



SAFEGUARDING CHILDREN POLICY AND CHILD PROTECTION PROCEDURES

L'Ecole des Petits & L'Ecole de Battersea fully recognise its responsibilities for child protection, and the great importance of the protection and welfare of children. We believe that this is a shared community responsibility and that failure to provide an effective response can have serious consequences for a child. Teachers and other educational staff are clearly in a unique position to identify and to help abused children.

This policy applies to all teaching and non teaching staff working in the school, to pupils, parents and volunteers attending the school, both on and off site whilst under the responsibility of the school. The policy is available to parents at the school either on the school website or in hard copy on request from the admin office.

For the purposes of this policy, discrimination means treating people less favourably than other on the grounds of their age, sex, marital status, sexual orientation, gender reassignment, race, ethnic origin, disability, religion or religious beliefs, whether this be by direct or indirect by applying a provision, criterion or practice, which disadvantages such persons.

This policy and our procedures have regard to the protected characteristics of all children regardless of gender, ethnicity, disability, sexuality or religion and ensure ways to surmount these barriers.

Safeguarding and Child Protection procedures and policies follow and comply with the:

HM Gov guidance '**Working Together to Safeguard Children**' (March 2015)

DfE statutory guidance '**Keeping Children Safe in Education**' (September 2015/ 2016)

'Child Sexual Abuse' (2017), **London Child Protection Procedures 5th Edition 2015**, and **our LSCBs**

HM Gov advice '**What to do if you are worried a child is being abused**' (March 2015)

DfE statutory guidance '**Disqualification under the Childcare Act 2006**' (Feb 2015)

DfE advice '**The Prevent duty**' (June 2015) **Counter-Terrorism & Security Act (2015)**

DfE guidance '**Putting Children First**' (July 2016)

Aims

- To undertake safe recruitment in checking the suitability of all staff, volunteers, agency staff and staff employed by another organisation to work with children in the school environment. At least one member of senior staff is trained in safer recruitment.
- To provide a safe environment in which children feel secure and are able to talk to adults about their concerns and are listened to.



- To raise awareness of all staff of their roles and responsibilities, and of child protection and safeguarding issues.
- To develop and implement procedures for identifying, dealing with and reporting cases, or suspected cases, of abuse or radicalisation.
- To ensure effective communication between all staff on child protection issues.
- To endeavour to equip children with the skills needed to keep them safe, and to ensure that children know there are adults in the school whom they can approach if they are worried.
- To support children who have been abused in accordance with his/her agreed protection plan.

Duty of Care

- Ensure that the Proprietors/Directors of L'Ecole des Petits & L'Ecole de Battersea take responsibility for overseeing Safeguarding Children policies and procedures and that they are reviewed annually.
- Ensure we have a Designated Safeguarding Lead, a senior person for child protection who has received appropriate training and support for this role.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the proprietors knows the name of the Designated Safeguarding Lead responsible for child protection and their role.
- Ensure that every member of staff understands the need to be alert to signs of abuse or radicalisation, and the responsibility to refer any concerns to the DSL responsible for child protection. All teaching staff are issued with the HM gov publication "*What to do if you are worried a child is abused*"
- Ensure that volunteers and temporary staff are aware of the school's arrangements for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school website and prospectus.
- Ensure that the Social Services child welfare officer of the appropriate Local Authority is informed of any unexplained absence of two days for pupils on the CP register and ten consecutive days for others.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. (See appendix 2 Code of Behaviour)
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and follow procedures where an allegation is made against a member of staff. Allegations found to be malicious should be removed from personnel



records. Allegations not substantiated, unfounded or malicious should not be referred to in employer references.

- Ensure safe recruitment practices are always followed through interview, ID verification, address verification and references, and through DBS checks and prohibition teaching checks, and in the case of teachers from the French Education Nationale, that they have been vetted by the French Government. As an additional precaution local DBS checks will be carried out as well on French teachers. Where teachers or volunteers commence work before the DBS results are received, List 99 checks will be carried out as an interim measure of security. In the case of volunteers and persons employed by another organisation written evidence of DBS check, identity and address must be provided.
- Ensure that information is passed to relevant bodies, especially when a pupil moves school.
- It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

Roles & Responsibilities

In line with the procedures set out by the Local Safeguarding Children Board (LSCB) and taking into account the guidance Keeping Children Safe in Education (September 2016) we will:

- Ensure that we have a **Designated Safeguarding Lead (DSL)** at each of our schools who has received appropriate training and support for the role. Mme Brisset, Principal, is the DSL at both schools. She can be contacted either in person or through her school email.
- at L'Ecole des Petits, she is supported by **deputy DSL** Mme Pascale Tailfer, Deputy Head. She can be contacted either in person at Fulham or through her school email.
- at L'Ecole de Battersea she is supported by **deputy DSLs** M. Laurent Balerdi, Headmaster and Mrs Cecilia Beylefeld, Head of English. (last trained in July 2015). They can be contacted in person at Battersea or through their emails.
- All DSLs job description include their safeguarding role.
- In any exceptional circumstances the school proprietors, Mr & Mrs Otten (Proprietors), are available for consultation.
- In accordance with the guidance KCSIE 2016 all staff including DSLs will be updated annually on any additional guidance issued on safeguarding to provide them with relevant skills and knowledge to safeguard children effectively.
- The School should ensure that **all staff** in their school **read and sign to say that they have read** at least Part one of this guidance.
- The School should ensure that mechanisms are in place to assist staff to carry out their safeguarding duties.



