

SINCLAIR HOUSE SCHOOL

Safeguarding Children - Child Protection Policy

This policy applies to the Early Years Foundation Stage (EYFS) at Sinclair House School and is publicly available on the nursery website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the Nursery Office.

Document Details

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Responsible Area	Safeguarding Team

This policy was last reviewed and agreed by the proprietor of the school in July 2022 and will next be reviewed no later than July 2023 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

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1. Introduction

Safeguarding is everybody's responsibility. It is the golden thread that runs throughout every aspect of the school. All our school policies support this policy

Safeguarding is everyone's responsibility. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. Importantly, all staff work with a pro-active approach towards safeguarding and work effectively as a team to ensure children are kept safe at Sinclair House School. All employees and volunteers are required to sign that they read, understood and will abide with our 'Child Protection Policy', 'KCSIE part one' and for those who work directly with children 'KCSIE Annex A' This policy takes full account of the child protection procedures agreed by the Tri-Borough Safeguarding Children Partnership (WSCB) along with our Safer Recruitment Policy, Whistleblowing Policy, Staff Behaviour policy, and The Teachers' Standards. This is the responsibility of the proprietor and governing body to ensure this.

We will always act in the best interests of the child. This policy takes full account of the statutory guidance *Working Together to Safeguard Children* (July 2018) and is in accordance with the Local Safeguarding Children's Partnership (LSCP) of Hammersmith & Fulham, Kensington & Chelsea and Westminster (tri-borough). Sinclair House recognises it is an agent of referral and not of investigation. Any person may make a referral (including whistleblowing) to external agencies such as the Tri-Borough Local Safeguarding Children's Partnership or Local Authority Designated Officer (LADO) and the police, if necessary. Sinclair House allows access for children's social care from the host local authority and from the local authorities where the children reside in undertaking their safeguarding (Child Protections) duties.

Children Missing from Education: Our procedures regarding children missing from education comply with the Local Safeguarding Children's Partnership (LSCP) guidance and with KCSIE Sep 2021 and are detailed at page 9 of this document.

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by Hayley McCarthy who is the Nursery Manager who is DSL of the Nursery. The proprietor will undertake a full annual review of this policy and procedures annually in September, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing and shared with the Advisory Board at the end of Autumn Term. The proprietor recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. As such, staff have the opportunity to contribute to and shape our safeguarding arrangements and child protection policy. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/review and it is made available to them in either a hard copy or electronically. The proprietor will conduct a safeguarding check annually in January to ensure the implementation of the policy is most effective.

Staff training: Start of term INSET schedules will always include a safeguarding training and updates session. All staff have access to Safeguarding Network resources and training throughout the school year. The DSL and DDSL organise a calendar for whole-staff safeguarding training, using the training calendar from Safeguarding Network as a guide but also ensuring training is targeted for common concerns and areas of issue within the school to support staff within the context of the school. Safeguarding training and training for online safety is also conducted during the induction of new staff members.

Signed:

Date: 14th June 2022



Mrs Carlotta T.M O'Sullivan (Principal and Proprietor)

Date of next review: 14th June 2023

2. Key Contacts

KEY INTERNAL CONTACT DETAILS.

Our School's Designated Safeguarding Lead (DSL) and the Deputy DSL, are also the Prevent Officers responsible for the prevention of radicalisation, extremism and being drawn into terrorism. Their telephone numbers are prominently displayed in the school. Their contact details are:



Designated Safeguarding Lead at the Nursery (DSL), Prevent Officer for the Nursery and Designated Teacher for children in care at the Nursery is: Hayley McCarthy (Nursery Manager)
Direct Line: 0207 731 5354 Mobile: 07368 934 714 (twenty-four hours) Email: hayley@sinclairhouseschool.co.uk



Deputy Designated Safeguarding Lead at the Nursery (DDSL), Deputy Prevent Officer for the Nursery is: Terri-Louise Bevan (Deputy Manager)
Direct line: 0207 731 5354 Mobile: 07969 441128 (twenty-four hours) Email: terri@sinclairhouseschool.co.uk



Proprietor is: Carlotta TM O'Sullivan
Telephone: 0207 731 5354 Mobile: 07932049055 (twenty-four hours) Email: principal@sinclairhouseschool.com

KEY EXTERNAL CONTACT DETAILS

External responsibilities and therefore details of any external personnel named below may be subject to change without notification to the school.

Hammersmith & Fulham Front Door team: 020 8753 6600. If unsure about the contact list detailed below, please see <https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers/contacts-safeguarding-hammersmith-fulham> or contact the Hammersmith & Fulham Front Door team and they will direct your referral to the correct department and lead.

The Hammersmith & Fulham Local Authority Designated Officer (LADO)* for referral and management of allegations against staff is: **Megan Brown - Safer Organisations (incorporates LADO) and Safeguarding in Education Manager**

Direct line: 0208 753 5125 **Mobile:** 07776 673 020 **Email:** megan.brown@lbhf.gov.uk

*** Please see note in Appendix 9**

Make LADO referrals to the following phone number/email depending on the borough where the incident took place or where the employing agency is.

London Borough of Hammersmith and Fulham: 0208 753 5125/ LADO@lbhf.gov.uk

If the LADO is not available, please contact the Hammersmith & Fulham Front Door team on 020 8753 6600 who will direct your referral to the correct department.

The emergency Hammersmith & Fulham team number (for outside of office hours and at weekends) is: 020 8748 8588.

Allegations of abuse against a member of staff or a volunteer are reported to the LADO in accordance with the instructions on page 5 of this policy and also Appendix 6.

*see definition of the role and responsibilities of the LADO (Appendix 3)

Keeping Children Safe in Education (DfE: September 2020) **makes it clear that anybody can make a direct referral to the MASH including the LADO** in line with the referral threshold set by the Local Safeguard Children Partnership. If a child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

For consultation and advice about a child/young person resident in Hammersmith and Fulham, contact Hammersmith and Fulham Duty Line (Front Door) on: 020 8753 6600/020 8748 8588 **or Megan Brown (Safer Organisations (incorporates LADO) and Safeguarding in Education Manager) on:** [020 8753 5125/07776 673 020](tel:02087535125) **Email:** megan.brown@lbhf.gov.uk **or Anna Carpenter (Tr-Borough Head of Safeguarding Review and Quality Assurance) on:** [020 7361 3467/07971 320 88](tel:02073613467)

Email: Anna.Carpenter@lbhs.gov.uk

The out of hours' number is: 020 8748 8588. For consultation and advice about a child/young person resident in Wandsworth contact 020 8871 6622.

