



St Hilary's School

Safeguarding Children/Child Protection Policy Including EYFS and After School Care

St Hilary's fully recognises the contribution it needs to make when protecting and supporting children at the school. All staff, including volunteers, believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral developments of the individual child. This policy is designed to provide a comprehensive coverage of the key issues involved: definition, explanation and identification, procedure and support. This policy applies equally to EYFS, Key Stage 1 and Key Stage 2 as taught at St. Hilary's, as well as the After School Care provisions.

St Hilary's is committed to the safeguarding and promotion of children's welfare. Our policy and procedures comply with the DFE guidance Keeping Children Safe in Education (May 2016) and Working Together to Safeguard Children (March 2015). They are in accordance with locally (Surrey) agreed inter-agency procedures.

DESIGNATED SAFEGUARDING LEAD: KS1 and KS2, Mrs Gemma Mitchell and EYFS, Mrs Louise Thornton

This policy is to be updated annually by the Designated Safeguarding Lead (DSL) and the Chair of Governors is responsible for an annual review of this policy. It is made available to parents. The DSL liaises with the DSL for the EYFS (Mrs Thornton).

1. Aims of the policy are:

- To enable staff and volunteers to support the child's development in ways that will foster security, confidence and resilience;
- To enable staff and volunteers to provide an environment in which children and young people feel safe, secure, valued, respected and confident and know how to approach adults if they are in difficulties;
- To raise the awareness of both teaching and non-teaching staff (including volunteers/governors) of the need to safeguard children and of their responsibilities in identifying and reporting concerns about the safety and welfare of children.
- To provide a systematic means of monitoring children for whom concerns have been raised or who are thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children;
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils;
- To provide a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse;
- To ensure effective working relationships with other agencies;
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

All children have the right to be treated as an individual, to have his/her needs met, and to be shown respect for all aspects of his/her identity, including gender, nationality, ethnic origin,



religion, sexuality and culture. At St Hilary's we are sensitive to the fact that parenting and child rearing styles can vary according to class, age, race, ethnicity, culture and/or religion. We recognise that all parents have the right to raise their children according to their family traditions and we are aware of not passing judgement on or discriminating on the basis of difference. However we are also aware that all children living in England are protected by the laws of this country. Please see DfE Prevent guidance for further information.
<https://www.gov.uk/government/publications/prevent-duty-guidance> (March 2015)

All members of staff, volunteers and governors have a responsibility to identify and report concerns or suspected abuse (including suspected, actual or reported abuse by other members of staff) and to ensure the safety and well-being of the pupils. This means that they should consider, at all times, what is in the best interests of the child. All staff should be aware of the early help process as well as the process for making referrals to children's social care. Staff should be aware of the signs of the various types of child abuse and the procedures they should follow if they have concerns about a child.

2. Definitions

a) Safeguarding and Promoting Welfare

“Safeguarding and promoting the welfare of children is defined ... as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.” Keeping Children Safe in Education (2015)

b) Child Protection

The process of protecting individual children identified as either suffering, or at risk of suffering significant harm as a result of abuse or neglect.

c) Child Abuse

At St Hilary's, child abuse is taken to refer to any child who through the action, or inaction, of parents, other carers or other child/children, has suffered, or is likely to suffer neglect, or serious physical, sexual or emotional harm. At St. Hilary's staff are made aware that, 'abuse, neglect and safeguarding issues are rarely standalone events that can be covered by anyone definition or label. In most cases multiple issues will overlap with one another.' (KCSIE 2016)

3. Categories of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or an institutional or community setting by those known to them or, more rarely, by others (e.g via the internet). They may be abused by an adult or adults or another child or children. (Keeping Children Safe in Education: 2016)

Physical abuse (see Appendix 1): a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.



Emotional abuse: (including Domestic Violence) the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying - including cyberbullying (**see anti-bullying policy**), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse and Child Sexual Exploitation: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In certain circumstances e.g. parent mental illness, family alcohol or drug abuse, foreign exchange visits, domestic violence or religious and racial harassment, child abuse may commence.