- **All** staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This should include:
 - the child protection policy;
 - the staff behaviour policy (sometimes called a code of conduct); and
 - the role of the designated safeguarding lead.
- Copies of policies and a copy of Part one of Keeping children safe in education should be provided to staff at induction.
- **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Training is updated regularly for the Head, DSLs and all staff every year.
- **All** staff should be aware safeguarding issues can manifest themselves via peer on peer abuse.
- It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

In case of absence of the DSL, members of staff should refer to M. Balerdi or Mrs Beylefeld (L'Ecole de Battersea) and Mme Tailfer (L'Ecole des Petits).

The Proprietors/Directors

- To ensure that sufficient resources are available for the school to operate effective training and procedures in enacting its child protection policy.
- To oversee that safe recruitment procedures are followed and to ensure that appropriate procedures are in place for dealing with allegations of abuse against members of staff.
- To ensure that the school has procedures for dealing with allegations of abuse against members of staff that comply with the LSCB, *Keeping Children Safe in Education, September 2016 and Child Sexual Abuse 2017*.
- To ensure that the policy and procedures are reviewed annually by the Proprietors and the principal.
- To make the policy available on the school website.

The Principal and Heads

- To ensure the safeguarding and promotion of the welfare of children attending the school.
- To understand the procedures set out by the LSCB and the role of the DSL
- To monitor the effective operation of policy and procedure and to liaise with the Proprietors/Directors.



- To create a safe environment and a caring ethos within the school.
- To ensure the DSL and other staff have sufficient training and support.
- To ensure all staff are alert to possible signs of abuse and know what to do if they have concerns or suspicions.
- To support pupils through the curriculum and related policies (Anti-bullying and Cyber bullying, Behaviour and Code of Conduct, Equal Opportunities, PSHCE, Collection & Non Collection of Children, Personal Security, Internet and School Outings Policies.)
- To make parents aware of the school's Safeguarding Children policy,
- To ensure that IT systems have search word filters installed (WebMarshal) to guard against the risk of inappropriate internet activity (e-safety).

The Designated Safeguarding Lead

- To be familiar with the HM gov guidance "*Working Together to Safeguard Children 2015*", LSCB procedures and the DfE guidance "*What to do if you're worried a child is being abused.*" (March 2015) and *Keeping Children safe in Education, September 2016*.
- To be responsible for referring cases of suspected abuse to the appropriate officer, LSCB or Social Services. This includes dealing with allegations against members of staff.
- To provide advice and to co-ordinate action in school concerning any case of abuse or suspected abuse.
- To keep written records of all incidents that are accurate and clear to others. These records must be kept secure and separate to other class dossiers.
- To liaise with the Heads over any incidents/issues and to feed back on the effectiveness of policy and procedures.
- To keep up to date with training on all aspects related to child protection and to communicate information to Heads and staff.
- To ensure each staff member is aware of and has access to the school's Safeguarding Children policy and has received appropriate training to be refreshed every three years.
- To keep up to date with training in identifying and referring suspected cases of abuse and pass information to staff, the heads and proprietors when appropriate, and to undertake refresh training every two years.
- To ensure that all staff, teaching and admin, sign to say that they have read and understood the Safeguarding policy and part 1 of Keeping Children Safe in Education (2015/2016)
- To maintain contact with Local Authority safeguarding Officers for contact, advice and training purposes.



The Teachers – Class assistants – Other staff members – Volunteers

- To be aware of the identity of the DSL
- To be aware of the contents of the Safeguarding Children policy and the procedures.
- To undertake training to identify possible causes of abuse.
- To talk to and listen to a child in need, and not to lead the child in asking questions
- To make a written note of the discussion within twenty four hours to give to the DSL.
- Note time, date, place, people present and what was said. The record should be verbatim as your notes may be needed in subsequent court proceedings.
- To report orally to the DSL as soon as possible.
- Not to investigate further, but there may be a need to support or monitor the child in the future.
- Do not guarantee confidentiality. Referrals may have to be made in order to safeguard the child.
- To be aware that if allegations are against the proprietor they should report to the DSL if they have a concern.
- To be aware that they can report directly to the local LADO or social services.

Duty of Parents

Parents are expected to help their children to behave in non-violent and non-abusive ways towards both staff and other pupils. Parents will be informed if it has ever been necessary to use minimal force to protect a pupil from injury or to prevent a pupil from harming others.

Parents should always inform the school of any accidental bruising or other injuries that might otherwise be misinterpreted. They should also inform the school of any changes in home circumstances, such as the death of a member of the family, separation or divorce, that might lead to otherwise unexplained changes in behaviour or characteristics.

Parents and carers must be made aware that they can make a referral about any suspected abuse or neglect to the local LADO. In these circumstances the school DSL should be informed.

Duty of the School to Parents – Recruitment

Parents should feel confident that procedures are in place to ensure that all staff appointed have undergone procedures to ensure that they are suitable to work with children. All voluntary helpers undergo similar procedures including a police check.



Definitions and Symptoms of Abuse

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

Abuse is defined in *Keeping Children Safe in Education, September 2016* as 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. They may be abused by an adult or adults or another child or children.

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

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

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

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

Health includes physical or mental health.

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

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. The symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse. Different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.



Physical Injury

Symptoms:

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

Neglect

Symptoms:

- ◆ **Dirty**
- ◆ **Lack of appropriate clothing**
- ◆ **Smells of urine**
- ◆ **Unkempt hair**
- ◆ **No parental interest** (a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and



cleanliness are unimportant and those where the lack of care is preventing the child from thriving.)