Children who have suffered or are likely to suffer significant harm are '**children at risk**'. Children who are in need of additional support from one or more external agencies are '**children in need of additional support from one or more agencies**' inclusive of '**Early Help Assessment**'. The DSL must immediately report this to the MASH. The contact details are as follows:

The Hammersmith and Fulham Children's Social Care (CSC) and Multi Agency Safeguarding Hub (MASH) for Children at Risk and Children in Need / Early Help / Intervention and Assessment Services for 'children at risk', 'children in need of additional support from one or more agencies' inclusive of 'Early Help Assessment' are as follows:

Tri-borough MASH Business Support Officer: [Karen Duncan](#) Direct line: 020 7641 3991

If a child is in immediate danger or left alone, you should contact the police or call an ambulance immediately on 999.

Police Child Abuse Investigation Team – call 101

Police Domestic Abuse Investigation Team – call 101

Female Genital Mutilation (FGM): Any child at risk of FGM must be referred to **Rochelle-Ann Naidoo**, Child Protection Adviser whose contacted by telephone: 020 8753 6918/07467 734648 whose email is: rnaidoo@westminster.gov.uk However known cases are to be referred to the police by teachers. Police contact details are: For non-emergency 101 and for emergency calls 999. For advice and guidance telephone: **0800 028 3550** or Email: fgmhelp@nspcc.org.uk.

Child Sexual Exploitation – Multi Agency Safeguarding Hub If there were concerns regarding Child Sexual Exploitations, staff should inform the DSL who will immediately contact **Emily Harcombe** via telephone on 020 8753 6918/07457 743648

(Monday-Wednesday only) Email: emily.harcombe@lbhf.gov.uk

Prion Gwyn - Multi-Agency Safeguarding Hub (MASH) Detective Inspector, Family Services:

Direct Line: 020 3276 2842

Email: pgwyn@westminster.gov.uk

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is: [Tina Bencik](#) – Prevent Education Officer (PEO) for Hammersmith & Fulham and Kensington & Chelsea– Counter Extremism (Tel. Direct line: 020 87532992/07977470316)

Email: tina.bencik@lbhf.gov.uk

The non-emergency police telephone number is: 111 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

NSPCC Child Protection Helpline: 0808 800 5000

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

The **NSPCC whistleblowing helpline** is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can access the NSPCC's website (<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>) and/or call: 0800 028 0285 – line is available from 8:00am to 8:00PM, Monday to Friday and/or email: help@nspcc.org.uk

Printed copies of the Hammersmith and Fulham Local Safeguarding Children Partnership (LSCP) procedures are available from the school office. The Hammersmith and Fulham Safeguarding Children Partnership (LSCP) can be contacted as follows:

• LSBC Business Manager: Emma Biskupsi

Telephone: 020 7361 300 (Kensington Town Hall)

Email: emma.biskupsi@rbkc.gov.uk

Website: <https://www.rbkc.gov.uk/sharedservices/lscb.aspx>

• **Jean Daintith** – Independent Chair of the Hammersmith and Fulham LSCP

3. Practices

3.1 Safer Recruitment, the Single Central Register (SCR) (Please also refer to our Safer Recruitment Policy) Our school operates safer recruitment procedures (in accordance with government recommendations) including required pre-appointment checks on teaching and non-teaching staff, volunteers, proprietor, supply staff, staff of contractors and other individuals working with or nearby pupils. In accordance with the full requirements of the SCR before starting work and the details of these checks are recorded. The SCR of appointments is rigorously maintained. All employees, proprietor, supply staff, volunteers and others working within the school are checked. Checks are recorded in the SCR by reference to the usual considerations such as role,

frequency, supervision, payment and employment by another organisation. For employees working with children under the age of 8 years there is a requirement to report to school managers any issues of association with people who may be barred from working with children. All and non-teaching staff, volunteers, proprietor, supply staff, staff of contractors and other individuals working with or nearby pupils receive a copy of our safeguarding policies before arrival. All agencies have received a copy of our most recent safeguarding policies and are aware of the process should there be an allegation.

Through risk assessments, the school also ensures that appropriate checks have been made upon the staff of other organisations working with our pupils on external trips and visits, including adults who supervise pupils on work experience. In any case where the required documentation is unavailable or checks have not been completed prior to the starting date for any member of staff or other adult who may have access to pupils, then a risk assessment is carried out to determine the appropriate course of action, e.g. allowing appropriately supervised access for a specified period or postponing the starting date.

Reasons for no longer using a person's services and reporting to the Disclosure and Barring Service (DBA) along with considering referral to the TRA: If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services and a prohibition order may be appropriate, any child protection allegations will still be followed up by the school in accordance with this policy and a referral will be made to the Disclosure and Barring Service and the TRA as soon as possible if the criteria are met. We also ensure that '*Compromise Agreements*' or '*ACAS Agreements*' never apply in such circumstances.

3.2 Safeguarding arrangements for staff employed by another organisation: The school will ensure that formal procedures are followed to satisfy itself that appropriate pupil protections (including DBS) checks and communication of safeguarding policies, with DSL and DDSL made clearly known. Procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, on a school trip, while in a separate institution or activity centre). Wherever possible the school will obtain DBS checks on all contractor staff, who also receive safeguarding training from the Designated Safeguarding Leadership Team.

3.3 Visitors and visiting speakers: Appropriate safeguarding and prevent duty checks upon visiting speakers and other visitors will be made and recorded. All visitors and visiting speakers will be required to undergo an identity check on arrival and wear a visitor's badge. They will not be allowed unsupervised access to pupils. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. Unidentified visitors will be challenged by staff or reported to the Nursery Manager.

We have protocols for ensuring that any visiting speakers, who might fall within the scope of the *Prevent* duty, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised. This will if appropriate include a barred list check and internet search. At Sinclair House, speakers are never left alone with pupils. The interaction between the *Prevent* requirement to check speakers and the KCSIE (September 2021) is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers.

3.4 Teaching pupils how to Keep Safe (educating pupils about safeguarding and radicalisation including the delivery of the prevent strategy): Our school ensures that pupils develop a clear understanding both of safeguarding issues and what they may do to play their part in ensuring their welfare and safety and in building resilience against the dangers of radicalisation. Our programme for PSHE supports this process as part of a broad and balanced curriculum. We ensure that our pupils are aware of the dangers of safeguarding issues and promote positive relationships based on mutual respect. Through our school values, we encourage pupils to respect others and tolerance of diversity. Age appropriate friendship and kindness circle times are held in all phases of the nursery. Additionally, whenever appropriate, subjects in the curriculum and co-curriculum activities will be used to reinforce the messages given.

