulated activity.
- For new volunteers in regulated activity who regularly teach children unsupervised an enhanced DBS is needed with a barred list check.
- For new volunteers not in regulated activity, schools should obtain an enhanced DBS certificate.
- Existing volunteers who provide personal care, the school should consider obtaining an enhanced DBS.
- Existing volunteers who are unsupervised do not need to have a DBS check with a barred list check because the volunteer should have been checked originally.
- For existing volunteers not in regulated activity there is no requirement for an enhanced DBS check (a school can request one but may not request a check of the barred list).
- For a volunteer not engaging in regulated activity a risk assessment should be made and a professional judgement made about the need for an enhanced DBS check.
- Supervision of volunteers – there must be supervision by a person in regulated activity, where supervision occurs, this must be regular and day to day and the supervision must be reasonable in all the circumstances to ensure the protection of children.

### Regulated activity

Regulated activity (see p17 for definition) – the period condition is at any time on more than three days in any period of 30 days. 'Frequently' is doing something once a week or more. Work of the nature defined (p17) is considered regulated activity if done regularly; where this is the case an enhanced DBS check is needed with a barred list check.

### Contractors

Contractors or employees of contractors working at the school should have the appropriate level of DBS check if a check is required, eg if the contractor is carrying out teaching or providing a level of care or supervision of children regularly.

### Documents

Please note that there is no requirement to list DBS numbers. Also, to comply with the Data Protection, DBS certificates should not be retained any longer than six months. Other documents to verify identity, right to work in the UK etc, should be kept in personnel files.

Name	Date of service	Address	DOB	Evidence of identity: (name of person carrying out check and date of check)	Barred list check (date and name of person carrying out check)	Enhanced DBS check (date and name of person carrying out check)	Prohibition from teaching check (date and name of person carrying out check)	Checks on persons from overseas (date and name of person carrying out check)	Checks on professional qualifications Certificates obtained (date and name of person carrying out check)	Checks on right to work in the UK (date and name of person carrying out check)	For supply staff, evidence from the employment agency that relevant checks have been carried out (date of confirmation and name of school staff checking)

Appendix 6 Camden Safeguarding Checklist

## Camden Safeguarding Checklist

**Academic Year:**

**School Name:**

- **The Designated Person (DP), Headteacher and Governing Body should consider the following areas in order to establish whether the school policies and procedures effectively safeguard children and staff. Supporting evidence must be provided for each indicator. All identified actions should have an indicative timescale.**
- **here an asterisk is shown and clarity is needed, please refer to Appendix 1**

### Appendix 4: **Schools safeguarding checklist**

*To be used by the head teacher and governors to carry out an assessment of the school's safeguarding framework*

Name of school:

Address:

Head teacher:

Contact details:

Date of safeguarding assessment:

Requirement	Yes	No	Comments/action
<b>Leadership and the safeguarding and child protection framework</b>			
The school has comprehensive safeguarding policies covering early help and child protection and a staff conduct policy covering use of technology, relationships with pupils, communications and use of social media			
There are agreed local procedures in place for making referrals to CSSW where there are concerns about the safety and welfare of a child			
There is a designated governor with responsibility for safeguarding and child protection			
A senior member of the leadership team has been appointed as the designated safeguarding lead and a nominated deputy to carry out the role in their absence and they have the time and resources allocated to carry out their responsibilities			
The safeguarding lead and their deputy have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 2 years.			
Arrangements are in place to ensure staff can liaise with the safeguarding lead or their deputy at all times during school hours			
The school promotes a multi-agency approach to safeguarding and child protection in line with <i>Working together</i> and staff are able to attend child protection conferences and other multi-agency meetings as appropriate			