- ◆ **Underweight** — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- ◆ **Body sores**
- ◆ **Not wanting to communicate**
- ◆ **Behaviour problems**
- ◆ **Attention seeking**
- ◆ **Lack of respect**
- ◆ **Often in trouble – police**
- ◆ **Bullying**
- ◆ **Use of bad language**
- ◆ **Always out at all hours**
- ◆ **Stealing**
- ◆ **Lack of confidence – low self-esteem**
- ◆ **Jealousy**

Sexual Abuse

Symptoms:

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



- ◆ **withdrawn**
- ◆ **rejecting physical contact or demanding attention**

Emotional Abuse

Symptoms:

- ◆ **Crying**
- ◆ **Rocking**
- ◆ **Withdrawn**
- ◆ **Not wanting to socialise**
- ◆ **Cringeing**
- ◆ **Picking up points through conversation with children**
- ◆ **Bad behaviour or Aggression**
- ◆ **Behaviour changes**
- ◆ **Bribery by parent**
- ◆ **Self-infliction**
- ◆ **Lack of confidence**
- ◆ **Attention seeking**
- ◆ **Isolation from peers – unable to communicate**
- ◆ **Clingy**
- ◆ **Afraid of authoritative figures**
- ◆ **Treating others as they have been treated**
- ◆ **Radicalisation**

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. *Child Sexual Abuse guidance DfE 2017.*

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual



bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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

Since October 2015 it is now mandatory to report any instance of FGM to the local police.

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. They need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers this school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. L'Ecole des Petits et L'Ecole de Battersea have in place a proprietary safeguarding solution that monitors, regulates, filters and reports on online activity against the three main areas of risk:

The breadth of issues classified within online safety is considerable, but can be categorised into these areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm



- proprietors should ensure that as part of the requirement for staff they are to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online.
- that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.
- It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such proprietors should ensure appropriate filters and appropriate monitoring systems are in place.
- Peer on peer abuse can manifest itself in many ways. Governors and proprietors should ensure sexting and the schools approach to it is reflected in the child protection policy.

Sexting (Youth produced sexual imagery) is defined by professionals as “sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet”. Young people when asked see it slightly differently as “writing and sharing explicit messages with people they know”. Sharing photos and videos is part of daily life for many people and can be sent as text messages, emails, posted on social media or via mobile messaging apps, such as Snapchat, WhatsApp and Facebook Messenger. The ease with which this can be done today, simply via a Smartphone, poses a risk for young children, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. The production of such imagery is most likely to take place outside of schools (at our schools, children are not allowed to bring mobiles, Smartphones, Ipads, etc, into school) and with children who fall into an older age category than those present at our schools, but nonetheless we must be vigilant of its existence, particularly with the older children aged eight and upwards, as must parents, and prepare children to be confronted with it as they grow older.

The school must in addition to child sexual exploitation (CSE), FGM and Radicalisation, also be aware, of the following:

- child missing from education
- child missing from home or care
- child sexual education (CSE)
- missing children and adults
- hate
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering



- sexting
- teenage relationship abuse
- trafficking
- honour based violence including breast ironing

Further details can be found in Keeping Children Safe in Education guidance September 2016

Radicalisation – Prevent Guidance – CTSA 2015

Protecting children from the risk of radicalisation should be seen as part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online activity, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel Programme. (Cooperation of Local Authority & Local Police)

The DSL (Mme Brisset Principal) holds responsibility for implementation of the Prevent Guidance and contact with the Channel Programme, and it is to her that any staff should make notification of any concerns that they have on radicalisation

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The schools ensure that we can "demonstrate activity" as required by the statutory guidance, in the key areas of the **Prevent Duty**:

Risk Assessment:

By assessing the risk of children being drawn into terrorism, by identifying these children and then by supporting them.



Working in Partnership:

For example by taking into account guidance, policies and procedures of LSCBs, and Met Police & Borough Counter Terrorism Focus Desks.

Staff Training

To increase awareness of staff of how to identify children at risk.

IT Policies.

To manage access to the internet and the use of social media.

We see it as part of our duty to prevent people from being drawn into terrorism and do this through our curriculum and Spiritual, Moral, Social and Cultural Education (PSHCE Policy)

Children with Special Educational Needs

The schools acknowledge that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse and neglect. Indications of abuse will be reported as for other pupils. The Head of SEN will identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

Proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

Missing Children

Guidance on missing children can be found on www.gov.uk/government/publications/children-missing-education

Monitoring and Record Keeping

It is essential that accurate records be kept where there are concerns about the welfare of a child. Pastoral care concern sheets are to be filled in (appendix 3) and given to the DSL. These records are kept in secure, confidential files, which are separate from the child's school records by the DSL. It is important to recognise that regulations published in 1989 do not authorise or require the disclosure to parents of any written information relating to Child Protection. However, it is preferable, where circumstances allow, that parents be informed of and agree to any referral being made (unless it relates to sexual abuse).

Staff must keep the DSL informed of:

- poor attendance & punctuality



- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about pupil on pupil abuse (including serious bullying)

When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

All communications, whether verbal or written, are strictly confidential and only when the Head deems it appropriate, will other members of staff be informed.

This procedure for child protection will be reviewed annually in conjunction with the proprietors.

Support must be given to members of staff involved in child protection referral and, in the interest and protection of all staff, the procedure for child protection shall be under continual review in order to eliminate any bad practice.

The Management of the school recognises that staff involved in a child protection issue will find it distressing and will offer support and guidance accordingly.

Disclosure and Action following a Disclosure (child)

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

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

Action for the DSL

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



In the event of disclosure of suspected sexual abuse, an immediate referral to the Local Children's Social Care Services Board, or to the Police Child Protection Team will be made by the DSL. Such referral to statutory agencies are not a matter for parental consent when there are serious concerns. The best interest of the child is the primary concern.

