

Notting Hill Preparatory School

Policy for

**Safeguarding Children and Safer
Recruitment**

(EYFS & KS1-3)

September 2007
Revised May 2008
Revised September 2009
Revised September 2010

Introduction

The governors and staff of Notting Hill Preparatory School fully recognise the responsibilities they have to safeguard and promote the welfare of children who are pupils at the school. We recognise that all staff, including volunteers and part-time staff, have a full and active part to play in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence;
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- To provide a systematic means of monitoring children known or thought to be at risk of harm;
- To emphasise the need for good levels of communication between all members of staff;
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- To develop and promote effective working relationships with the other agencies, including Police Liaison and Children's Services;
- To ensure that all adults within our school who have access to children have been checked as to their suitability.

General Procedures

Our school procedures for safeguarding children comply with DCSF Guidance **Safeguarding Children and Safer Recruitment** for which **Every Child Matters** provides a framework, and are in accordance with locally agreed inter-agency procedures and in line with the London Child Protection Procedures under the auspices of the LSCB.

- We have a designated member of staff who is responsible for Child Protection – Aeronwy Davies (Year 3 form teacher). She is trained in Child Protection procedures and is known as the 'Designated Senior Person' (DSP). The DSP is responsible for liaising with the local statutory agencies, as appropriate. The Headmistress, Jane Cameron, is also trained in Child Protection procedures and inter-agency working and acts as the deputy DSP in the absence of the DSP or if the DSP is the subject of an allegation. Training is updated every two years.
- All members of staff are familiar with the categories and definitions used when referring to Child Protection (see Appendices 1-4);
- All members of staff develop their understanding of the signs and indicators of abuse and receive training on a regular basis (a minimum of every three years);
- Part-time and voluntary staff who work with children are made aware of training arrangements and are given induction training by the DSP who is fully trained in child protection procedures. This will be updated every three years, but all staff are encouraged to attend the annual induction for new members of staff;
- All members of staff know how to respond to a pupil who discloses abuse and will ensure that time is given to the child in order that they can fully concentrate on the child's disclosure and that this time is found as a matter of urgency. This information will then be passed on to the DSP immediately;
- The DSP will ensure that the correct Child Protection forms for monitoring, recording and reporting to formal settings are made available to staff. Staff will ensure that

these forms are kept confidentially, kept up to date and completed in line with deadlines (see Appendices 6-9 for copies of these forms);

- All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding/child protection procedures through a child protection statement included in the Parent Handbook which refers to the full Policy on the School website;
- The Child Protection Policy is available to parents on the school website;
- Policies and procedures and the efficiency with which related duties are discharged are reviewed annually by the Board of Governors, and any deficiencies or weaknesses are remedied immediately;
- Child protection procedures are summarised in the Staff Handbook where reference is made to the fact that the complete Policy must be read by all classroom staff. A refresher staff inset will be given every year in the second half of the Autumn term. This does not affect the commitment to staff training on a minimum three-yearly cycle. Child protection procedures may also be referred to in group meetings and professional meetings throughout the academic year as appropriate;
- All members of staff receive child protection training (updated every three years);
- All new members of staff are given a copy of our Safeguarding Children Policy as part of their induction into the school.
- The Governor responsible for Child Protection, Dr Gary Savage, undertakes an annual review of the school's child protection policies and procedures and the efficiency with which related duties have been carried out. Any recommended amendments or revisions to procedures are disseminated to all staff.

Procedure for staff

If confronted with a possible case of abuse, or disclosure of abuse, each member of staff should in the first instance follow the simple rules of listening and being supportive, but without asking any leading questions. Contemporaneous notes should be kept of any conversation, and signed and dated by the member of staff.

If a pupil is deemed to be at risk, or has made an allegation or disclosure of abuse, it must be explained to the pupil that the member of staff cannot promise confidentiality as he/she is under a duty to report the matter. All staff will be made aware that they have a professional responsibility to share information with other agencies in order to safeguard children. The pupil will need to be reassured that only the minimum number of people will need to know in order to keep him/her safe, and that it is in their best interests that the matter is reported. It is not appropriate for staff to conduct any kind of investigation; staff cannot undertake to keep secret what the pupil has told them.

Any concern about abuse should be reported immediately to the DSP or the Headmistress, except in the circumstance that a claim is made against a member of staff, in which case reference should be made to the Headmistress only. In the case where a claim is made against the Headmistress, then it must go immediately to the Chairman of the Board of Governors.