Specific safeguarding issues may include:

- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Fabricated or induced illness
- Faith abuse/radicalisation
- Female genital mutilation (FGM)*
- Drugs
- Children missing education
- Child missing from home or care
- Forced marriages



- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking
- Honour-based violence (HBV)

Guidance on these and other specific safeguarding issues can be found in 'Keeping Children Safe in Education' (2016).

*In the case of FGM teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless, the teacher has good reason not to, they should still discuss such a case with the school's DSL and involve children's social care as appropriate.

4. **Procedure to be Followed when Harm is Suspected or a Child Makes a Disclosure (see Appendix Two)**

If a staff member has any **concerns** about a child they will need to decide what action to take. Where possible they should have a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care. If anyone other than the DSL makes the referral they should inform the DSL as soon as possible.

If a child is in **immediate danger** or is at risk of harm a referral should be made to children's social care and/or the police immediately.

- Talk with and listen to the child. The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Where abuse is alleged, the initial response should be limited to listening carefully to what the child says so as to clarify the concerns and to offer re-assurance about how she/he will be kept safe. Brief the DSL immediately and follow up with a summary in writing.
- Make notes as soon as possible, writing down **exactly** what the child said and when she/he said it. Keep all hand-written notes, even if subsequently typed. All notes and typed text must be signed and dated, as well as countersigned and dated by the Designated Safeguarding Lead. All the DSL's notes will be similarly treated. The safeguarding lead will usually decide whether to make a referral to children's social care.
- The DSL will take any measure to ensure the immediate safety of the child. In some cases the DSL may conduct an interview with the child to establish whether there are grounds for referral. The law empowers anyone who has actual care of a child to do all that is reasonable in the circumstances to safeguard that child's welfare. For example, a teacher



should take all reasonable steps to offer a child immediate protection from an aggressive parent.

- If the DSL feels there is substance in the concerns, where appropriate, she will discuss the matter immediately with the Headmistress. The Headmistress will use her discretion with the help of the DSL to decide the best course of action. Contact with Children's Social Care must be made as soon as possible within 24 hours of a disclosure or suspicion of abuse.
- If the child is suffering from a serious injury, medical attention must be sought immediately from A & E, the Social Services Department (SSD) and the duty consultant paediatrician must be informed of any concerns.
- Where practicable and appropriate, concerns will be discussed with the child's parents and if required, agreement sought for a referral to SSCB, unless this may put the child at further risk.
- Parents will be asked for explanations of an injury, behaviour or a child's allegation. These conversations will be open and honest, and the parents will be provided with reasons for concerns and asked to give explanations. Where appropriate a referral for an Early Help Assessment will be completed.
- The Designated Safeguarding Lead will inform the member of staff who has raised the concern of the outcome.

Referrals will be made to:

In school hours 8.00-6.00pm

Surrey County Council Contact Centre Children's Services: 0300 200 1006

Out of Hours Emergency No: 01483 517898

The NSPCC might also be consulted and in extreme cases, the police.

Early Years Staff with concerns may also contact Ofsted.

Ofsted

www.ofsted.gov.uk.

0300 123 1231

The National Business Unit

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

If the member of staff is concerned with the outcome, they have the right to contact Children's Services directly.

Other contact details include: The dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 0207340 and counter-extremism@education.gsi.gov.uk



5. Staff Responsibility and Training

The school have two designated, trained Designated Safeguarding Leads to whom incidents are reported and who are responsible for ensuring that the processes are followed. The Head of Pastoral Care and member of the Senior Leadership Team, Mrs Mitchell, is responsible for Safeguarding across the school from Year 1 to Year 6. Mrs Thornton is the trained DSL for the EYFS. Mrs Mitchell and Mrs Thornton deputise for one another. The school also has designated Governor, Mr Simon Allen. The DSLs undertake training within a period of a minimum of every two years and the Head of Pastoral completed Modules 1 in June and in September 2015 Modules 2 and 3. Mrs Thornton completed Modules 1 and 2 in July 2011, a refresher in May 2013 and another refresher in September 2015. Mrs Whittingham, the Headmistress, has completed Module 1 in November 2015 and Module 2 in March 2016.