The curriculum offers opportunities for pupils to learn how to keep themselves safe, including online			
The school promotes positive behaviour and this is reflected in behaviour management strategies used; reasonable force and restraint is used only in line with legislation; use of any behaviour management strategy is tailored to the needs of the pupil and carefully monitored for effectiveness			
The school has effective policies for dealing with bullying and discrimination, including cyberbullying, sexting and inappropriate language			
There is a policy around dealing with allegations against staff and all staff are aware of the policy and know what action to take if they have concerns about another member of staff			
The school has a policy of openness and challenge and staff and pupils feel safe to raise concerns; there is a whistleblowing policy in place and all staff and pupils know who to contact if they are concerned that safeguarding issues are not being adequately dealt with by the school			
The school has an internet safety policy setting out how pupils will be kept safe online and the standards for use of technologies expected from pupils and staff including mobile devices; all pupils and staff have signed an acceptable use agreement			
The school have taken steps to implement the Prevent duty and staff are aware of how to make appropriate referrals to Channel Panel			
The school has a policy on dealing with children who harm other children and all staff are aware of what action to take under this policy			
The school seeks the views of pupils and parents with regard to safeguarding issues and all safeguarding and child protection policies are available on the school website			
<b>Staff knowledge and e safeguarding practice</b>			
All staff are inducted in safeguarding arrangements in the school and have received and read all relevant policies			
All staff have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 3 years.			
All staff receive regular updates to safeguarding and child protection legislation via the designated safeguarding lead as required			
All staff are able to identify those children who may benefit from early help and are able to provide support within the school or make appropriate referrals to Camden's Early help service			
All staff are able to recognise the indicators of abuse and harm, can identify children who may be at risk of harm			
All staff know what action to take to refer children appropriately to CSSW where there are concerns and make timely referrals and follow up referrals where it is thought the child's situation is not improving			
All staff are aware of their legal duty under the mandatory reporting rules for FGM and can make appropriate notifications to the police and CSSW in known cases of FGM			
All staff are aware of what actions to take when a child goes missing from education or does not attend and that missing episodes are monitored; all staff are aware of the link between going missing and safeguarding issues such as sexual exploitation, criminal behaviour, substance misuse and trafficking; there are procedures in place to notify Camden where a child is removed from the school roll in line			

with the local <i>Children missing from school</i> policy			
All staff are able to share information lawfully and appropriately and work jointly with partner agencies; parents are informed of concerns and actions taken unless this puts the pupil at further risk			
Records of concerns and referrals are up to date and timely and kept securely			
All staff receive regular supervision that enables them to raise safeguarding issues			
Risk assessments are routinely carried out to ensure the health and safety of pupils on site, on school trips and during work experience			
Pupils feel safe and are aware of how to raise concerns and complaints with a trusted adult			
<b>Safe recruitment</b>			
The school has a safe recruitment procedure that is in line with statutory requirements			
The school has a single central record providing details of when and by whom the following checks on candidates were taken out: <ul style="list-style-type: none"> <li>• Identity checks</li> <li>• DBS/barred list checks</li> <li>• Prohibition from teaching checks</li> <li>• Appropriate checks with overseas organisations where the candidate is from abroad</li> <li>• Checks to establish right to work in the UK</li> <li>• Professional qualifications check</li> </ul>			
The school has a clear system in place in line with statutory requirements for volunteers or contractors coming into the school. Enhanced DBS checks are taken out on all staff members, volunteers and governors; barred list checks are also taken out on staff, volunteers and governors who are involved in regulated activity			
The head teacher or other member of the senior leadership team decides on whether or not volunteers, visitors or contractors require a DBS check and this decision is informed by a risk assessment; arrangements are put in place to supervise and oversee volunteers, visitors and contractors where a DBS check is not carried out and children are not left unsupervised with any individual who has not undergone a DBS check			
The school seeks written confirmation from agencies that these checks have been taken out on all agency and supply staff prior to appointment; all agency and supply staff are required to present proof of identity prior to beginning work			
A member of the governing board or senior leadership team involved in interviewing has completed an accredited safe recruitment training course			
<b>Dealing with allegations against staff</b>			
There is a named staff member with responsibility for liaising with the police and LADO			
Appropriate referrals are made to the DBS where staff cease to work at the school following investigation into allegations			