See summary **NHP Child Protection Procedures** sheet for staff (Appendix 5).

Monitoring

In the instance where a concern is reported to the DSP or Headmistress, a monitoring procedure will be put in place immediately. Relevant members of staff will be given a copy of the form in Appendix 6 on which to note observations about the child around whom the concerns have arisen. Dependent on the level of concern, the DSP will decide a timescale for the monitoring between 6 and 8 weeks. All other relevant members of staff will be alerted to the monitoring of the child and will be asked to contribute any concerns or observations they deem appropriate. The monitoring sheets will be discussed weekly with the DSP to ensure appropriate action is taken. If no indicators are found or appear to develop, the monitoring will cease and all information will be stored appropriately. If indicators and concerns continue, appropriate action will be taken and recorded. As part of good practice, parents/carers will be

advised that their child is to be monitored and involved in the process as much as possible. If a child is on a protection plan, information will be shared with Children's Social Care.

Role of the Designated Senior Person (DSP)

The DSP is responsible for:

- Ensuring that the policy is in accordance with RBK&C agreed inter-agency procedures;
- Adhering to LSCB and national guidance, London Child Protection Procedures, and school procedures with regard to referring a child if there are concerns about possible abuse;
- Ensuring that the correct procedures are followed if there are concerns of possible abuse;
- Keeping written records of concerns about a child even if there is no need to make an immediate referral;
- Ensuring that ongoing monitoring of children is kept up to date;
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records;
- Ensuring that an indication of further record-keeping is marked on the pupils records;
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Family Services and Education Welfare Service;
- Ensuring that accurate and up to date information about individual children is presented at Child Protection Conferences;
- Ensuring that action points agreed at Child Protection Conferences, Child Protection Reviews and Core Group Meetings are carried out.

Through training and experience the DSP will be able to judge how to proceed further when cases are reported to her. Other parties will be involved only on a 'need to know basis' in the interests of the child concerned. Discussion might involve the pupil concerned (usually in the presence of another person); form teacher; other teacher; other pupils; parents (except where this is deemed to put the pupil at risk or danger and except in a case where there has been an allegation of sexual misconduct or abuse).

As a result of these discussions, the DSP with the Headmistress will determine a strategy that might include

- Consultation with the Governor responsible for Child Protection – Dr Gary Savage
- Close monitoring of child's behaviour and well being
- A response to any bullying as laid down in the Policy on Anti-Bullying
- A consultation (within 24 hours), on a no-names basis, with the Welfare Officer (Hilary Shaw), of the local authority child protection team
- A referral to the Children's Social Care
- A call for a Strategy Meeting which would include interested parties

(Contact details for all of the above are given at the end of this policy.)

In each case, discretion and confidence will be maintained at the appropriate level, the DSP being responsible for communicating strategies and decisions on a 'need to know basis' and maintaining a written record. Continuing support will be given to a pupil who leaves the School, about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

The DSP will report regularly to the designated Child Protection Governor (Dr Savage) on procedures implemented. The Governing Body will review annually whether the School's obligations under current legislation are being fully implemented, and that the DCSF guidance *Safeguarding Children and Safer Recruitment* based on the *Every Child Matters* framework (2005) is being followed.

When to be concerned

It is the responsibility of the school community to be alert for **signs of abuse**.

Examples of abuse may include:

- **Physical abuse** – see Appendix 1
- **Emotional abuse** – see Appendix 2
- **Sexual abuse** – see Appendix 3
- **Neglect** – see Appendix 4
- **Domestic violence:** This is a child protection issue and children and young people are at risk physically and emotionally and also vulnerable in terms of keeping themselves safe from others.
- **Other actions to cause concern:** Children may find themselves in situations that are not listed above but still might be at significant risk. These might include, for example, situations where another child in the household has been harmed or the household contains a known abuser.
- **Bullying:** Bullying is a form of abuse by one or more pupils against another pupil. It takes many forms. It may be quite ordinary behaviour but focused in order to undermine a victim. It may take the form of verbal, physical or emotional abuse, or harassment on gender or racial grounds. Once a victim is sensitised, a threatening look alone may reinforce their fearfulness. A victim may feel isolated because of gender, race, colour, physical appearance or age. Bullying has the effect of hurting, threatening or frightening another person. Bullying is oppressive, coercive and an abuse of power. It makes a victim feel isolated and undermines self-confidence. It is often planned and secret. Bullying tends to be systematic rather than a one-off act. Our procedure on bullying is set out in a separate **Anti-Bullying Policy**, and bullying on racial grounds is covered in our **Education for Ethnic Diversity Policy**. Repeated bullying incidents or a single serious incident may lead to consideration under Child Protection Procedures.
- We recognise that abuse may take place by any adult who comes into contact with children and that this abuse could occur by a member of staff either on or off school premises at any time. We understand the importance of recognising the signs of possible abuse by a member of staff towards a child. (See separate **Policy for Managing Allegations against Staff**.)