As part of their Induction Training, new staff are inducted in the school's safeguarding policy, the staff code of conduct as referred to in the Staff Handbook, part 1 of Keeping Children Safe in Education, and the identity of the DSL and EYFS DSL. All members of staff develop their understanding of the signs and indications of abuse and access training on a regular basis (a minimum of every three years). In addition all staff are required to read and ensure they understand Part 1 of 'Keeping Children Safe in Education'. Staff have undertaken online courses in Child Protection, the Prevent Duty and Child Exploitation and online safety. All staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members receive safeguarding and child protection updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. (KCSIE 2016)

All parents/carers are made aware of the responsibilities of staff, volunteers and governors with regard to child protection procedures through publication of the school's Safeguarding/Child Protection Policy on our website and reference to it in our introductory school pack (Parent Handbook).

6. How can individual staff prepare themselves for dealing with safeguarding concerns?

- Staff are encouraged to take the issue of harm or abuse seriously. They should raise any concerns about the School's Safeguarding regime to the School's Senior Leadership Team.
- Staff should be reminded that teachers are in a special position to talk to the child, to help and to provide a safe haven.
- Staff should consider the possibility of abuse within the school.
- Staff should know that they will be helped to deal with their own feelings.
- Staff should be reminded not to try to handle issues on their own. They must report them to the Designated Safeguarding Lead even if they are unsure. 'In exceptional circumstances such as in an emergency, or a genuine concern that appropriate action has not be taken staff members can speak directly to Children's Social Care.' (Keeping Children Safe in Education 2016)
- Staff are reminded that confidentiality cannot be promised to a pupil making a disclosure.
- Staff do not contact parents themselves.
- Staff should be aware of the school's procedures relating to peer abuse, the different forms that this can take and that abuse should never be tolerated or passed off as 'banter' or just 'growing up.' (KCSIE 2016)
- Staff are made aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff understand that additional barriers can exist when recognising abuse and neglect in this group of children.



For helpful things to say: see Appendix 3

Actions where there are concerns about a child (KCSIE 2015 and May 2016): Appendix 2

7. Supporting Children

We recognise that a child who is neglected, harmed or abused, who witnesses abuse or violence or who lives in an abusive or violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Our school will support pupils by:

- Encouraging children are taught about safeguarding, including online through the curriculum and PSCHE. (see PSCHE and SMSC policies)
- Encouraging the development of self-esteem and assertiveness;
- Ensuring that anti-bullying strategies are in place and responses to incidents are dealt with promptly and effectively (**See anti-bullying policy**)
- Promoting a caring, safe and positive environment within the school;
- Liaising and working together with other agencies involved in the safeguarding of children;
- Notifying Children's Social Care as soon as there is a significant concern;
- Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the school;
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the pupil's new school.

Our school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning the values of our society. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. St. Hilary's seeks to protect children against the messages of all violent extremism. The school governors, the Headmistress and the DSL will assess the level of risk within the school and put actions in place to reduce the risk.

Attention is paid to school practices to help children to adjust to their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Resources promoted by the DfE which are used include:

The use of social media for on-line radicalisation



The UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP's Thinking website (www.thinkuknow.co.uk)

In accordance with Prevent guidance children are safe from terrorist and extremist material when accessing the internet through the school system. The school has a Barracuda Web Filter 210 and filtering applies to all internet activity regardless of user id. The school includes PREVENT key words in its filtering process.

8. Allegations Against Staff/Volunteers/Governors

All staff and volunteers at St Hilary's have undertaken an Enhanced Disclosure via the Disclosure and Barring Service (DBS). (See Safer Recruitment Policy). All Governors are asked to obtain an Enhanced Disclosure from the DBS, confirmation of identity and if they have lived outside the UK an alternative relevant form of check.

Teachers and other members of school staff (including volunteers) who have day-to-day contact with children in a variety of situations may be vulnerable to accusations of abuse. Their relationships with pupils may in rare instances lead to allegations against them being made by pupils or parents/carers.