If a member of staff becomes aware of an allegation or suspected case which involves sexting, inappropriate banter or sexual assault between young pupils, gender based or otherwise, this will be considered as a safeguarding concern, logged on CPOMs securely and reported to the DSL, who will consider the allegation on a case by case basis. Depending on the severity of the case, this may involve the school's anti-bullying procedures or the parents of the pupils involved. In the case of serious harm, a referral to the MASH will be completed and the police are informed from the outset.

3.5 Within SMSC development, we instil within pupils values that build resilience and prevent pupils being drawn into radicalisation and extremism. We actively promote British Values within our SMSC and create an environment in which pupils know they are listened to and valued. We educate our pupils to reject violence and cruelty in 'whatever forms they take on whether it be from animal rights activists, Al Qaeda influenced groups, racist and fascist organisations or any other extremist group.

3.6 Emerging Technology including the Internet and social media (Please see our Online safety policy for more details): Our School recognises that impact of emerging technological skills which includes include the use of information and communication technology (computing). Our Online Safety policy details the actions and behaviour required from pupils and members of staff in order to maintain a safe electronic environment and is based on current best practice drawn from a wide range of sources. Our key message to keep pupils and young people safe is to be promoted and should be applied to both online and offline behaviours. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Pupils should be just as clear about what is expected of them online as offline and this is embedded across the curriculum. We have a whole school approach to on-line safety, including a clear policy on the use of mobile technology.

3.7 Use of mobile phones, cameras, electronic devices (for more details, please see our online safety): Staff should not use personal mobile telephones in the presence of pupils and must never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school computers or iPads unless with the express and written permission of the Nursery Manager. Photographs or recordings should only be made where there is a legitimate school purpose. A pupil's privacy and dignity must be preserved at all times, in line with our GDPR policies. Images or recordings should not be transmitted to third parties without permission of the Nursery Manager's or parents of the pupil involved. The School's' Acceptable Use Policy sets out the expectations for pupils and parents on the use of mobile phones and cameras whilst at the school. Staff should not use any other electronic device capable of capturing images of pupils other than a school camera or school registered iPad. This is in line with the whole school policy on the use of mobile phones and cameras. The LADO is to be informed if there is any contravention of the school policy regarding the use of personal mobile phones, cameras or other electronic and communication devices by adults working or volunteering at the school.

3.8 Staff Training: Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support: There is a wealth of information available to support us in keeping children safe online. The following is not exhaustive but should provide a useful starting point:

- www.disrespectnobody.co.uk
- www.ceop.police.uk
- www.saferinternet.org.uk
- www.internetmatters.org
- www.pshe-association.org.uk
- educateagainsthate.com.
- www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

3.9 EYFS – Additional requirements (also please refer to EYFS Child Protection Additional Guidance)

This safeguarding policy, details our procedures for safeguarding in the EYFS. We inform Ofsted immediately (on the same day), or as soon as is reasonably practicable, but certainly within 24 hours, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). This could include any other abuse, which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in well-being, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children, such as young carers or those with special educational needs or disabilities.

3.10 Induction and ongoing training for all staff, temporary staff and volunteers in line with the LSCP advice: Our arrangements for the level and focus of role-appropriate and refresher training is in accordance with H&F criteria, as required by KCSIE (DfE: Sept. 2021). All staff are provided with copies of key documents which they are required to understand and subscription to Safeguarding Network. For staff who cannot read English, our school takes steps to ensure that they understand key information. This includes the active promotion of British values and an understanding of extremism and radicalisation and child exploitation. All our staff are made aware of the systems which supports safeguarding in our school and these are explained to them, as part of their staff induction. This includes:

- the child protection policy (safeguarding policy); the identity of the DSL and Deputy DSL and information about their roles (such as the implications for mental health and pastoral care and how to identify pupils at risk of radicalisation);
- the staff code of conduct (which covers as a minimum, acceptable use of technologies, staff pupil relationships and communications, including via social media and whistleblowing);
- Part One of KCSIE (DfE: Sept. 2021), with assessment of understanding carried out via Safeguarding Network, and 'Annex A' (which includes some types of abuse formerly mentioned in Part One of KCSIE) and copies of policies (such as behaviour management policy, anti-bullying policy, whistleblowing policy and e-safety including cyber bullying);
- ensuring all staff are sensitised to act when any incident may be referred to as bullying, tyrannize, terrorise, intimidate, harass, etc., even if the alleged person has no history of that behaviour.

We assist staff in understanding and undertaking their roles and responsibilities as set out in Part One of KCSIE. This includes talking new staff through the content of Part One in a level and depth appropriate and proportionate to the person and/or to the particular role for which they are being inducted. There is also training and reminders in staff meetings. The DSL monitors the outcome of staff training through post-training discussions with staff, highlighting any gaps in staff knowledge or failings on procedures. All staff undertake prevent awareness training and are able to refer pupils to the DSL for further help. When relevant, we would work in partnership with our local Prevent co-ordinator. When available in our local authority, WRAP training will be provided for all staff.

In addition, all staff 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 the relevant skills and knowledge to safeguard pupils effectively. Our Staff are also made of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Our staff receive annual online safety and digital resilience training, which looks at emerging technologies strategies to support online safety and highlighting key requirements from our online safety policy.

Our staff are made aware of the process for making referrals to MASH and statutory assessments under the Children Act of 1989 that may follow a referral, along with the role they might be expected to play in such assessments. The DSL makes it clear in induction, in other training, and in guidance provided for staff they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture. This applies not only to new staff but also those already in post.

Following consultation with the Hammersmith and Fulham LSCP, all staff members and the Nursery Manager will undertake appropriate child protection training regularly i.e. every 3 years as a minimum for all staff (Sinclair House provides an annual update to all staff), with the DSL and Deputy DSL attending training every 2 years in line with requirements within KCSIE (DfE: September 2021), inter-agency working. Such training will include local inter-agency protocols and training in the tri-borough approach to Prevent duties. Prevent training is included at the beginning of school year INSET; utilising the Home Office e-learning tool.

3.11 Pupils being withdrawn from School: If a pupil is withdrawn from the school, all efforts will be made to identify the Nursery to which the pupil is being admitted; their confidential educational and pupil protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to the Education Welfare Service (EWS), unless Sinclair House has safeguarding concerns about the child in which case it will be MASH.