Supporting Children

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.

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.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying (PSCHE, Circle Time, Worry Box);
- Promoting a caring, safe and positive environment within the school (PSCHE, Circle Time, School Rules, Assemblies, support of Head Boy and Head Girl, Prefects);
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;

- Notifying Family Services as soon as there is a significant concern;
- Ensuring that children who are at risk are closely monitored;
- Ensuring that monitoring procedures are up to date and regularly reviewed;
- Children will be given time and privacy should they wish to talk to an adult;
- Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Confidentiality

We recognise that all matters relating to Child Protection are confidential.

The Headmistress and the DSP will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

Photographs of children must not be taken by members of staff on their mobile phones – only school cameras may be used.

Parents are asked to sign a permission slip for their children to be photographed taking part in school activities and are reminded of their responsibilities when taking photographs in school as to appropriate use of such photographs (see separate **Policy for Confidentiality**)

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSP and to seek further support as appropriate.

Allegations against staff

We understand that a pupil may make an allegation against a member of staff (including permanent staff, temporary staff, volunteers and the Head), and we recognise that staff, particularly male staff, can be vulnerable to accusations of abuse.

Staff must be aware of the danger of placing pupils or themselves at risk of harm or of allegations of harm to a pupil. This would include situations where the member of staff is giving one-to-one tuition, sports coaching, transporting a pupil by car, engaging in electronic communication, etc. In all instances staff must conduct themselves in an appropriate manner.

If an allegation is made, the member of staff receiving the allegation will immediately inform the Headmistress.

The Headmistress on all such occasions will discuss the content of the allegation with the Chair of Governors / Governor responsible for Child Protection / Local Authority's Designated Officer (LADO) for Child Protection. In the case of serious harm the police will be informed from the outset.

If the allegation made to a member of staff concerns the Headmistress, that member of staff will immediately inform the Chair of Governors who will consult with the LADO for Child Protection.

The school will follow their stated policy for managing allegations against staff (based on DfES guidance), which is set out in a separate **Policy for Managing Allegations against Staff**.

If a member of staff (either employed, contracted, a volunteer or a student) was asked to leave the school as they were no longer considered suitable to work with children, the Headmistress would inform the ISA within one month of their departure.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Physical Intervention

Our policy on physical intervention by staff is set out in a separate **Policy on the use of Force to Control or Restrain Pupils** and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. Our **Policy for Managing Allegations against Staff** highlights the distinction between abusive and non-abusive action and the potential misinterpretation of physical contact. In accordance with our agreed physical intervention policy, physical contact should be age appropriate - thus in the EYFS, children may be lifted when necessary, eg when throwing a tantrum or to be comforted.

Bullying

Our policy on bullying is set out in our school **Anti-Bullying Policy** and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

Our policy on racist incidents is set out in a separate **Policy for Education for Ethnic Diversity** and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to (open door policy of Head, Head Boy, Head Girl, Prefects);
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities for PHSE which equip the children with the skills they need to stay safe from harm and know to whom they should turn for help.

Health & Safety

Our **Health and Safety Policy**, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Policies for Safer Recruitment and **Allegations against Staff** follow and should be considered as forming part of the **Policy of Safeguarding Children**.

We have regard to the Safeguarding Children and Safer Recruitment in Education guidance (SCSRE) issued by the Department for Children, Schools and Families, a copy of which is held in the Bursar's Office.

Key People

Designated Senior Person:	Aeronwy Davies (Year 3 Form Teacher)
Headmistress:	Jane Cameron
Welfare Officer (RBK&C):	Hilary Shaw 7598 4886; direct line 7598 4876
Governor responsible for Child Protection:	Dr Gary Savage 8557 1493 or 07590 929597
Chairman of the Governors	John Morton Morris 7839 1706 or 07710169850
ISA:	PO Box 181, Darlington DL1 9FA 0300 1231111
LADO:	Glen Peache 020 7361 3317

Safer Recruitment Policy

In order to ensure the safety of the children within our school it is essential that appropriate recruitment and selection procedures are followed in accordance with The Education Regulations 2010, guidance entitled 'Safeguarding children and safer recruitment in education' (DCFS 2010) and Equality Act 2010. and in compliance with the Independent Schools Inspectorate – The Regulatory Requirements (Sept 2010)..