It is the school's responsibility to react promptly and carefully to cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation.

The term, therefore, does not imply guilt or innocence.

If a member of staff is informed of an allegation of abuse by another member of staff or volunteer or, if they witness harm or abuse by a member of staff or volunteer, they must report the matter immediately to the Headmistress or the Chair of Governors in the Headmistress' absence (see separate Whistleblowing Policy). If the allegation concerns the Headmistress the person receiving the allegation should immediately inform the Chair of Governors without notifying the



Headmistress. If the Headmistress and/or Chair of Governors are unavailable, the member of staff should consult with the Deputy Head DSL.

In the first instance, the Headmistress or Chair of Governors should immediately discuss the allegation with the appropriate Designated Officer at the Local Authority, whether or not there is sufficient substance in the allegation to warrant an investigation. 'The purpose of an initial discussion is for the Designated Officer(s), the Headmistress and/or Chair of Governors to consider the nature, content and context of the allegation and agree a course of action. The Designated Officer(s) may ask the Headmistress/Chair of Governors to provide or obtain relevant additional information such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children.' (KCSIE 2016) Contact details for the Surrey duty Designated Officer at the Local Authority are: Contact number 0300 200 1006 or e-mail Designated Officer at the Local Authority@surreycc.gov.uk

The purpose of an initial discussion is to consider the nature, content and context of the allegation and agree a course of action. The Designated Officer at the Local Authority may ask the school to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the Headmistress or Chair of Governors will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the school should discuss the allegations with the Designated Officer at the Local Authority in order to help determine whether police involvement is necessary. The school will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children or whether alternative arrangements can be put in place until the allegation or concern is resolved.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the Headmistress or Chair of Governors and the Designated Officer at the Local Authority, and agreement reached on what information should be put in writing to the individual concerned and by whom. The school should then consider with the Designated Officer at the Local Authority what action should follow both in respect of the individual and those who made the initial allegation. This will be in accordance with the guidance in Keeping Children Safe in Education (2016).

Parents will be told about the allegation as soon as possible, if they do already not know of it. Parents will then be kept informed about the progress of the case and told the outcome.

Support for the individual is vital to fulfilling our duty of care towards our staff. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The school should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the staff member concerned. When an allegation is made, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Parents should be made aware of the requirement to maintain confidentiality about any allegations made against staff whilst investigations are on-going.

The school will inform Ofsted of any serious allegations of harm or abuse related to children in the EYFS by any person living, working or looking after children at the premises (whether that



allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. The school will inform Ofsted of the above as soon as is reasonably practicable but at the latest within 14 days.

In addition, if anyone who is employed, contracted, a volunteer or a member of staff working in the school is deemed unsuitable to work with children, and thus their services are no longer required, the school will report to the DBS within one month of a person leaving the school. Any such report will include evidence about the circumstances as far as possible. If the accused person resigns as a consequence of the allegation it will not be appropriate to reach a settlement or compromise agreement.

Guidance is given to all staff on appropriate behaviour, including physical restraint (Behaviour Policy) and boundaries to professional conduct. (Staff Handbook/ Safe Working Practice in Education)

9. Responsibility of the Designated Safeguarding Lead

The DSL is responsible for:

- Ensuring staff prioritise the welfare and safety of all children at St Hilary's School from the EYFS to age 11. Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Arranging training, formal and informal including on-line training where relevant, for all staff. The DSL links with the local LSCB to make sure staff are aware of the latest local training opportunities.
- Undertaking training in inter-agency child protection by refresher training at two yearly intervals and 'have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.' (KCSIE 2016)
- Keeping all staff updated with current procedures, ensuring that new staff are familiar with protection responsibilities.
- Adhering to national guidance, acting as a source of support, advice and expertise as well as offering guidance with Surrey Safeguarding Board procedures and school procedures if there are concerns about possible abuse when deciding whether to make a referral by liaising with relevant agencies.
- Providing advice and support to staff.
- Ensuring that all-relevant information about a child is disseminated to appropriate staff, including the Headmistress especially with on-going enquired under section 47 of the Children Act 1989 and police investigations, bearing in mind confidentiality restrictions.
- Ensuring that complete records are sent to receiving schools of any concerns or past referrals. These files should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Maintaining accurate and secure child protection records in a locked cabinet.
- Understand the assessment process for providing early help and intervention.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral. This needs to be kept separate from pupil records.
- Ensuring that any pupil currently subject to a Child Protection Plan who is absent without explanation for two days is referred to Children's Social Care and Education Welfare Service in the Borough.