3.12 Children Missing Education and Missing Children: Our staff will follow the school's separate procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. We have appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE. (DfE: September, 2021). Missing in education can also be a sign of CCE, including involvement in County Lines.

Sinclair House has an admission register and an attendance register, and the staff log any absences or late arrivals on My Montessori Child. We follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two days of a child who is on a Child Protection Plan. Additionally, the DSL will notify the applicable local authority (within which the child resides) when not at Sinclair House of any child who is going to be deleted from the admission register, where the child:

- has 10 days of more continuous absence from school without an explanation, or has been taken out of school by his/her parents and are being educated outside the school system e.g. home education; has ceased to attend Sinclair House and no longer live within reasonable distance of Sinclair House, or has left school suddenly and the destination is unknown or has not taken up an allocated school place as expected;
- has been certified by a doctor as unlikely to be in a fit state of health to attend Sinclair House before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend our school after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and Sinclair House does not reasonably believe he/she will be returning at the end of the period or, has been permanently excluded.

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the local authority to fulfil its duty to identify pupils of compulsory school age who are missing in education and follow up with any pupil who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

3.13 Notifiable Incidents: This is an incident involving the care of a child that meets any of the following criteria:

- A child has died (including cases of suspected suicide) and abuse or neglect is known or suspected;
- A looked after child has died (including cases where abuse is **not** known or suspected);
- A child has been seriously harmed and abuse or neglect is known or suspected;
- A child in a regulated setting or service has died (including cases where abuse is **not** known or suspected).

Any such incident should be reported to Hammersmith and Fulham Safeguarding Children Partnership Child Death Overview Panel (CDOP) coordinator whose contact details are by telephone 020 3350 4330 and by Email: CLCCG.tri-BCDOP@nhs.net Ofsted and the DfE along with the *Reporting of Injuries, Diseases and Dangerous Occurrences* (RIDDOR) in accordance with the regulations of 2013.

3.14 Physical restraint: Our policy on physical restraint is compliant with the local authority's 'Physical Restraint in Schools' guidance along with guidance from the DfE. Events are recorded and signed by a witness. Staff who are likely to need to use physical intervention are appropriately trained. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures. Where a child has been or alleges they have been subject to chastisement through the use of an implement or substance, this will immediately be reported for investigation to the LADO.

3.15 Records and the sharing of information with relevant agencies: Written notes will be kept of all incidents relating to individual pupils on CPOMS, and when appropriate in a secure safeguarding folder. These may be shared with other agencies. All contact with parents and external agencies relevant to Child Protection will be logged and kept in confidential records which are kept separate from educational records and can only be accessed by designated people within the school. The content of Child Protection reports will be shared with the parents/guardians/carers in advance of any meetings. Referrals made to Sinclair House and are recorded on the Inter-Agency Referral form. All concerns, discussions and decisions made and the reason for those

decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the Designated Safeguarding Lead. As part of meeting a pupil's needs we recognise the importance of information sharing between our professionals and local agencies and we follow procedures set out in 'Working Together to Safeguard Children' (July 2018). Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

3.16 School website safeguarding statement: To ensure the privacy and safety of pupils where children are named, only their initials are given. Where a photograph of is used which shows a pupil, no name is displayed. By observing these points, the school ensures that visitors to the website cannot link images of pupils to names of pupils. When choosing photographs for the website, the school is mindful of the way pupils may appear in them and will not include images which are in any way inappropriate. Sinclair House follows a policy of seeking parent, guardian or carer's permission before using images which show pupils on the website or in the local press. The list showing the pupils who are barred from appearing in the press, or on the website, is kept in the school office and is available whenever photographers are present. No private information about pupils is published on the website such as surnames or contact details.

3.17 Staff Behaviour Policy (Staff Code of Conduct) - Power, Positions of Trust and Staff Behaviour: Guidance is provided in the Sinclair House *Staff Code of Conduct and Teachers' Standards* on how adults can ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on). The staff Code of Conduct is wide-ranging and covers staff/pupil's relationships and communications including use of social media, "breach of trust" and expands on the whistle-blowing statement in this policy. Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored and out of the reach of pupils at all times.

3.18 Whistleblowing: Our whistleblowing policy, which is on the school website, is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture. We have an open environment and culture of safety where staff feel free to raise concerns. The school also has a culture of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff including transparency and accountability in relation to how concerns are received and handled. Sinclair House has regard to KCSIE (September 2021) and as a result has clear processes for reporting and recording allegations.

3.19 Working in Partnership and Responding to Parents and Carers: Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the child's Class Teacher or who will notify the DSL in accordance with these procedures.

4 Safeguarding procedures in the case of concerns about a child

It is important that a child in need or at risk of harm receives the right help at the right time to address risks and prevent issues escalating. It is therefore vital that all staff understand their responsibility to:

- Identify and refer any concerns about a child;
- keep clear written records;
- listen to the views of the child;
- reassess concerns when situations do not improve;
- share information quickly and challenge inaction.

4.1 Early Help Early help means providing support as soon as a problem emerges at any point in a child's life. All school staff should be prepared to identify children who may benefit from early help as providing support at this stage is more effective in promoting the welfare of the child than reacting later. School practices may form part of early help strategies and should feed into Local Authority early help measures as required.

Evidence should be kept of all early help interventions. In the first instance staff should discuss early help requirements with the DSL. They will then take the lead, but staff may be required to support other agencies and professionals in an early help assessment. Chapter 1 of *Working together to safeguard children (2018)* provides detailed guidance on the early help process.

4.2 Recognising indicators of abuse Staff in schools are uniquely placed to observe outward signs of neglect or abuse, unexplained changes in behaviour or failure to develop. Children who are victims of abuse often display emotional and behavioural difficulties. Staff should also be aware that children with special educational needs or other vulnerable groups may be especially at risk of abuse and, therefore, extra care should be taken to correctly interpret apparent signs of abuse or neglect, acknowledging that behaviour mood or injury may relate to possible abuse and not just their SEN or disability. Appendix 2 of this Policy lists some of the types of abuse with which staff should be familiar. If a member of staff is concerned about a pupil the matter should be referred to the DSL or the deputy in the DSL's absence immediately. There should be a written record of this initial concern on CPOMS, which every teacher has access to, and the relevant DSL/DDSL should be 'alerted'.