This policy has been put together and reviewed and developed over the last two years to bring in more robust procedures and a tighter timeframe to comply with current best practice.

Aims

- To protect and safeguard the children of our school community
- To establish a robust and efficient system of vetting and checking
- To maintain comprehensive centralised records of evidence of safe recruitment

Objectives

- To ensure that when a post is advertised the advertisement makes clear the School's commitment to safeguarding and promoting the welfare of children.
- To ensure the job description makes reference to the responsibility for safeguarding and promoting the welfare of children
- To ensure the person specification includes specific reference to suitability to work with children
- To obtain and scrutinise comprehensive information from short listed applicants, check on previous employment history and experience and take up and satisfactorily resolve any discrepancies or anomalies
- To verify the identity and academic or vocational qualifications of short listed applicants
- To conduct a face-to-face interview that explores the short listed applicant's suitability to work with children as well as his or her suitability for the post
- To obtain independent professional and character references that answer specific questions to help assess the preferred applicant(s) suitability to work with children and follow up any concerns
- To verify that the preferred applicant has the capacity for the job (having regard to Section 60 of Equality Act 2010)
- To obtain an Enhanced CRB check for all members of staff
- To ensure that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.

The definition of 'staff' includes any person working at the school whether under a contract of employment, under a contract for services or otherwise than under a contract, and includes teachers, part-time staff, volunteers administrative staff, caretakers and other ancillary staff, Separate procedures apply for supply staff not employed directly by the school and parent volunteers– see below.

Procedures for employing staff

The procedures to be followed: **Advertising**

Drawing up a short list

The interview process

Offer of appointment

Post appointment

Advertising

- Advertisement to include statement of School's commitment to safeguarding and promoting the welfare of children

- Advertisement to indicate that applicants must request an application form
- On request, send application form, job description (which includes a requirement for compliance with the school's child protection policy), person specification and statement of terms and conditions relating to the post.

Drawing up a short list

- Application form scrutinised to ensure it does not contain any discrepancies and to identify gaps in employment – which should be noted in considering whether to short list an applicant
- All candidates to be assessed equally against criteria contained in the person specification.
- A short list of candidates will then be drawn up.
- References of the short listed candidates (open references and testimonials not acceptable) to be taken up in the first instance by telephone with the request to the referee that a reference form may be sent for completion.
- Short listed candidates called for interview

The interview process

- The interview would assess the merit of each candidate against the job requirements and explore their suitability to work with children
- Candidates for interview would be given all necessary information concerning time, place, etc, how the interview and trial lesson would be conducted and who would form part of the interview process. Any attendance requirements of the candidate will also be requested.
- Documentary evidence of identity that would satisfy CRB requirements is requested and also evidence of any educational and professional qualifications that are relevant for the post.
- Copies of all these will be kept on the successful candidate's personal record file. Documentary evidence of unsuccessful candidates will be shredded.
- In most instances the interviews will be conducted by two interviewers (at least one interviewer being a safer recruitment trained member of staff). An agreed set of questions will be drawn up relating to the requirements of the post and the issues to be explored with each candidate based on the information provided in the candidate's application form and references (if available). Also explored will be:
 - The candidate's attitude towards children and young people
 - His or her ability to support the school's agenda for safeguarding and promoting the welfare of children
 - Gaps in the candidate's employment history (if applicable)
 - Concerns or discrepancies arising from the information provided by the candidate or a referee
 - The candidate will be asked if he/she wishes to declare anything in light of the requirement for a CRB disclosure
- In the case of a teaching post, an agreed trial lesson will form part of the interview process and will be observed by two members of staff: one member of the interview panel and the Form Teacher or Head of Department. A teaching assistant would spend a trial morning/afternoon with the relevant Form Teacher.
- The candidate will be informed of the timeframe for announcing the outcome of the recruitment process.
- Two written references will be obtained for the preferred applicant.
- A final interview of the preferred applicant will take place (if required) to investigate any discrepancies between the application form, information provided at first interview and information provided in the references.