- Undertaking an annual review of the school's policy and procedures relating to safeguarding children including Safer Recruitment, Anti-bullying, ICT Usage and Whistleblowing and work with the appropriate governing body and proprietors.
- Notifying Ofsted of any significant event in line with Ofsted's notification requirements. The communication will happen as soon as reasonably practicable, but at the latest within 14 days.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- When managing referrals the DSL ensures cases of suspected abuse are reported to the local authority children's social care and the Designated Officer (s), the DBS and or/police.
- The DSL has a separate job description.

10. Safe Working Practice

Alongside the information set out in this policy, St Hilary's has a number of other processes and systems in place to safeguard and promote the welfare of children. These include policies on:

- Whistle Blowing
- Safer Recruitment
- Intimate Care
- Anti-bullying
- ICT Usage Policy
- Behaviour, Discipline and Exclusions Policy
- Health and Safety
- Staff Handbook/parent handbook
- Intimate Care Policy
- Supervision of Pupils/Missing pupils Policy and procedures/uncollected Child policy

All staff in our school are required to notify the school immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf). The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The school takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the Headmistress immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the school immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they



are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the [Head/Bursar] for more details.

Specific guidance for staff is also provided in the Staff Handbook.

11. Volunteers, students and parent/carer helpers

All visitors to the school including volunteers, students and parent/carer helpers are met at the front door and asked to sign in. They are given a visitor badge and escorted to the area they require. No visitor is ever left unattended and we ensure that they cannot walk directly into any area occupied by children unsupervised. At the end of their visit they are required to sign out and return their badge, before being escorted out of the school. The visitor book and badges are kept in the front hall. A record of all visitors is kept including exact arrival and departure time and the date. For visitors, the purpose of the meeting, job title and/or company is included.

We ensure that checks are carried out on volunteers, parent/carer helpers (i.e. DBS, references, interview procedures etc) and we have supervision of unvetted staff waiting for DBS checks to take place. Should DBS clearance not have arrived prior to the first day of employment the school will carry out a list 99 check and complete a risk assessment which will be reviewed weekly until DBS clearance is established. (see Safe Recruitment Policy)

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act in 2002, and in line with the following:

- “Working together to Safeguard Children” 2015
- Keeping Children Safe in Education: 2016

The guidance reflects:

- Safeguarding Children and Safer Recruitment in Education DFES Sept. 2007
- Surrey Safeguarding Children Board SSCB Child Protection Procedures – <http://sscb.proceduresonline.com/chapters/contents.html>.

12. Contractors & Other Agency Staff

Children are not allowed in areas where builders are working, for health and safety reasons, so those workers should have no contact with children. If required, any contractors that come into contact with children will undergo appropriate checks.

All catering staff or cleaners are Enhanced DBS checked.

Individuals such as educational psychologists and therapists will have been checked by their employing organisation e.g. local authority or Primary Care Trust.

13. Staff use of mobile phones, cameras and photographs of children

In addition to all staff signing our in addition to signing the ICT usage contract, our ICT Usage including Photograph and Mobile Phone Policy for all Staff states that:

“All photos taken in school or on school activities must be relevant and appropriate and taken on school owned equipment. This is for the protection of staff and children. Staff must not use their own cameras, video equipment or mobile phones to take images of children. Photos must be stored on school computers and removed from the camera as soon as possible. Photos and videos



must only ever be displayed in accordance with the permissions of the parents and full names must never be attributed.

Any photographs of children used in electronic communications (e.g. Twitter, the school website) must only include first names and first letter of surname. Any misuse of photographs will be reported to the Designated Safeguarding Lead.