## Appendix 1- Supplementary Information for completion of the Camden Safeguarding Checklist

<b>DSP arrangements</b>	<i>It is a statutory requirement that the lead DP is a senior member of the school's leadership team. The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post. In many schools a single designated person will be sufficient, but a deputy should be available to act in the designated person's absence. In large establishments, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the workload.</i>
<b>The role of the Head teacher</b>	<i>For those Headteachers who are not DPs, their contribution to safeguarding and child protection is to lead, facilitate, support, innovate and evaluate. Headteachers who are also DPs have the additional operational role of managing individual cases. The Headteacher must ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including making referrals, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children in need/in need of protection.</i>
<b>Nominated Child Protection Governor</b>	<i>It is recommended that an individual member of the governing body is appointed as the nominated Child Protection Governor to champion child protection issues within the school, liaise with the head teacher and DP/s about them, and provide information and reports to the Governing Body as appropriate.</i>
<b>Monitoring and auditing</b>	<i>The Designated Person should bring to the attention of the Governing Body any deficiencies which may affect compliance with the Education Act 2002 Section 175/157 and support the identification of areas for improvement.  Safeguarding Children and Safer Recruitment in Education, DfES 2006 states that Governing Bodies are accountable for ensuring they remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to their attention.</i>

<b>Bullying, discrimination and harassment</b>	<p><i>Under the Ofsted inspection framework, safeguarding is assessed under ‘Behaviour and safety of pupils’ as well as ‘Leadership and Management’. The behaviour and safety judgement takes account of a range of evidence about behaviour and safety over an extended period. This evidence may contribute to inspectors’ evaluation of how well the school promotes pupils’ spiritual, moral, social and cultural development. Please see the Ofsted publications ‘The framework for school inspection’ and the ‘School inspection handbook’ for more details.</i></p>
<b>Induction</b>	<p><i>It is recommended that all new staff/volunteers receive some input about the school’s safeguarding arrangements on the first day of starting at the school. This should include details of the Child Protection Policy, the name and contact details of the DP, Deputy DP and the Chair of Governors. The quick reference guide has been developed for this purpose.</i></p> <p><i>As well as an initial introduction to the school’s safeguarding procedures, it is recommended that a more in-depth safeguarding induction is delivered within the first week, which briefs staff on the safeguarding arrangements within the school and their individual responsibilities for safeguarding and promoting the welfare of children. A PowerPoint presentation is available.</i></p> <p><i>Following induction, Safeguarding Children training needs to be arranged as soon as possible (within the first term). See section below for more information.</i></p>
<b>Single agency, stage one training</b>	<p><i>Single agency, stage one training is training carried out by a particular agency for its own staff, e.g. external training provider. It is training to ensure school staff have up to date knowledge and skills and an opportunity to reflect on their experiences.</i></p> <p><i>Safeguarding Children and Safer Recruitment in Education, DfES 2006 sets out clearly that all staff and volunteers working with children in the school setting must receive <b>Stage One Safeguarding Training every three years. This includes the Deputy and Lead DPs.</b></i></p> <p><i>Staff requiring the training outside of the three yearly statutory update should receive catch up training by the Designated Person at their school. Training resources have been designed to support DSPs in the delivery of this training.</i></p> <p><i>It is also <b>good practice</b> for the DP to deliver a safeguarding <b>refresher annually</b> to ensure all staff are up to date with their training and all new staff receive timely training on issues relating to safeguarding.</i></p>
<b>Staff that have missed the three year cycle of stage one training</b>	<p><i>Staff requiring the training outside of the three yearly statutory update will receive catch up training by the Designated Person at their school.</i></p>
<b>Single agency, stage two training</b>	<p><i>Single-agency, stage two training is training is for those who have a lead role in safeguarding or who have regular or intensive contact with children and families (i.e. DPs).</i></p>