4.3 Dealing with a Disclosure It takes a lot of courage for a child to disclose that they are being neglected and/or abused. They may feel ashamed, or their abuser may have threatened what will happen if they tell; they may have lost trust in adults or they may believe, or have been told, that the abuse is their fault. If a child reports, following a conversation you have initiated or otherwise, about any risks to their safety or wellbeing the following procedure should be followed:

- Listen to the pupil, take their allegation seriously and reassure them that you will take action to keep them safe.
- Remain calm and do not over-react – the child may stop talking if they feel they are upsetting you.
- Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate. However you may like to offer reassuring nods or words of comfort eg "I want to help," "You are doing the right thing in talking to me".
- Do not be afraid of silences, remember how hard this may be for the child.
- Do not guarantee confidentiality; referrals may have to be made in order to safeguard the pupil. At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid reprimanding the child for not disclosing earlier. It may be intended to be supportive but they child may interpret it that they have done something wrong.
- Do not cross-question the pupil. Ensure that any questions that need to be asked to clarify understanding are as open as possible and do not lead the pupil. Let the pupil tell what he or she wants and no more. The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the pupil to become anxious and retract their information.
- Be aware that younger pupils may disclose issues of a safeguarding nature in general conversation or during their play rather than as a specific disclosure to a member of staff.
- Tell the child what will happen next. The child may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.
- Report orally to the DSL as soon as possible but certainly on the same day. If the DSL is not available, report to the Deputy DSL.
- Keep any suspicions confidential and not discuss them with anyone other than those mentioned above.

- Make a written note of the discussion as soon as possible and at the latest before the end of the day, to give to the DSL. Note time, date, place, people present and what was said, using the child's own words as much as possible. Records should be verbatim; the notes may be needed in subsequent court proceedings. All notes should be signed and dated.
- Do not attempt any examination or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. If injuries are clearly visible they should be recorded on a Body Map (CPOMS)
- You are not required to investigate further; your role is to listen, record and report concerns to the DSL.
- Seek support if you feel distressed.

You may also become concerned about a pupil without a disclosure being made or without specific concrete evidence. There may be a change in a pupil's behaviour or art, or written work may show signs of confusion or distress. There may also be concerns raised about a parent's or carer's interaction with a pupil or issues such as parental substance misuse, domestic violence, or mental health. If there are concerns at all incidents must still be recorded. In many safeguarding cases it is not one major incident which triggers a referral, but a series of seemingly minor events. It is therefore vitally important that these events are recorded and reported to the DSL immediately.

"The Data Protection Act and GDPR 2018 do not prevent or limit the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children." (KCSIE 2018 paragraph 75). "This includes allowing practitioners to share information without consent". (Paragraph 77).

4.4 Recording safeguarding concerns Abuse and neglect are complex issues and are rarely standalone events; therefore they require a culture of vigilance, professional insight and respectful challenge, as well as effective recording, reporting and monitoring systems. All safeguarding concerns must be recorded on a CPOMS. Any conversations directly with a pupil or overheard arising to concerns should be recorded in writing. The record should include the date, time and place of the conversation, who was present and what was said by the pupil. The record should use names, not initials, for all references to people. The record should be made as soon as possible after speaking to the pupil, so the pupil is not alarmed by notes being taken and before the conversation is discussed with anyone else. It is important to record as much as can be remembered, using the pupil's own words. The record should contain facts and information only, avoiding personal opinion. Avoid general terms such as inappropriate language/behaviour be as specific as possible.

On receipt the DSL will record the action taken. Action will depend on the nature of the concern. It may include one or more of the following:

- Monitoring the pupil in school
- A discussion with parents
- Early help intervention from the school and/or another agency
- Referral to Children's Services
- Referral to the LADO
- Report to the police

4.5 Preserving evidence All evidence (which could include a pupil's work, scribbled notes, iPads, mobile phones containing text messages, computers) must be safeguarded and preserved. If evidence is found on an electronic device, the device involved should be confiscated and set to flight mode or, if this is not possible, it should be turned off. Staff should not view images, look for further images, copy or print any images or forward images by email or any other electronic means.

4.6 Referral to Children's Social Care Referrals about a child must be made to the borough in which the child resides. The policy of the school requires that all referrals are made by the school's DSL; however, in exceptional

circumstances staff may raise concerns directly with Children's Social Care themselves. Anyone can make a referral. If at any point there is a risk of immediate serious harm to a pupil, a referral should be made to Children's Services or the police immediately. If there is room for doubt as to whether a referral should be made, the DSL will consult with CSC on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm a referral to CSC will be made without delay.

If the initial referral is made by telephone, the DSL will confirm the referral in writing to the CSC within 24 hours. If no response or acknowledgement is received within one working day the DSL will contact the CSC again. This referral process outlined is also followed when there are concerns about a pupil who may be at risk of radicalisation. If after a referral the child's situation does not appear to be improving the DSL (or person who made the referral) should press for reconsideration to ensure their concerns have been addressed. All referrals and reconsiderations should be evidenced.

The NSPCC helpline is also available if staff have concerns about the way a concern is being handled by the school. Staff can call 0800 028 0285 or email help@nspcc.org.

4.7 Communication with Parents All parents are aware from the school's website that the school has a safeguarding policy and is required to follow statutory guidance to safeguard its pupils. The school aims to work closely with parents to help support pupils and their families; however, it will always put the duty of care to the pupil as its priority and will refer concerns if it considers a pupil is or may be at risk of harm or has suffered harm.

The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. The reasons for the school's concerns will be explained along with the course of action the school intends to take. Referrals to Children's Social Care do not require prior parental consent. The DSL must act in the best interests of the pupil, even if this results in making a referral against the parents' wishes. Normally, when there are Safeguarding concerns, the Designated Lead will contact parents before making a referral to Children's Social Care. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from the CSC. Contact details for the Local Authority and neighbouring local authorities can be found on Page 3.

4.8 Allegations against staff This applies where an adult within the school community has behaved in a way that has harmed, may have harmed, or poses a risk of harm to a child. This also applies when an adult within the school community may have possibly committed a criminal offence against or related to a child. This includes supply/agency staff and contractors.

- Allegations concerning all, other than the Nursery Manager, are to be reported straight away to the Nursery Manager (or in her absence, the DSL). The Nursery Manager will immediately contact the LADO to discuss the allegation. The individual against whom the allegation is made, is not to be informed. See Part 4 of KCSIE.
- Allegations concerning the Nursery Manager are to be immediately reported to the LADO to discuss the allegation. The Nursery Manager is not to be informed.
- Allegations concerning the Proprietor are to be immediately reported to the LADO to discuss the allegation. The Proprietor is not to be informed.