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

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

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

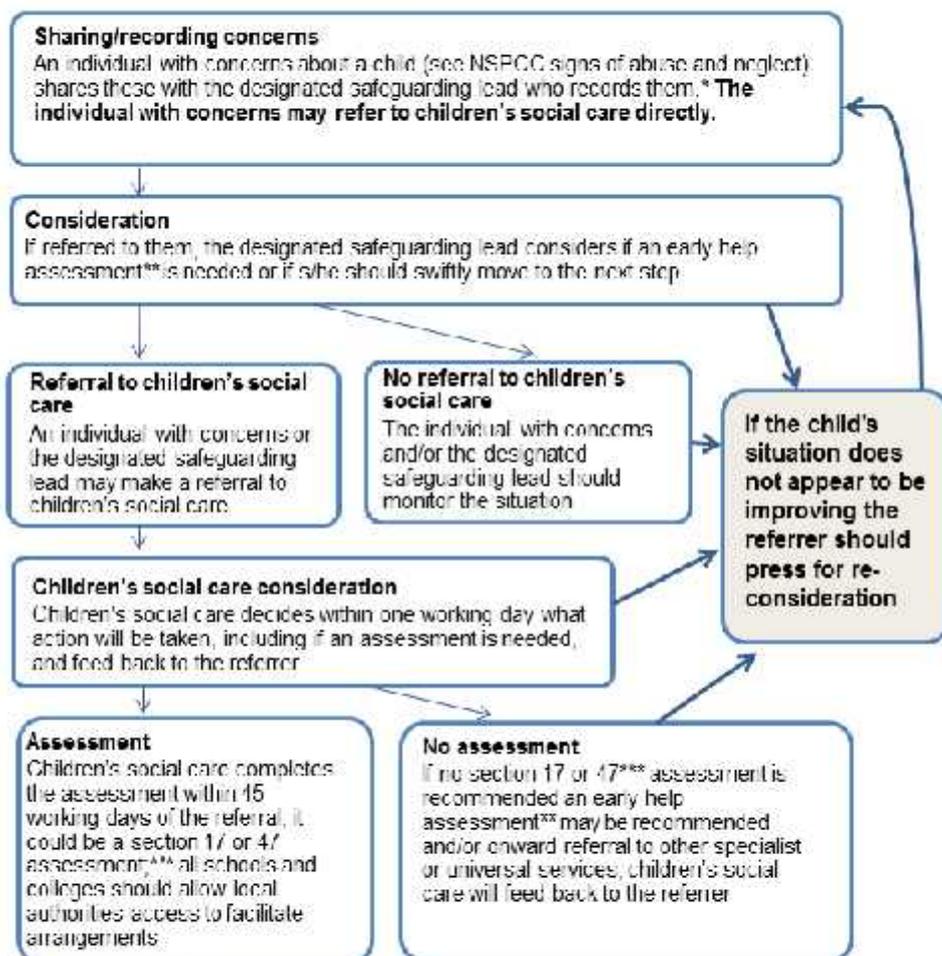
- ◆ Details about their own location, status and relationship with the child.
- ◆ Whether the child is currently safe and any deadlines approaching (e.g. child about to be" collected by parent; alleged abuser returning imminently to household)
- ◆ When the child was last seen and the current location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



Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when 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 a 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 (eg. education, health, housing, police) there should be a multi-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.



Whistle – Blowing. Allegations against Adult Staff.

All staff will be made aware of the importance of whistle – blowing and feel confident to voice concerns about the attitude or actions of colleagues.

If a member of staff believes that a reported allegation or concern is not being dealt with appropriately by their organisation, they should report the matter to the Local Authority Designated Officer (LADO) at the LSCB. See also [Local Safeguarding Children Boards Procedure](#)

Contact details are:

Battersea Wandsworth wscb@wscb.org.uk or tel: 020 8871 7208 /7207

Fulham LBH&F familyservices@lbhf.gov.uk or tel: 020 8753 6600

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Disclosure and actions following a disclosure / allegation (adult)

London Child Protection Procedures - Child Protection – Professional Abuse Policy
Guidelines for the management of allegations of abuse by staff and other Professionals.

These guidelines are taken from the **London Child Protection Procedures 5th Edition 2013 section A.**

For further details refer to the LCPP

http://www.londoncp.co.uk/consultation/alleg_staff.html



General considerations relating to allegations and concerns of abuse

Some cases may well not warrant the consideration of either a police investigation or enquiries by the LSCB, in which case in house arrangements should be followed through to resolve the case without delay.

When an allegation has been made that is considered serious enough, the employer will involve the LSCB and inform the LADO immediately or within one working day.

The LADO will then advise the employer whether or not informing the parents of the children involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the employer will inform the parents. In some circumstances, however, the parents may need to be told straight away (e.g. if a child is injured and requires medical treatment).

The employer will seek advice from the LADO, the police and/or LA children's social care services about how much information should be disclosed to the accused person.

Subject to restrictions on the information that can be shared, the employer will, as soon as possible, inform the accused person about the nature of the allegation, how enquiries will be conducted and the possible outcome (e.g. disciplinary action, and dismissal or referral to the barring lists or regulatory body)

The accused member of staff should:

- ◆ Be treated fairly and honestly and helped to understand the concerns expressed and processes involved.
- ◆ Be kept informed of the progress and outcome of any investigation and the implications for any disciplinary or related process
- ◆ If suspended, be kept up to date about events in the workplace

Confidentiality

Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated or considered. Apart from keeping the child, parents and accused person (where this would not place the child at further risk) up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes.

The police should not provide identifying information to the press or media, unless and until a person is charged, except in exceptional circumstances (e.g. an appeal to trace a suspect). In such cases, the reasons should be documented and partner agencies consulted beforehand.