Offer of appointment

Offer of appointment will be conditional on receipt of the following:

- Satisfactory CRB disclosure (form will be enclosed with offer letter) and List 99 (as appropriate)
- At least two satisfactory character and professional references (as appropriate)
- Verification of

Identity
Medical fitness
Right to work in UK
Previous employment history
Proof of qualifications

- Where applicant has lived or worked overseas, further checks will be made as appropriate.

Each new appointment will be entered on the Centralised Record of Appointments by the Assistant Bursar (HR & Compliance) at the time of making the job offer. The Centralised Register details all the checks undertaken, when they were undertaken and who checked them.

The School understands that a report must be sent to the Independent Safeguarding Authority (ISA) within one month of leaving the school, of any person (whether employed, contracted, a volunteer or student) whose services are not longer needed because he or she is considered unsuitable to work with children.

Where a CRB disclosure has not been received before the commencement of employment, a List 99 check will be carried out 48 hrs prior to commencement of employment. No member of staff or volunteer will be left unsupervised with children until they have a satisfactory CRB. A risk assessment will be carried out in these circumstances and reviewed on a regular basis.

Procedure should there be a disclosure on CRB form: The Headmistress undertakes to discuss any matter revealed in a Disclosure with the person seeking a position at the school. Having a caution or conviction will not necessarily bar an applicant from working in the school. It will depend on the nature of the position and the circumstances, background and nature of the offence. The Headmistress should make a judgement based on the information revealed and a discussion with the candidate as to whether employing the candidate would in any way compromise his/her duty of safeguarding and protecting the children in her/his care.

Post appointment

The school conducts an Induction Inset for all staff and volunteers to:

- Provide training and information about the school's policies and procedures
- Support individuals in a way that is appropriate for the role for which they have been engaged
- Confirm safe practice and standards of conduct and behaviour expected of staff and pupils within the school
- Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities
- Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately
- Ensure new staff are aware of the policies and procedures that relate to safeguarding and promoting the welfare and safety of children and given the fire safety induction.
- Explain how and to whom any concerns about issues mentioned above should be raised
- Raise any relevant personnel procedures, eg disciplinary, whistle blowing.
- An appropriate Staff handbook is issued to all staff
- An induction form is to be filled out and signed by all staff on first day at school.

Procedure for supply staff (not employed directly by the school)

No person supplied by an employment business to the school may begin work in the school unless the Assistant Bursar (HR & C) has received confirmation from the Deputy Head (Administrative) (who is responsible for obtaining temporary agency supply staff) and/or the School Administrator (who is responsible for club staff) that the agencies have provided written confirmation that all appropriate checks have been carried out (as set out in paragraph 20 of The Education Regulations 2010): identity, relevant qualifications where appropriate, an enhanced CRB disclosure, further checks if person has lived outside UK, right to work in UK. A copy of the CRB disclosure must be received in cases where it contains information. Fresh

CRB checks must be provided for teachers by agencies every three years. Before a person begins work at the school (irrespective of any checks carried out by the employment business) the person's identity will be checked by the School Secretary, an induction form completed and a copy of the appropriate staff handbook provided.

Procedure for recruiting Parent Volunteers

When a parent becomes involved in a school activity on a one-off basis, such as a school trip, the Assistant Bursar (HR &C) will be notified and a List 99 will be carried out prior to the activity. The parent will be briefed by the member of staff involved and provided (if appropriate) with the handbook entitled '**Notes for Parent Volunteers**'. Information will also be provided for parents assisting in educational trips (see **Policy for Educational Trips** – Appendix 9).

If the parent is requested to help in the school on a frequent or intensive basis (i.e. once a week or more, or three or more occasions in a 30 day period) an informal interview with the headteacher and/or member of staff involved, depending on the duration, frequency and nature of contact with children, will take place. Two references will be obtained, ideally at least one being from another parent in the school community. The Assistant Bursar (HR & C) will be notified and a CRB disclosure obtained. A copy of the booklet entitled 'Notes for Parent Volunteers' will also be provided. Where a CRB Disclosure is still outstanding, a List 99 check will be carried out. No volunteer will be left unsupervised with children until they have a satisfactory CRB. A risk assessment will also be carried out in these circumstances and reviewed on a regular basis. The Assistant Bursar (HR & C) will be responsible for keeping a register of all parent volunteers who have been List 99 and CRB checked and inform other members of staff accordingly. Parent Volunteers who have been CRB checked will be included on the Central Register.