In each case above, the LADO will be given sufficient detail to allow consideration of the nature, content and context of the allegation and to agree a course of action including any involvement of the Police. Guidance will be sought from the LADO and/or Police to enable the school to make decisions about whether or not the person against whom an allegation has been made should be allowed to remain on school premises and if so what, if any, conditions should apply. If given information that suggests that a member of staff was abusing a pupil who is not a pupil at the school, the DSL reports immediately to the LADO and follows the procedure as if it was one of our own pupils.

In borderline cases, where there is room for doubt as to whether a referral should be made, the Nursery Manager will consult with the LADO on a no names basis without identifying the family. However, as soon as sufficient concern exists that a pupil may be at risk of significant harm, a referral to MASH will be made without delay. The school will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the police will

be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed. Sinclair House will make every effort to maintain confidentiality and guard against publicity if there are allegations against staff up to the point where the accused person is charged with an offence.

5. Legal Status (statutory and best practice guidance)

- Complies with *The Education (Independent School Standards)(England)(Amendment) Regulations* (ISSR) currently in force; Also in compliance with *Part 4 of the ISSR* with reference to the appointment of the Proprietor, all staff, external providers and volunteers inclusive of completion of the Single Central Record (SCR) otherwise referred to as the Centralised Register to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.
- This policy is consistent with [Keeping Children Safe in Education](#) (KCSIE, 2021) Information for all school and colleges (DfE: September 2020) incorporates the additional statutory guidance,) [What to do if you’re worried a child is being abused](#) (HM Govt: March 2015)
- [Working Together to safeguard children](#) (July 2018) which also refers to non-statutory advice, [Information sharing advice for practitioners providing safeguarding services](#) along with the [Disclosure and Barring Service \(DBS\) Behaviour Policy](#)
- [The Children ACT 1989 guidance and regulations](#) (DfE: Volume 2, June 2015)
- [Disqualification under the Childcare Act 2006](#) (DUCCA) (DfE: 26th February 2015, updated 10th June 2016)
- [Mental health and behaviour in schools](#) (November 2018) and [Counselling in schools: a blue print for the future](#) (February 2016)
- [Prevent Duty Guidance: for England and Wales](#) (July, 2015) (Prevent). Prevent is supplemented by [The Prevent duty: Departmental advice for colleges and child care providers](#) (DfE: June, 2015) and [The use of social media for on-line radicalisation](#) (July, 2015)
- [Child sexual exploitation and children missing from home, care or education: Ofsted targeted inspection advice](#) (HM Govt: 16th February 2017)

5.1 This policy has also has been compiled with reference to the following related documents which are:

- **Available on the Sinclair House website and also on request from the school office:** Anti-bullying, Behaviour Management including Discipline, Sanctions and Exclusions; Physical Restraint; Preventing Extremism and Radicalisation Policy; First Aid; Educational Visits and Off-site Activities; Online Safety including Cyberbullying and Acceptable Use; Personal, Social, Health and Economic Education (PSHE); Relationship Education; Special Education Needs and Disabilities (SEND Code of practice January 2015); Spiritual, Moral, Social and Cultural (SMSC) Development; Whistleblowing, Staff Code of Conduct, Children Missing Education
- **Available on the Staff Shared:** Safe Recruitment including the selection and appointment of staff; *Keeping Children Safe in Education. Statutory guidance for schools and school.* (DfE: September 2021). All Staff existing and new are required to read Part 1 and Annex A of KCSIE September 2021 and sign to say they have understood it.

5.2 Confidentiality: We regard all information relating to individual child or adult protection issues as confidential (stored in a secure folder on CPOMs) and we only pass information on to appropriate persons. The School will co-operate with MASH and police to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of ‘Working together to Safeguard Children’ (July 2018). Our staff know they cannot promise confidentiality and that there are other agencies which children can turn to e.g. Childline: 0800 1111.

6. Policy Review Record

Amendments:

Date	Amendment
01/03/2017	Updated Child Sexual Exploitation (CSE) as per new statutory definition provided in Appendix A: page 93 of the Glossary of <i>Working Together to Safeguard Children</i> (WTTSC) (HM Govt: March 2015 as amended 16 th February 2017).

03/09/2018	Updated <i>Keeping Children Safe in Education: part one</i> . Summary of updates can be found within the policy folder on the T-drive.
19/09/2018	Reference to KCSIE – 19 th September, 2018
29/08/2019	Reference to KCSIE updates for 2019, including transition from LSCB to LSCP
20/03/2020	Addendum: to reflect procedures applying during mandatory school closure due to the COVID 19 situation. In accordance with the Government Document: Coronavirus (COVID 19) – safeguarding in schools, colleges and other providers. (See page 35)
01/09/20	Continued updates to reflect COVID-19 Annex and new updates to reflect changes in KCSIE, September 2020.
January 2021	SHS Annual Safeguarding review & audit
2020/2021	COVID-19 & school closures: this policy; the use of CPOMS; and the safeguarding register continues to be in place. For children on the safeguarding register, appropriate monitoring continues as per this policy.
August/September 2021	Updated to reflect changes in KCSIE, September 2021
July 2022	Updated Appendix 2: Types and Signs of abuse, to include abuse linked to faith and/or belief

5 Appendices

Appendix 1: Contextual and Specific Safeguarding Issues

Appendix 2: Types and Signs of Abuse and Neglect (including possible indicators)

Appendix 3: Roles and Responsibilities

Appendix 4: Other useful contacts

***Addendum: Corona Virus (Covid-19) School Closure**

Appendix 1: Contextual and Specific Safeguarding Issues

Sinclair House is a co-educational Montessori day Nursery, based on two separate sites, for children between the ages of 8 months and 5. Sinclair House takes seriously its responsibility under Section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify concerns early, assess, and support those children who are suffering harm and prevent concerns from escalating.

Abuse and Neglect (please refer to Appendix 2 of this policy): *Working Together to Safeguard Children* (HM Government, 2015 – updated December, 2020) defines abuse as a form of maltreatment of a pupil. Somebody may abuse or neglect a pupil by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institution or in a community setting, by those known to them or more rarely by others. E.g. via the internet. They may be abused by an adult or adults or another pupil or children. Significant harm can be ‘actual’ (happening now) or ‘likely’ (events leading to a situation where harm is probable). To be considered a safeguarding concern or allegation, it is likely that some of the following features may be found:

- **Physical abuse** - violence, particularly pre-planned; forcing others to use drugs or alcohol.
- **Emotional abuse** - blackmail or extortion; threats and intimidation.