Section 13 of the Education Act 2011 introduces new restrictions implemented in September 2012 on the publication of any information that would identify a teacher who is the subject of an allegation of misconduct that would constitute a criminal offence, where the alleged victim of the offence is a registered pupil at the school

Such restrictions remain in place unless or until the teacher is charged with a criminal offence, though they may be dispensed with on the application to the Magistrates' Court by any



person, if the court is satisfied that it is in the interests of justice to do so, having regard to the welfare of –

- a. The person who is the subject of the allegation and
- b. the victim of the offence to which the allegation relates

There is a right of appeal to the Crown Court

This restriction will apply to allegations made against any teacher who works at a school, including supply and peripatetic teachers.

There is a new offence of publishing any information in breach of these restrictions. Publication includes any communication, in whatever form, which is addressed to the public at large or any section of the public.

It is a defence to show that the person publishing was not aware of the allegation having been made as set out in section 141H 'Defences' of the Act

Support

The school, together with LA children's social care and/or police, where they are involved, will consider the impact on the child concerned and provide support as appropriate. Liaison between the agencies will take place in order to ensure that the child's needs are addressed.

As soon as possible after an allegation has been received, the accused member of staff should be advised to contact their union or professional association. Human resources will be consulted at the earliest opportunity in order that appropriate support can be provided via the school's occupational health or employee welfare arrangements.

Suspension

Suspension is a neutral act and it will not be automatic. It will be considered in any case where:

- ◆ There is cause to suspect a child is at risk of significant harm; or
- ◆ The allegation warrants investigation by the police; or
- ◆ The allegation is so serious that it might be grounds for dismissal

If a strategy meeting/discussion is to be held or if the LA children's social care or the police are to make enquiries, the LADO will canvas their views on suspension and inform the employer. Only the employer, however, has the power to suspend an accused employee and they cannot be required to do so by a local authority or police.

Suspension does not imply a finding of guilt but is intended to enable a dispassionate investigation of the facts, unimpeded by interpersonal tensions. Any employee who is suspended will be informed immediately for the reason for suspension.



Dealing with Allegations against staff – School Procedure

Where an allegation is made against a member of staff, the LSCB procedures will be followed and reference will be made to the guidelines on practice and procedure given in *Keeping Children Safe in Education, September 2016*.

Allegations that might indicate that a person is unsuitable to continue to work with children are where that person has:

- Behaved in a way that has harmed a child or may harm a child
- Possibly committed a criminal offence against a child
- Behaved towards a child that indicates that he/she is unsuitable to work with children.

If any allegation of abuse is made against a member of staff, the LSCB procedures will be followed and we will have regard to the guidelines on practice and procedure given in *Safeguarding Children and Safer Recruitment in Education (2007)*.

1. A member of staff receiving an allegation of abuse against another member of staff should report this immediately to the DSL (Principal) unless the Principal is the one against whom the allegation is made. An allegation against the Principal should be reported to the Proprietors / Directors or the Head in case of their absence. If in the first instance the DSL (Principal) is absent, the report should be made to one of the Directors or the Head in their absence.
2. If the allegation is considered serious enough, the DSL (Principal) should consult with the local authority Safeguarding Children Referral and Assessment Team (LADO) and obtain written details of the allegation, signed and dated, from the person who received the allegation (not the child). To be done within 24 hours of the allegation or suspicion arising.
3. The DSL (Principal) should record any information about dates, times, locations and names of potential witnesses.
4. An initial assessment of an allegation should be made by the DSL (Principal) to judge whether, there is a need for immediate action to protect the child, the allegation is demonstrably false, or there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures.
5. Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCB procedures will be followed.
6. Where an allegation is made against a volunteer or outside party active in the school, this should be reported to the DSL and the same immediate procedure followed as would be for a member of staff.



The local authority LADO (Wandsworth: Margaret Hurrell 020 8871 7207 and Chantel Langenhoven 020 8871 7440, Child Protection Coordinators, and Jackie Reynolds Child Protection Administrator – 020 8871 7208) (Hammersmith & Fulham: Anna Carpenter – 020 8753 5125 Safeguarding & Quality Assurance Manager) will be informed of all allegations and be invited to discuss the allegation with the DSL (Principal), Head and or Proprietors to confirm details and the best way of informing parents (if they are not already aware).

The school also has a legal duty to inform the **Disclosure and Barring Services** (formally Independent Safeguarding Authority, set up following The Safeguarding Vulnerable Groups Act 2006), whose role is to prevent unsuitable people from working with children and vulnerable adults. Helpline 01325 953 795.

7. The DSL will inform the accused person about the allegation after consulting the LA officer.
8. If the allegation is not false or unfounded and there is cause to suspect that a child is suffering, a strategy meeting will be called.
9. The LA officer may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not already been reached.
10. In cases where other interagency involvement is not required, The LA officer will discuss with the DSL what steps to take. The DSL may decide to take no further action, to dismiss the person or not to use that person's services in the future.
11. Where further investigations are required before deciding how to proceed, the DSL will decide, with the LA officer, who will investigate; this may be an independent investigator provided by the LA.
12. The DSL will make the decision whether or not to suspend, given the risk to the child and where the allegations warrant investigation by the police.
13. If the allegation is substantiated, the person is dismissed or the school no longer uses his/her services, then the LA officer will discuss with the school whether a referral should be made to DfE re L99 action or to the GTC, and the LCPC will be notified within a period of one month.
14. If an allegation is not substantiated and the person returns to work, the school will support that person through offering for example, a phased return or mentor.