Procedure to check visitors to the school

Visitors to the school must sign in at Reception with the School Administrator or School Secretary. They will be given a visitor's badge and be asked to read NHP's Child Protection policy statement. They will also be made aware of fire procedures and asked to read the 'Safeguarding Guidance for Visitors' information, where appropriate (Appendix 10).

Visitors should not be left unsupervised whilst on the school premises.

Ongoing compliance procedures

The Assistant Bursar (HR & C) will update the Centralised Register on a regular basis and the Bursar will review the Centralised Register every two weeks. Whilst CRB applications are going through the Assistant Bursar (HR & C) will check the progress of the application online every two weeks. Risk assessments will also be carried out and reviewed by the Bursar on a regular basis. The Financial Director will also review the Centralised Register at the beginning of each term.

The Assistant Bursar (HR & C) will notify Heads of Department and other staff, as appropriate, when CRB Disclosure/List 99 clearance is obtained. Staff will check and/or request from the Assistant Bursar (HR &C) List 99/CRB clearance for volunteers before activity starts. Until this confirmation is received, staff must work on the basis that this clearance has not been received. The Assistant Bursar (HR & C) will maintain and update a register of all volunteers with List 99 clearance and include all volunteers who are CRB checked on the Central Register.

The Assistant Bursar (HR & C) will maintain and update the 'Right to Work' register. The Bursar will review this register at the start of each term. When ongoing visa applications are taking place, the register will be reviewed every two weeks.

APPENDIX 1

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?**PHYSICAL ABUSE****DEFINITION:**

Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Uncaused syndrome by proxy.

SIGNS:

- Marks and bruises
- Suspicious stories about how marks made
- Frequent bumps etc
- Broken bones
- Frightened / nervous at simple movements / jumpy
- Jumping when adult raises voice
- Introverted, shy or withdrawn
- Tearful
- Poor behaviour / bullying others
- Repeating inappropriate behaviour/ bullying
- Violent outbursts
- Hair missing
- Scratches / burns
- Stories include violent descriptions / pictures depict regularly violent scenarios
- Hitting or aggressive to other children
- Sleeping in class
- Self conscious when changing for PE
- Restless and fidgety
- Wetting / soiling them self
- Mood swings
- Little contact with other children
- Poor attendance
- Use of bad language
- Physically threatening behaviour
- Shouting

Additional signs:

CONSTANT INJURIES THAT CAN ALWAYS BE EXPLAINED / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / SELF COMFORT / VERBAL ABUSE / NON-COOPERATION / POOR HEALTH / UNKEMPT / FEAR OF ADULTS / ABSENCES / STRANGE BEHAVIOUR AFTER WEEKENDS OR HOLIDAYS / FORGOTTEN PE KIT / FLINCHING IN RESPONSE TO SUDDEN MOVEMENTS / FREQUENT MEDICAL APPOINTMENTS / DO NOT WANT TO GO HOME AT THE END OF THE DAY / UNABLE TO FORM RELATIONSHIPS WITH ADULTS / SELF PROTECTION / GUARDING / LACK OF EYE CONTACT / CONSTANTLY ILL WITH NO REAL SYMPTOMS / FEARFUL OF ADULTS

APPENDIX 2

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?**EMOTIONAL ABUSE****DEFINITION:**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone.

SIGNS:

- Low self esteem
- Withdrawn / frightened / shy
- Secretive
- Makes little eye contact
- Emotionally finds it difficult to maintain relationships with peers and adults
- Jumpy or stuttering during conversations with adults
- Cries a lot / very sensitive
- A loner
- Pictures use mainly dark colours
- Stealing
- Mood swings
- Lack of concentration
- Very quiet, speaks little
- Poor social skills
- Bullies others
- Very unsettled
- Anti-social behaviour
- Lack of confidence

Additional signs:

WETTING / SOILING / SELF HARM / SELF COMFORT / ROCKING / CHANGE IN APPETITIE / UNDERACHIEVEMENT / TIMID / TEARFUL / ANOREXIC / BULIMIC / DO NOT WANT TO GO HOME AT THE END OF THE DAY / ATTENTION SEEKING / CHANGES IN STANDARD OF WORK / DEPRESSION / INTROVERTED / WITHDRAWN / CHANGES IN RELATIONSHIPS / NO FRIENDS / HARD TO MAKE FRIENDS / NEEDY / CLINGY / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / WITHDRAWN AGGRESSIVE / CHANGES IN ATTITUDE, PERSONALITY OR BEHAVIOUR / CHANGES IN INTERACTION WITH OTHERS / PEER GROUP PROBLEMS / EXTREMES OF EMOTION / ALIEN TO PRAISE

APPENDIX 3

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?