	<i>In addition to the Stage 1 (whole school training), the Designated Senior Person/s for Child Protection in the school must receive appropriate Stage 2 training to enable them to fulfil their specific role and responsibilities. Thereafter, DPs should undertake further training at <b>Stage 2 at least every two years</b>. This training may be single or interagency in nature.</i>
<b>Inter-agency, stage two training</b>	<i>Inter-agency, stage two training is for employees of different agencies who either work together formally or come together for training or development e.g. HSCB, NSPCC training etc. It is for those who have a lead role in safeguarding or who have regular or intensive contact with children and families.</i>  <i>Ofsted will want to see that DPs have accessed some training in inter-agency working, in line with ‘The framework for school inspection’ and the ‘School inspection handbook’. These can be found at:</i>
<b>Governor training</b>	<i>Whether the Governing Body acts collectively or a nominated Child Protection Governor takes the lead with respect to safeguarding issues in the school, it is helpful if all members of Governing Bodies to undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.</i>
<b>Policies and procedures</b>	<i>Governing Bodies are accountable for ensuring their establishment has effective policies and procedures in place in accordance with this guidance, and monitoring the school’s compliance with them.</i>
<b>Supplementary guidance</b>	<i>DPs must be familiar with the legislative framework and guidance for safeguarding to ensure they are clear about their responsibilities and how to fulfil these. This will also give an understanding of the responsibilities and processes of other agencies.</i>  <i>Supplementary guidance outlines procedures to be followed in specific circumstances related to safeguarding children. Some examples of supplementary guidance include:</i> <ul style="list-style-type: none"> <li>• DfE. Keeping Children Safe in Education, Statutory Guidance for schools and colleges. April 2014</li> <li>• DfE. Keeping Children Safe in Education, Information for schools and colleges. April 2014</li> <li>• HM Government (March 2013) Working together to safeguard children</li> <li>• Safeguarding children from female genital mutilation (DCSF/DoH fact sheet)</li> <li>• DCSF (2007). Safeguarding children from abuse linked to a belief in spirit possession</li> <li>• DCSF and Home Office (2007). Safeguarding children who may have been trafficked</li> <li>• DfE Keeping Children Safe in Education (April 2014)</li> <li>• HM Government (2008). Safeguarding children in whom illness is fabricated or induced</li> <li>• DCSF (2009). Safeguarding disabled children – practice guidance</li> <li>• HM Government (2009). The Right to Choose: multi-agency statutory guidance for dealing with forced marriage and HM Government (2009) Multi-agency practice guidelines: handling cases of forced marriage</li> </ul>

	<ul style="list-style-type: none"> <li>• HM Government (2009). Safeguarding children and young people from sexual exploitation</li> <li>• HM Government (2010). Safeguarding children and young people who may be affected by gang activity</li> <li>• London child protection procedures (5<sup>th</sup> edition) 2013</li> <li>• FCO guidance</li> <li>• CSCB protocol on children abused through sexual exploitation</li> </ul> <p><i>There is not an expectation that DPs necessarily print copies of these; however they must know which are relevant and know how to access them. Good practice would be to disseminate these as appropriate to school staff to raise awareness, perhaps as part of an annual safeguarding refresher staff meeting.</i></p> <p>Camden guidance:</p> <ul style="list-style-type: none"> <li>• Camden model safeguarding policy</li> <li>• Camden 'anti-bullying' policy</li> <li>• Camden guidance for dealing with allegations</li> <li>• Camden 'missing from school' policy</li> <li>• Camden 'SRE' policy</li> </ul>
<b>Extended Services</b>	<p><i>Where services or activities are provided separately by another body, the governing body should be satisfied that the provider concerned has appropriate policies and procedures, including those for staff appointments in place in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.</i></p>

<p><b>Individual Casework</b>  <i>(Individual casework tasks focus on confidential information and safeguarding activity in relation to individual children)</i></p>	
<b>Record keeping</b>	<p><i>Good record keeping is important and is part of the accountability of professionals to those who use their services. Schools are required to maintain an educational record for each pupil and to share this with parents. An educational record includes a curricular record (pupil's academic achievements, other skills, abilities and progress in school) and any safeguarding records kept about that child.</i></p> <p><i>Working Together to Safeguard Children (DFE, 2013) and The Education (Pupil Information) (England) Regulations 2005</i></p>
<b>Children missing from education</b>	<p><i>Should a child leave a Camden school without notice being given by the parent or without the school being advised by the parent of the new address and/or school the child is to attend, the school should notify the Education Welfare Service as soon as possible.</i></p>
<p><b>Allegations Management and Safe Working Practice</b></p>	
<b>Managing allegations</b>	<p><i>Head teachers, Chairs and Vice Chairs of Governors must be able to demonstrate awareness of procedures</i></p>