Referral to Disclosure & Barring Services or regulatory body

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide their services, the LADO will discuss with the employer whether a referral will be made to the Disclosure & Barring Service (DBS), and/or a regulatory body such as the General Teaching Council and National College for Teaching and Leadership (NCTL)). The referral will be made using the DBS Referral Form [http://base-uk.org/sites/base-uk.org/files/\[user-raw\]/11-07/referral_form_final.pdf](http://base-uk.org/sites/base-uk.org/files/[user-raw]/11-07/referral_form_final.pdf) after consulting the DBS Referral Guidance. Consideration will then be given by the DBS as to whether the individual will be barred from, or have conditions imposed in respect of, working with children.

Employers have a legal duty to refer concerns to the Disclosure & Barring Service. A referral **MUST** be made when an employee or volunteer is removed from working with children or vulnerable adults (even temporarily) because the employer thinks the person has engaged in relevant conduct*.

If a referral is to be made, it will be submitted within one month of the allegation being substantiated.

*Relevant conduct is when a person has harmed or may have harmed a child or vulnerable adult. Inciting or encouraging another person to harm a child or vulnerable adult is also relevant conduct.

For Allegations/Concerns Flowchart see section 7.10

http://www.londoncp.co.uk/consultation/alleg_staff.html#concerns

Safer Recruitment

The school operates Safe Recruitment procedures and all prospective staff are subject to criminal records checks, checks by the Disclosure and Barring Service (DBS) and compliance with the Independent School Standards Regulations. All Staff are made aware of the Childcare Act (2006). We observe the requirement to report to the Disclosure and Barring Service (DBS), within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The DBS address for referrals is PO Box 181, Darlington DL1 9FA. (PH: 01325 953 795).

At least one person in the recruitment process has had "Safer Recruitment" Training.

All new appointments to regulated activity



An offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of pre-employment checks.

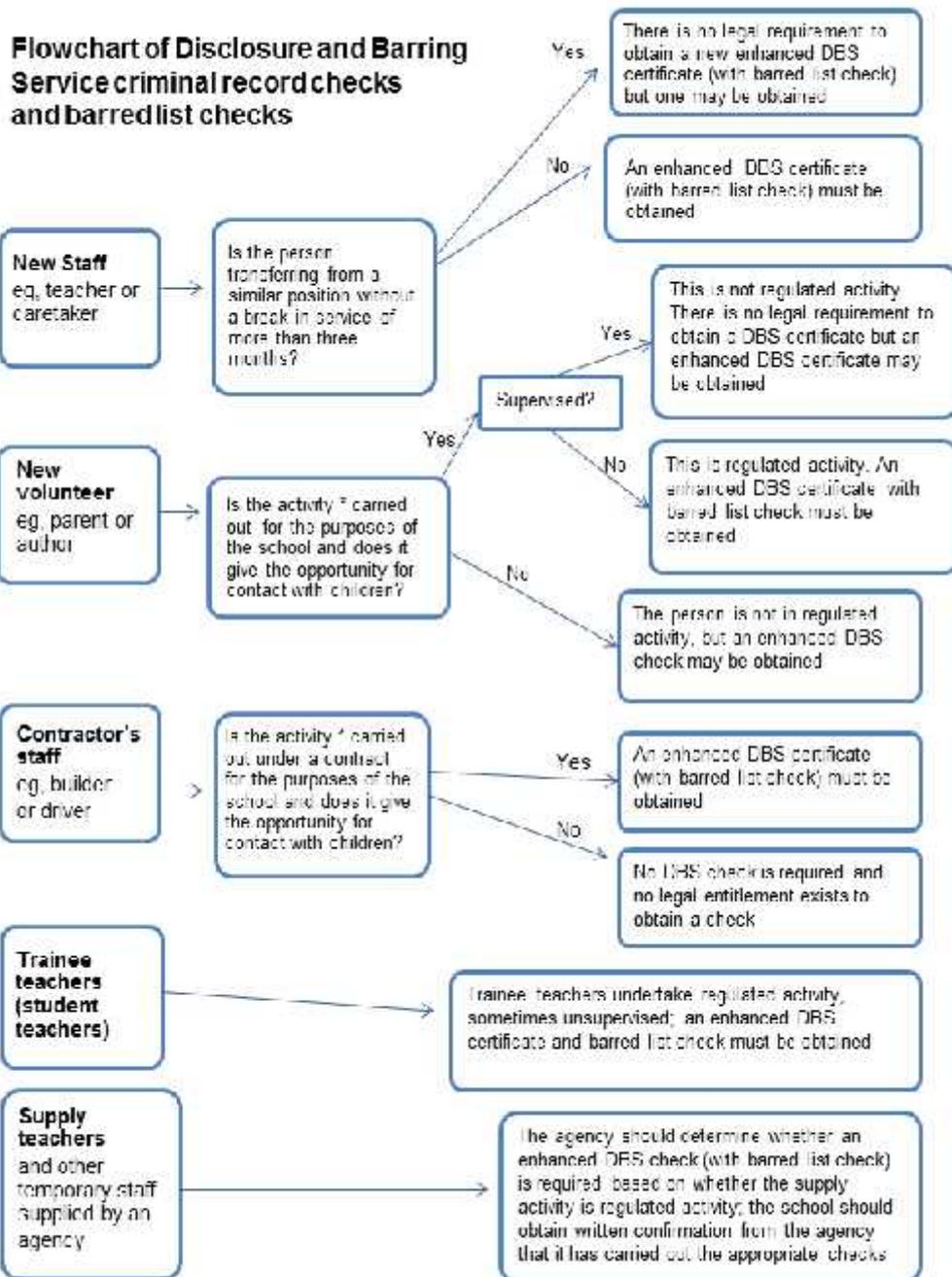
When appointing new staff, schools must:

- ◆ verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available
- ◆ obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity
- ◆ obtain a separate barred list 99 check if an individual will start work in regulated activity before the DBS certificate is available
- ◆ check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service
- ◆ verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions in a non discriminatory manner about disability and health in order to establish whether they have the physical and mental capacity for the specific role,
- ◆ verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website
- ◆ if the person has lived or worked outside the UK within the last 5 years, make any further checks the school or college consider appropriate
- ◆ verify professional qualifications, as appropriate

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Deficiencies and Weaknesses: It is the duty of all members of Staff and the proprietor to draw to the attentions of the DSL any weakness or deficiencies in this policy. The DSL will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting to any regular review date.