Any external photographers or video recordists invited by the school will have a clear brief and not be left alone with any children. All parents will be informed.”

AUTHOR: DSL

READ & APPROVED BY: The Headmistress, Governors and St Hilary's Senior Leadership Team.

READ & SHARED: with all staff at St Hilary's School.

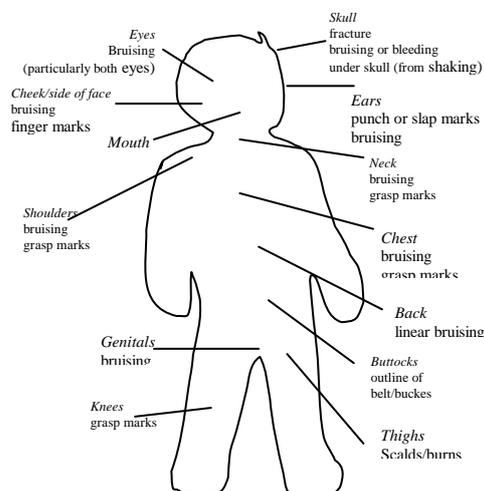
UPDATED: June 2016

REVIEW DATE: February 2017

APPENDIX 1: Recognising Abuse

Parental attitude is important in assessing all the points below – when a child is suffering severe and painful injury most would seek medical help

Common sites for non-accidental injury



Non-accidental injuries

Bruises are likely to be:

- frequent
- patterned e.g. finger and thumb marks
- old and new in same place (note colour)
- in unusual position (see chart)

consider:

- development level of the child and their activities
- may be more difficult to see on darker skins

Burns and scalds are likely to have:

- clear outline
- splash marks around burn area
- unusual position e.g. back of hand
- indicative shapes e.g. cigarette burns, bar of electric fire

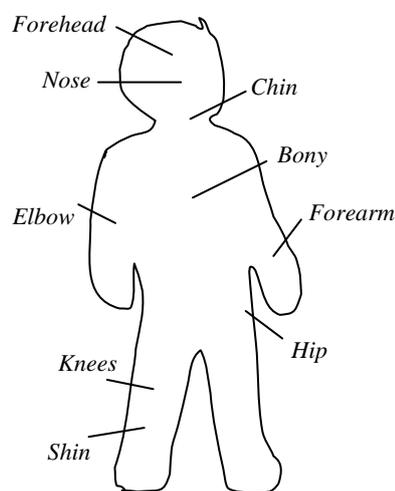
Injuries suspicious if:

- bite marks
- fingernail marks
- large and deep scratches
- incisions e.g. from razor blade

Fractures likely to be:

- numerous – healed at different times
- consider:
 - age of child, always suspicious in babies under

Common sites for accidental injury



Accidental injuries

Bruises are likely to be:

- few but scattered
- no pattern
- same colour and age

consider:

- age and activity of child e.g. learning to walk
- may be confused with birthmarks or other skin conditions

Burns and scalds likely to be:

- treated
- easily explained
- may be confused with other conditions e.g. impetigo, nappy rash

Injuries likely to be:

- minor and superficial
- treated
- easily explained

Fractures likely to be:

- of arms and legs
- seldom on ribs except for road traffic accidents
- rare in very young children
- may rarely be due to “brittle bone syndrome”



two years old
delay in seeking treatment

Sexual abuse may result in:

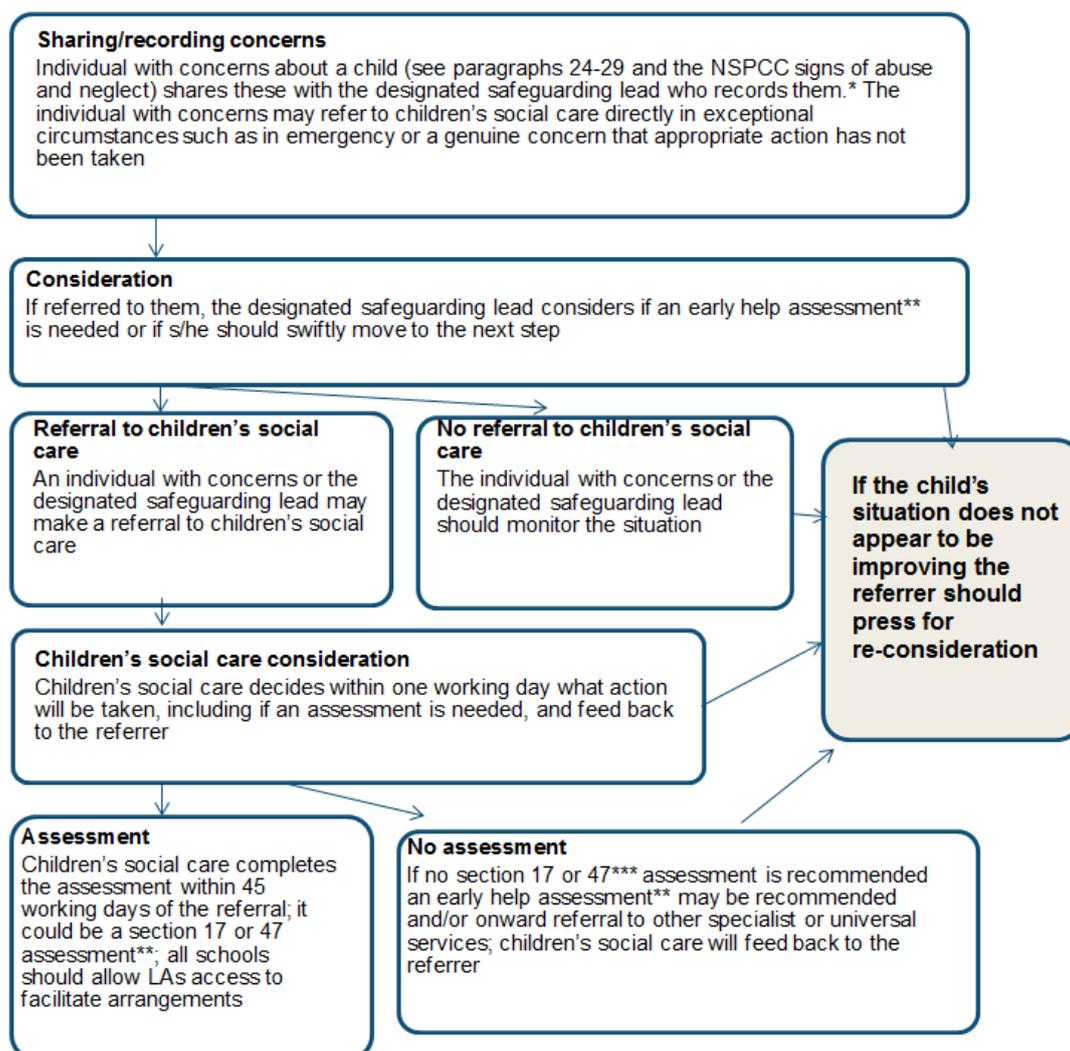
unexplained soreness, bleeding or injury in
genital or anal area
sexually transmitted diseases e.g. warts,
gonorrhoea

Genital area:

injury may be accidental (seek expert opinion)
soreness may be nappy rash or irritation
e.g. from bubble bath
anal sores may be due to constipation
threadworm infestation

APPENDIX 2: (Keeping Children Safe in Education: 2015)

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children’s Social care immediately. **Anybody can make a referral.**