SEXUAL ABUSE

DEFINITION:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. This also includes exposing the children to sexual language either intentionally or not and/or forcing them to use such language in any circumstance.

SIGNS:

- Hides under clothes / baggy clothes
- Inappropriate physical contact with other children
- Withdrawn / shy
- Aggressive to children of the opposite sex
- Scared of others
- Don't like being touched
- Touch themselves or others
- Won't change for PE
- Very quiet or loud
- Use of sexual language
- Stories or drawings include sexual connotations
- Exposing self
- Hesitate when wanting to talk to teacher
- Soiling/ wetting / stains on underwear
- Repeated Urine problems
- Re-enacting sexualised behaviour as part of play
- Bruising
- Sexually specific behaviour or / and language
- Abusive to other children
- Little physical contact, finds hugs touches difficult will move away.

Additional signs:

SEXUAL PLAY – HOME CORNER / PLAYGROUND / INAPPROPRIATE / PROVOCATIVE SEXUAL LANGUAGE / MEDICAL DIFFICULTIES / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / MASTERBATION / ANOREXIC / BULIMIC / SELF HARMING / DO NOT WANT TO GO HOME AT THE END OF THE DAY / SECRETIVE / WITHDRAWN / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / UNABLE TO FORM RELATIONSHIPS WITH ADULTS

APPENDIX 4

WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?

NEGLECT

DEFINITION:

Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

SIGNS:

- Child smells, clothes are dirty, hair unbrushed
- Appears unhealthy but is always in school when unwell
- Low attendance – EWO involvement
- No breakfast
- Is unfamiliar with basic routines of feeding self and toileting etc
- Always hungry
- Late before and after school
- Attention seeking / needs praise to feel confident
- Poor hygiene, does not know how to use toilet properly
- Angry
- Parents have little contact with school. Do not attend parents evening
- Homework not completed / PE kit repeatedly forgotten
- Correct clothes not worn to school ie not warm enough in winter, not cool enough in summer
- Steal things
- Come to school on their own when they are too young
- Lying
- Older siblings care for younger children and take on the parent role.
- Cries a lot
- Makes slow progress
- Packed lunch does not provide child with a balanced diet
- Over eats at lunchtime
- Untidy / unkempt
- Parents do not follow up medical requests form school ie. need for eyes to be tested.
- Instability in family, different carers/ boyfriends
- Sleeps in class / Goes to sleep late little routine at home

Additional signs:

INADEQUATE PACKED LUNCH / UNKEMPT / SCRUFFY / SLEEPING DURING LESSONS / OVERLY TIRED / REPEATED HEALTH PROBLEMS THAT GO UNCHECKED OR ARE NOT DEALT WITH / HEADLICE/ RINGWORM NOT DEALT WITH AND CONSTANTLY REOCCUR /DISORGANISED / ATTENDANCE / PUNCTUALITY (END & BEGINNING OF DAY) / DO NOT WANT TO GO HOME AT THE END OF THE DAY / OVERWEIGHT / UNABLE TO FORM RELATIONSHIPS WITH ADULT / CONTENT OF WRITING OR DRAWING / UNDERACHIEVING

APPENDIX 5

NHP Summary of Child Protection Procedures

YOU MUST:	YOU MUST NOT:
<ul style="list-style-type: none"> • Treat all pupils with respect and be mindful of their right to privacy • Be an exemplary role model to pupils • Contribute to the establishment of an environment in which children will feel respected and listened to by adults and have the confidence to approach them about matters of concern to them • Ensure that, where possible, there is another adult present, or you are within sight or earshot of others, if you intend to discuss sensitive issues with a pupil • Remember that someone else may misinterpret your actions or words, no matter how well-intentioned • Report any concerns to the Headmistress 	<ul style="list-style-type: none"> • Have inappropriate verbal or physical contact with pupils • Make suggestive or derogatory remarks or gestures to pupils • Show favouritism or undue attention to any individual • Rely on your/the school's good name to protect you • Believe that 'it could never happen to me/my school/my colleague' • Exaggerate or trivialise child abuse issues • Jump to conclusions or make assumptions without checking (do not investigate – refer) • Allow yourself to be drawn into inappropriate patterns of behaviour • Fail or forget to report something you are concerned about to the Child Protection Officer or the Headmistress