- **Neglect** - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development
- **Sexual abuse and exploitation** - indecent exposure/touching or serious sexual assaults; forcing others to watch pornography or take part in sexting; encouraging other students to attend inappropriate parties; photographing or videoing other students performing indecent acts.
- **Child sexual exploitation (CSE)*** – the coercion, manipulation or deception of a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim wants, and/or (b) for financial advantage of increased status of the perpetrator or facilitator. Child sexual exploitation may still have happened even if the sexual activity appears consensual. Physical contact may not always be involved as it can also occur through the use of technology.
- **Child criminal exploitation (CCE)*** – use of child or young person for criminal activity. Missing in education can also be a sign of CCE, including involvement in County Lines.
- **Domestic abuse** – psychological; physical; sexual; financial; and emotional. This can occur within personal relationships as well as in the context of their home life.
- **Peer on Peer/Child on child abuse** - children can abuse other children, not just peers but children of other ages. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. This can also include 'upskirting': 'upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It also includes abuse within intimate relationships. It is now a criminal offence and may constitute sexual harassment.

Children with Special Educational Needs and Disabilities - Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges, including particular vulnerability to peer-on-peer abuse. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, children with SEND may require extra pastoral support. The additional vulnerabilities of pupils with SEND and the school's duty to make reasonable adjustments should be particularly carefully considered in situations where the use of reasonable force may be needed in response to risks presented by incidents involving children with SEND or medical conditions.

Mental Health - All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering, abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are however well placed to observe children and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one, and to take appropriate action depending on the nature of the concern. If this concern is also a safeguarding concern, immediate action should be taken following the procedures in this policy.

***CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.**

Serious violence: children may be at risk from or are involved with serious violent crime. Staff should be aware of indicators. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's 'Preventing you violence and gang involvement' and its' Criminal exploitation of children and vulnerable adults: county lines' guidance:

[https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence;](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Expert organisations provide guidance and practical support on specific safeguarding issues. The NSPCC offers information for schools on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Additionally, government guidance is listed on the GOV.UK website: <https://www.gov.uk/>

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse an ambulance should be called. If the response from the emergency services states that the school should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. They should first notify MASH and seek advice about what action the MASH or the police will take and how the parents will be informed. Normally, parents would be informed that a child requires urgent hospital attention.

If the suspected abuse is sexual then the medical examination should be delayed until the MASH and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the school, MASH or the police, if the parents are not included. All unnecessary delays should be eradicated and inaction at any level can and should be challenged.

Unsubstantiated, false or malicious allegations: Where an allegation by a pupil is proven to have been deliberately invented or malicious, the Headmistress will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy. Where a parent has made deliberately invented or malicious allegations, the Headmistress will consider whether to terminate the pupil's placement at the school on the basis that they have treated the school or a member of staff unreasonably, unless a working relationship based on trust, respect and transparency is established moving forward. Sinclair House reserve the right to contact the MASH to determine the appropriate action. We have a duty of care towards our employees by ensuring that effective support is provided for anyone facing an allegation through the school's Human Resources (HR)/Personnel arrangements.

Concerns and allegations of abuse by one or more pupils on another pupil: We recognise that some pupils on occasion will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Anti-Bullying (including Cyber-bullying) and Behaviour Management Policies. However, **abuse is abuse and it is not tolerated as Sinclair House School. We recognise the gendered nature or peer on peer/child on child abuse but all peer on peer/child on child abuse is unacceptable and will be taken seriously.** Where there is 'reasonable cause to suspect that a pupil is suffering, or likely to suffer significant harm,' the concern or allegation must be reported to the DSL immediately **and recorded on CPOMS**. The DSL will then action and monitor the log of concern on CPOMS (within the secure safeguarding file) and investigate the situation; the DSL will also refer to the MASH to discuss the case. It is important to regard both the alleged perpetrator and alleged victim as being children 'in need' or 'at risk'. A factual record should be made of the concern or allegation on CPOMS. A copy of the discussions and outcomes will be kept in both pupils' files on CPOMS and further action will be discussed with appropriate staff members. Additionally, if appropriate the DSL will also refer pupils to an external safeguarding agency such as Childline and NSPCC which will be recorded securely on CPOMS. It may be appropriate to exclude the alleged perpetrator for a period of time accordance with our behaviour policy and procedures.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of MASH, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. Normally, the DSL will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to MASH if necessary. However, this will only be done when this will not place the child at increased risk. The child's views will also be taken into account. Where there are doubts or reservations about involving the child's family, the DSL should clarify with MASH or the police who, when and whether the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL will help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation. NSPCC guidance on 'when to call the police' should always be considered before contacting the police: [NPCC- When to call the police](#)

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. If the school considers a safeguarding risk is present, a risk assessment is prepared along with a preventative supervision plan. The plan is monitored and a date set for a follow-up evaluation. A pupil against whom an allegation of abuse has been made may be excluded from the school for a fixed period during the investigation

and the School's policy on behaviour, discipline and sanctions will apply. All documentation will be saved in the secure safeguarding folder on CPOMS.

Sexual violence and sexual harassment: This can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is not tolerated at Sinclair House School and should staff have a concern about a child or a child makes a report to them, they should record the concern in the secure sexual violence and sexual harassment folder on CPOMS. If a staff member is unsure, they should speak to the DSL who will log it in the correct folder, initiate an investigation and contact MASH. All victims should feel supported and kept safe at all times. Importantly, the victim should never be given the impression that they are creating a problem or ever be made to feel ashamed for making a report. If the victim is in immediate danger, the DSL will involve social care and/or the police.

Preventing Extremism and Radicalisation: (also please refer to our Preventing Extremism and Radicalisation policy and also Appendix 2 of this policy). Our school also ensures that we can 'demonstrate activity', as required by the statutory guidance, in the following key areas: risk assessment of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, working in partnership, staff training and IT policies. This is wholly in keeping with our school ethos and approach to promote a broad, tolerant and open-minded understanding of the world around us, from EYFS onwards including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra and co-curricular activities, or in any other aspect of the school's activities. The school is able to demonstrate a general understanding of the risks affecting pupils and young people in the area.

Protecting pupils from the risk of radicalisation is seen as part of Sinclair House's wider safeguarding duties, and is similar in nature to protecting pupils from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We understand that during the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. We consider the level of risk of pupils identified as being at 'risk of radicalisation' and make an appropriate referral, which can include Channel or Children's Social Care. Our prevent strategy demonstrates a specific understanding of the risks affecting children and young people and identifying pupils who may be at risk of radicalisation, including support we can give.