Complaints: All complaints arising from the operation of this policy should be referred to the DSL (who will keep the Head and Proprietor informed). The Proprietor will arrange for the complaint to be investigated.



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'



Training

At the beginning of each scholastic year all staff are given in-house training on safeguarding issues as part of our induction and refresher training. Where staff join part way through the year this is done on a one to one basis by the Head and DSL.

Throughout the year at staff meetings the subject is continuously revisited.

Training is provided about the duty to “Prevent Terrorism”

The Designated Safeguarding Lead has agency training every two years and is encouraged with the Heads to attend both external and the local Borough’s Safeguarding meetings and training.

At least one person in each recruitment process has had “Safer Recruitment” training.

A record is kept of staff training, including types of training and dates.

School Security

Entry to school premises is controlled by secured gates and doors, constant staff supervision and 24 hour CCTV video surveillance.

Authorized visitors are logged in and out and required to wear visitors badges.

Unidentified visitors are not allowed access to the premises.

On any off-site activities / trips our Safeguarding Policy and procedures apply, and checks are carried out to confirm that effective safeguarding arrangements are in place at the site in question.

Outside organisations / individual providing services or activities to the schools are required to have appropriate procedures in place, including safer recruitment procedures.

From September 2016 A section 128 direction prohibits or restricts a person from taking part in the management of an independent school.



Appendix 1

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

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

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

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



Appendix 2

Code of Behaviour - for All Staff and Volunteers

Interaction with Pupils: Model Code of Conduct for Staff

You must not:

1. Staff and volunteers **should not** spend excessive amounts of time alone with children, away from others. Meetings with individual children should be avoided or take place within sight of others. If privacy is needed, the door should remain open and other staff or volunteers should be aware of the meeting.

2. Staff and volunteers are **advised not to** make unnecessary physical contact with children. However, there may be occasions when physical contact is unavoidable, such as providing comfort at times of distress, or physical support in contact sports or similar. In all such cases contact should only take place with the consent of the child.

3. It is **not good practice** to take children alone in a car, however short the journey. Where this is unavoidable, it should be with the full knowledge and consent of the parents (or guardians) and the head or a member of the Senior Management Team (SMT).

4. Staff and volunteers **should not** start an investigation or question anyone after an allegation or concern has been raised. This is the job of the authorities. You should just record the facts and report these to a designated person.

5. Staff and volunteers should **never** (even in fun)

- a. Initiate or engage in sexually provocative conversations or activity.
- b. Allow the use of inappropriate language to go unchallenged.
- c. Do things of a personal nature for children that they can do themselves.
- d. Allow any allegations made by a child go without being reported and addressed, or either trivialise or exaggerate child abuse issues.
- e. Make promises to keep any disclosure confidential from relevant authorities.

6. Staff or volunteers **should not** show favouritism to any one child, nor should they issue or threaten any form of physical punishment.



You must:

7. Staff and volunteers **must respect** children's rights to privacy and encourage children and adults to feel comfortable enough to report attitudes or behaviour they do not like.

8. Staff and volunteers **will be expected** to act with discretion with regard to their personal relationships. They should ensure their personal relationships do not affect their role within the school.

9. All staff and volunteers **should be aware** of the procedures for reporting concerns or Incidents, and should familiarise themselves with the contact details of the designated persons.

10. If a member of staff or volunteer finds himself or herself the subject of inappropriate affection or attention from a child, **they should** make others aware of this.

11. If a member of staff or volunteer has any concerns relating to the welfare of a child in their care, be it concerns about actions/behaviours of another staff member or volunteer or concerns based on any conversation with the child; particularly where the child makes an allegation, they should report this to a designated person.

L'Ecole des Petits



L'Ecole de Battersea

Appendix 3

L'Ecole des Petits & L'Ecole de Battersea
Pastoral Care Concern Sheet

| | | |
|-------------------------------------|--------|--------|
| Pupil's Name: | D.O.B: | Class: |
| Teacher / Staff member : | Date: | |
| Details of incident/concern: | | |



Appendix 4

SAFEGUARDING AND CHILD PROTECTION

HAMMERSMITH & FULHAM COUNCIL CONTACT DETAILS L'ECOLE DES PETITS

If you are worried that a child/young person is at risk of being abused or neglected you should contact:

- **Fulham Safeguarding Children and Young People:**

- **Local Safeguarding Children Board (LSCB)**

Kensington Town Hall
Hornton Street, W8 7NX
Tel: 020 8753 3914
020 8753 6600

Emails: hflscb@lbhf.gov.uk
familyservices@lbhf.gov.uk

http://www.lbhf.gov.uk/Directory/Health_and_Social_Care/Children_and_family_care/Local_Safeguarding_Children_Board/homepage.asp

- **LADO Hammersmith & Fulham: Local Authority Designated Officer Allegations against staff.**

Anna Carpenter, Safeguarding and Quality Assurance Manager,
London Borough of Hammersmith & Fulham
020 8753 5125
anna.carpenter@lbhf.gov.uk
lado@lbhf.gov.uk