What to do if.....**... a pupil discloses to you abuse by someone else:**

- Stop, listen and offer the pupil immediate support, understanding and reassurance
- Explain that you cannot promise confidentiality but must tell the people who can help
- Allow the pupil to speak without interruption or leading questions, accept what is said
- Alleviate the pupil's feelings of guilt and isolation while passing no judgement
- Use non-judgemental/supportive phrases like 'I believe you' and 'I'm going to help'
- Let the pupil know you are glad that he/she has shared information with you

...you suspect a pupil is being abused emotionally, physically or sexually:

- Report the matter immediately to the Designated Senior Person or the Headmistress
- Do not tell other adults or pupils what you have been told – keep the loop tight

...you receive an allegation about another member of staff:

- Report the matter immediately to the Headmistress (and no one else)

...you receive an allegation about the Headmistress

- Report the matter immediately to the Governor responsible for Child Protection

In all cases:

- Record the facts at the time (you can write up your notes later but keep the originals)
- Report the facts to the Child Protection Officer or the Headmistress
- NB – YOU MUST LISTEN AND REFER; YOU MUST NOT INVESTIGATE

The Child Protection Officer is Aeronwy Davies, Year 3 Form Teacher. If a member of staff needed to talk to Jane Cameron out of school hours her mobile number is 07714 332479.

APPENDIX 6

These are example sheets of those that will be used to monitor Child Protection concerns by the Designated Teacher for Child Protection and Class Teacher. They should be reviewed each term.

NAME & CLASS OF CHILD

**GENERAL MONITORING (CP) – TERM DATE
(CLASS TEACHER)**

DATE	OBSERVATION

NAME & CLASS OF CHILD

**GENERAL MONITORING (CP) – TERM DATE
(DEPUTY CPO)**

DATE	OBSERVATION
	CP observation sheet given to class teacher

APPENDIX 7**REPORT FOR STRATEGY MEETING****CHILD'S NAME:** _____ **D.O.B.** _____**CLASS TEACHER:** _____ **CLASS:** _____

Please note down any concerns or observations (in bullet point form) that you may have about the above child. A strategy meeting has been called because there have been fresh concerns or allegations that concern this child. Please think along the lines of academic, behaviour, neglect, appearance, signs of abuse, home support, comments made by the child etc. Anything small may actually be having quite a powerful effect on the child so all observations are valued and are important.

APPENDIX 8

CONFIDENTIAL

Meeting Record Sheet

Present: _____ Date: _____

Name of Child: _____ Date of Birth: _____

General outline of concerns:

Issues discussed and action agreed:

Name _____

Designation _____

Signature _____

Date _____

Date received by designated teacher for inclusion in the Child Protection File _____

APPENDIX 9**CONFIDENTIAL****Incident Sheet**

Name of Child _____ Date of Birth _____

Chronology of incidents and concerns

Date	Time	Location	Those Present

Notes of incidents / allegations or observation giving rise to concern.

Name _____

Designation _____

Signature _____

Date _____

Date received by designated teacher for inclusion in the Child Protection File _____

APPENDIX 10

**NOTTING HILL PREPARATORY SCHOOL
SAFEGUARDING GUIDANCE FOR VISITORS****CHILD PROTECTION POLICY STATEMENT**

'NOTTING HILL PREPARATORY SCHOOL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE AND EXPECTS ALL STAFF, VOLUNTEERS AND VISITORS TO SHARE THIS COMMITMENT'.

The School's full Child Protection Policy is available on request. The wellbeing of our pupils is of the utmost importance to the school community and we seek to ensure that NHP is viewed as a safe and supportive environment by all.

It is important that when working on the school site you adhere to the following principles:

- On arrival you sign in at the School Reception with proof of identification and/or any documentation to verify a pre-arranged appointment;
- You should wait to be collected from Reception by a member of staff;
- You ensure that you wear the official 'VISITOR' badge, which will be given to you when you sign in at Reception, for the duration of your visit.
- You are aware of our Children Protection policy statement above;
- You are aware of the fire procedures;
- You recognise that it is in the best interests of all to avoid any situations where you are alone with any of our pupils: as part of a stringent 'Safeguarding Children' screening, all staff working with children have undergone enhanced CRB checks so that the school is confident that they pose no threat to our pupils;
- You use the designated staff toilets if you need to do so. You will be shown their location when you sign in at Reception.
- You acknowledge that NHP is a 'non-smoking' site.
- You sign out on completion of your work in the school and vacate the school site.