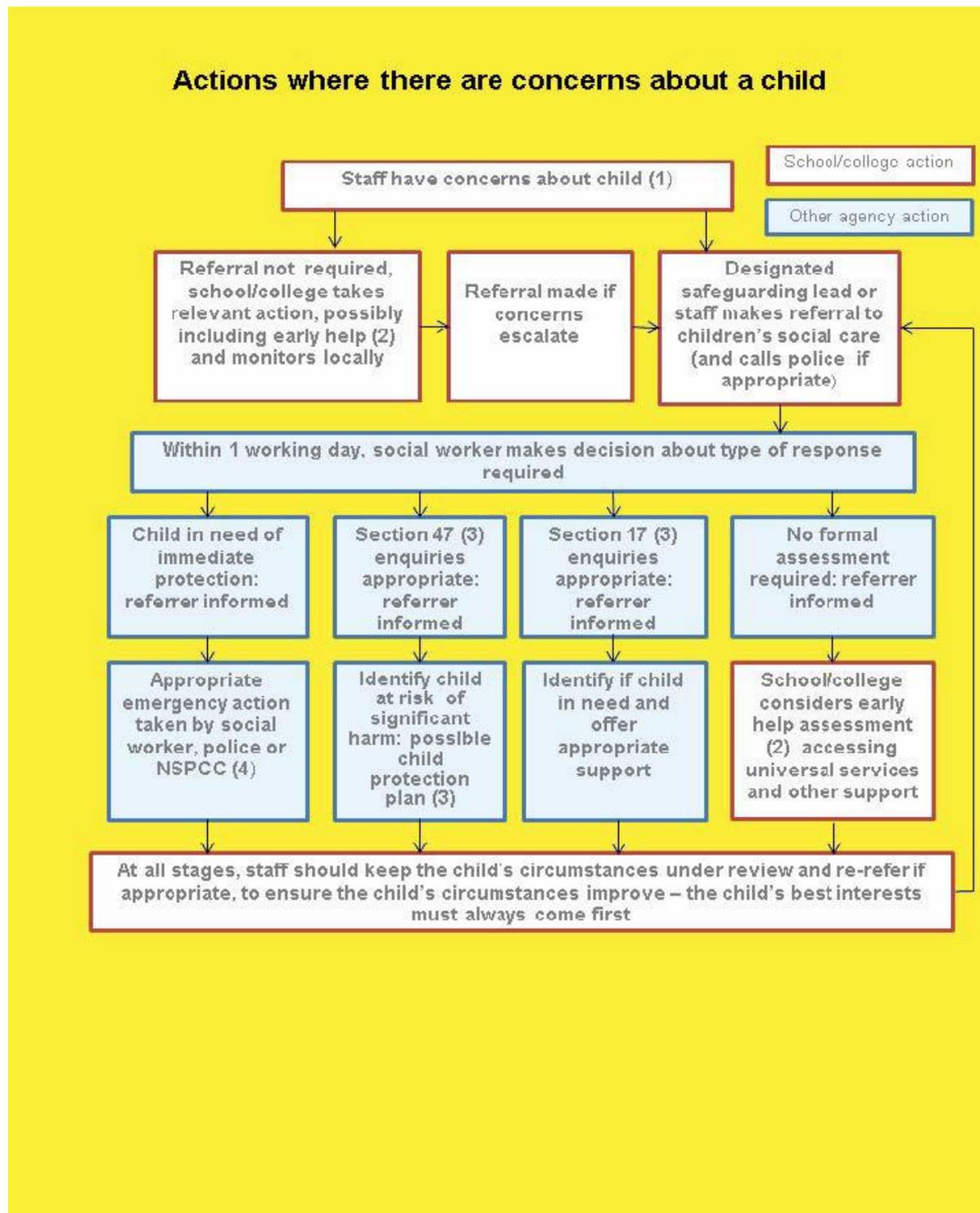


*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children 2015 for more information.

This is the new flow chart for information only. Guidance will commence on 5th September 2016





APPENDIX 3:

Helpful things to say:

- Tell me what has happened
- I'm glad you've told me that
- It's not your fault
- I'll help you
- Is there anyone else you'd like to talk to about this?

Avoid saying:

- Why didn't you tell anyone before?
- Did they do X to you?
- I can't believe it
- Are you sure this is true?
- Why? How? When? Who? Where?
- Things like: 'I'm shocked; don't tell anyone else'

At the conclusion of the talk:

- Reassure the child again that she/he was right to tell you.
- Let the child know what you are going to do next and that you will let him/her know what happens
- It is not your job to decide whether or not abuse has occurred, but you will need to ensure that you pass the information on to the Designated Safeguarding Lead.