- **Hammersmith & Fulham Department of Education and Social Services**

Executive director of tri-borough children's services: Andrew Christie
Email: andrew.christie@rbkc.gov.uk

Children's Right Services
Open 10am to 5.30pm Monday to Friday
22 Exhibition Close
London W12 7EE
Tel: 020 8600 3340

L'École des Petits



L'École de Battersea

**WANDSWORTH COUNCIL
CONTACT DETAILS L'ECOLE DE BATTERSEA**

If you are worried that a child/young person is at risk of being abused or neglected you should contact:

- **Wandsworth Safeguarding Children and Young People**

020 8871 7858 Ruth Lacey Manager

020 8871 7208 Jackie Reynolds Administrator

020 8871 7961 Stella Macauley Safeguarding in Education Officer

- **Duty Team (MASH) and Referral and Assessment Service Children Social Care**

Department of Education and Social Services

2nd Floor Town Hall Extension

Wandsworth High Street

London

SW18 2PU

Telephone: 020 8871 6622

http://www.wscb.org.uk/wscb/info/90/safeguarding_board

Outside of normal office hours (after 5pm weekdays or on weekends): 020 8871 6000.

- **LADO Wandsworth: Local Authority Designated Officer Allegations against staff**

lado@wandsworth.gov

020 8871 7208 Jackie Reynolds

- **Wandsworth Department of Education and Social Services**

Customer Centre

Town Hall

Wandsworth High Street

SW18 2PU

Email: acessteam@wandsworth.gov.uk

Telephone: 020 8871 7707 (Monday-Friday 9am-5pm)

Emergency out of hours: please contact the switchboard and ask for the emergency social worker: 020 8871 6000



- **NSPCC Freephone Child Protection Helpline on 0808 800 5000**

www.nspcc.org.uk

The NSPCC Helpline is a free, 24-hour service for anyone worried about a child. You can get in touch with a child protection experts by phone, email or online. You don't even have to say who you are.

- **Childline**

FreePost NATN 1111

London

E1 6BR

Phone: 0800 1111

Fax: 02076503201

Email: info@nspcc.org.uk

Website: www.childline.org.uk

Free, national helpline for children and young people. Provides a confidential telephone counselling service for any child with any problem 24 hours a day. Children can also write letters to the free post address.

- **Metropolitan Police**

Child Abuse Investigation Command

The Child Abuse Investigation Command investigates a variety of crimes against children. They work in partnership with colleagues from other agencies, such as children social care, health and education, to reduce the risk of harm to children and young people across the capital.

The Kingston, Merton and Wandsworth Child Abuse Investigation Team cover the borough of Wandsworth. They are based at Barnes Police Station.

Address

Kingston, Merton and Wandsworth Child Abuse Investigation Team

Barnes Police Station

92-102 Station Road

London

SW13 0NG

Contact

Phone: 020 8247 7846



- In an emergency contact the Police on telephone number 999.
- In non emergency contact the police on telephone number 101
- DfE PREVENT helpline & email for non-emergency advice

Phone: 020 7340 7264

Counter-extremism@education.gsi.gov.uk

Key Contacts and Resources

Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 03001234234

Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795

Telephone for customer services: 0870 909 08

Email:

customerservices@dbs.gsi.gov.uk <mailto:customerservices@dbs.gsi.gov.uk>

NSPCC Child Protection Helpline: 0808 800 5000

Childline: Tel: 0800 1111 www.childline.org.uk

Deficiencies and Weaknesses: It is the duty of all members of Staff and the proprietor to draw to the attentions of the DSL any weakness or deficiencies in this policy. The DSL will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting to any regular review date.

Complaints: All complaints arising from the operation of this policy should be referred to the DSL (who will keep the Head and Proprietor informed). The Proprietor will arrange for the complaint to be investigated.

References - This policy has also been drawn up with reference to the following:

Education (Independent School Standards) (England) Regulations (2014) and (January 2015)

<http://www.legislation.gov.uk/id/uksi/2014/3283>

<http://www.legislation.gov.uk/id/uksi/2014/3283>

Preventing and tackling bullying (DfE: 2014)

[https://www.gov.uk/government/publications/preventing-and-tackling-](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)

[bullying](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE and ACPO drug advice for schools [https://www.gov.uk/government/publications/drugs-](https://www.gov.uk/government/publications/drugs-advice-for-schools)

[advice-for-schools](https://www.gov.uk/government/publications/drugs-advice-for-schools)[https://www.gov.uk/government/publications/drugs-advice-for-](https://www.gov.uk/government/publications/drugs-advice-for-schools)

[schools](https://www.gov.uk/government/publications/drugs-advice-for-schools)[https://www.gov.uk/government/publications/drugs-advice-for-](https://www.gov.uk/government/publications/drugs-advice-for-schools)

[schools](https://www.gov.uk/government/publications/drugs-advice-for-schools)
Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism (HM Government: 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Chann](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

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Appendix 5

SAFEGUARDING AND CHILD PROTECTION

GLOSSARY

LSCB: LOCAL SAFEGUARDING CHILDREN BOARD

LADO: LOCAL AUTHORITY DESIGNATED OFFICER

LCPP: LONDON CHILD PROTECTION PROCEDURES

LA: LOCAL AUTHORITY

DBS: DISCLOSURE AND BARRING SERVICE (DBS CHECKS)

SMT: SENIOR MANAGEMENT TEAM

DfE: DEPARTMENT for EDUCATION

DSL: DESIGNATED SAFEGUARDING LEAD

This Policy is subject to continuous monitoring by the Principal and to audit by the Proprietor and Principal on at least an annual basis.

Signed:

Mr Nicholas Otten
Proprietor

Mme Frédérique Brisset
Principal

Reviewed in line with new guidance April 2017