	<i>for Managing Allegations Against Staff</i>
<b>Safer Recruitment</b>	<p><i>It is vital that schools adopt recruitment and selection procedures processes that help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. Governing Bodies should ensure the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.</i></p> <p><i>At least one member of the recruitment panel must have completed safer recruitment training; or where an individual is in charge of recruitment, that individual must have completed the training. <b>Safer recruitment accreditation lasts for only five years.</b></i></p>
<b>Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DSCF March 2009)</b>	<p><i>This DCSF practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. It is relevant to both individuals and schools/services working with or on behalf of pupils. It is recommended that schools/services use this guidance to develop and promote safer working practice by ensuring that all employees and volunteers are made aware of its contents, have access to the document and understand the expectation that they will work to it.</i></p>

Appendix 7

## Recruitment and Selection Checklist

PRE-INTERVIEW:	Initials	Date
<p><b>PLANNING</b>            Timetable decided: job specification and description and other documents to be provided to applicant. Reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc. – paragraphs 3.17 – 3.20 and 3.22 to 3.29.</p>		
<p><b>VACANCY ADVERTISED</b> (where appropriate)            Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked – paragraphs 3.15, 3.16 and 3.21.</p>		
<p><b>APPLICATIONS</b> on receipt            Scrutinised – any discrepancies/ anomalies/ gaps in employment noted to explore if candidate considered for shortlisting – paragraphs 3.30, 3.31 and 3.33.</p>		
<p><b>SHORTLIST PREPARED</b></p>		
<p><b>REFERENCES – seeking</b>            Sought directly from referee on short listed candidates; ask recommended specific questions; include statement about liability for accuracy – paragraphs 3.32 and 4.30 to 4.36.</p>		
<p><b>REFERENCES – on receipt</b>            Checked against information on application; scrutinised; any discrepancy/ issues of concern noted to take up with applicant (at interview if possible) – paragraphs 4.35 and 4.36</p>		

INVITATION TO INTERVIEW Includes all relevant information and instructions – paragraphs 3.36 – 3.39		
INTERVIEW ARRANGEMENTS At least 2 interviewers; panel members have authority to appoint; have met and agreed issues and questions/ assessment criteria/ standards – paragraphs 3.40 - 3.42.		
<b>INTERVIEW:</b>	<b>Initials</b>	<b>Date</b>
INTERVIEW Explores applicants' suitability for work with children as well as for the post – paragraphs 3.43 and 3.44.		
NB Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate, applicant completed application for CRB Disclosure – paragraphs 3.37 and 3.38.		
<b>POST- INTERVIEW:</b>	<b>Initials</b>	<b>Date</b>
CONDITIONAL OFFER OF APPOINTMENT: PRE APPOINTMENT CHECKS Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period – paragraphs 3.45 – 3.49.		
REFERENCES (if not obtained and scrutinised previously).		
IDENTITY (if that could not be verified straight after the interview) – paragraph 4.13.		
QUALIFICATIONS (if not verified on the day of interview) – paragraph 4.28.		
Permissions to work in UK if required – paragraph 4.65.		
CRB – Where appropriate satisfactory CRB disclosure received – paragraphs 4.18 – 4.21.		

LIST 99 – person is not prohibited from taking up post – paragraph 4.15.		
HEALTH – the candidate is medically fit – paragraph 4.38.		
GTC England – (for teaching post in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration – paragraph 4.39.		
QTS – for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS		
<b>STATUTORY INDUCTION</b> (for teachers who obtained QTS after 7 May 1999) – paragraphs 3.50 and 3.51.	<b>Initials</b>	<b>Date</b>
Copy of staff handbook given		
Copy of health and safety policy given		
Copy of safeguarding and child protection policy given		
Copy of e-safety guidelines given		