Prevent duty: The DSL receives appropriate training, in accordance with Annex B of KCSIE (including higher level Prevent awareness training) at least every two years in order to:

- provide advice and support to members of staff on protecting pupils from radicalisation;
- equip staff through Prevent, Channel and other appropriate training to identify and assess pupils at risk of being drawn into terrorism and to challenge extremist ideas;
- liaise with those responsible for Personal, Social, Health and Economic Education (PSHEE), Spiritual, Moral, Social and Cultural (SMSC) assembly and other appropriate curricular programmes actively to promote British values and to teach pupils about the dangers of radicalisation and extremism and
- liaise with those responsible for the school's electronic systems seriously to limit through appropriate filtering mechanisms the scope for access through these systems to any website or Internet source deemed problematic from a Prevent perspective.

Children who are particularly vulnerable: We recognise that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures, which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances, such as young carers or those with special educational needs or disabilities.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it. Some children may also find it harder to disclose abuse due to communication barriers; lack of access to a trusted adult or not being aware that what they are experiencing is abuse. Our staff are alert to those students with longer-term medical conditions that are young carers or have special educational needs or disabilities.

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to MASH and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Children who may benefit from 'Early Help' include children who: is disabled or has certain health conditions and has specific additional needs; has special educational needs (whether or not they have a statutory Education, Health and Care Plan); has a mental health need; is a young carer; is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines; is frequently missing/goes missing from care or from home; is at risk of modern slavery, trafficking, sexual or criminal exploitation; is at risk of being radicalised or exploited; has a family member in prison, or is affected by parental offending; is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; is misusing drugs or alcohol themselves; has returned home to their family from care; is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage; is a privately fostered child; and is persistently absent from education, including persistent absences for part of the school day.

Safeguarding Disabled children, pupils with Medical Conditions and specific additional needs: Our staff are aware that disabled children experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive, communication impairments and/or certain health conditions. Some disabled children may be more vulnerable to abuse because they may have fewer outside contacts than other children; receive intimate, personal care; have an impaired capacity to resist or avoid abuse; have communication difficulties; fear losing services; be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation). Our staff are alert to the medical needs of children including those children with longer term medical conditions.

Listening to the wishes of children and young people: If Sinclair House becomes aware that a child is at '*risk of harm*' or '*in need*', a referral to the MASH will be completed regardless of the child's or parent's wishes. We believe it is critical that our pupils have an adult who they can trust, and Sinclair House ensures that there are appropriate systems so pupils know who they can turn to and that staff will listen to them. Sinclair House actively encourages a sensitive and open 'listening' environment in which staff and pupils may feel free to discuss general matters relating to safeguarding and to raise specific concerns. Members of staff should use the school's whistleblowing policy should they have any concerns about the handling of safeguarding matters either in general or in specific cases.

Looked After Children: The DSL will ensure staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a Local Authority, if they have such children on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare and progress and educational achievement and ensuring this person has up to date assessment information from the relevant Local Authority. Local authorities should share the fact a child as a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. School staff will always participate, when appropriate, in reviews and meetings. This includes the child's social worker and virtual Headteacher for Hammersmith & Fulham (Amelia Steel). The most recent care plan and contact arrangements with parents, and delegated authority to carers including the child's legal status, will be communicated appropriately within the staffing team – the DSL takes the lead on deciding which staff members need to be updated.

See <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>.

Pupil Mental Health: (Please also refer to the Sinclair House Mental Health Policy) Sinclair House takes seriously its responsibility to promote and nurture the mental health and wellbeing of all its pupils and staff. This is reflected in its policies and procedures for pastoral care and the School's PSHE programme. Sinclair House takes its responsibilities towards pupils that may be experiencing mental health difficulties seriously. We provide support by recommending referrals to therapists, psychiatrists and the NHS. The staff team being responsible for the safety and wellbeing of pupils operate an 'open door' policy to encourage pupils to seek help themselves and for staff to refer any concerns so they are dealt with quickly and appropriately, alerting DSL (and other appropriate staff members) and logging observations on CPOMs. All staff as 'well placed' to identify mental health problems, recognising that mental health can happen in different ways and be experienced at different times and can have a lasting effect. We work closely with professionals to maintain the pupil's safety within school and adhere to any advice and

guidance we are given. We want to make sure our pupils are happy, healthy and thrive and understand we all need a little help from time to time with the busy and stressful lives we have today.

Young carer: A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).

Appendix 2: Types and Signs of Abuse and Neglect (including possible indicators)

Types of Abuse and Neglect Including Specific Safeguarding Issues: We are aware that abuse, neglect and safeguarding issue are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another and could include:

Abuse and neglect; Neglect (physical or emotional); Physical abuse; Emotional abuse; Peer abuse; Extremism/radicalisation; Domestic violence; Drug/alcohol abuse; Emotional abuse; Abuse of trust; Sexual abuse; Children who sexually abuse; Witnessing domestic abuse or violence; Child sexual exploitation (CSE); Child exploitation and e-safety; Pupil sexual exploitation; Pupil exploitation and e-safety; Female genital mutilation (FGM); Forced marriages; Fabricated or induced Illness; Faith abuse; Safeguarding disabled children; Disability and vulnerability; Honour-based violence vulnerable groups; Bullying including cyberbullying; Vulnerable pupils; Children in need; Child missing education (Children who run away or go missing); Child missing from home or care; Missing children and adults strategy; Young carers; Cared for children and significant harm; Gangs and youth violence; Gender-based violence/violence against women and girls (VAWG); Hate; Mental health; Private fostering; Preventing radicalisation; Teenage relationship abuse; Sexting; Trafficking. All staff are aware that children can be vulnerable to multiple harms. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and schools on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/ and other government websites:

PHYSICAL ABUSE: The nature of physical abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally. If a body map is to be used to record physical abuse, they should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse/factors that should increase concern include:

- multiple bruising or bruises and scratches/bi-lateral injuries (especially on the head and face including around the mouth); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries; injuries to genital areas;
- recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

EMOTIONAL ABUSE: Definition of emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. It may involve serious bullying (including cyberbullying), causing children

frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Witnessing someone harming another person – as in domestic violence, can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school/lateness, or arriving early at school/leaving late; missing medical appointments; being frequently unsupervised; compulsive stealing or scavenging, especially food and having destructive tendencies; running away.

Behaviour: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc); neurotic behaviour (such as ricking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations (“I deserve this”); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

SEXUAL ABUSE: The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can be committed by anybody, including women and children as well as adult males. Where it comes to our notice that a student under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children’s Services and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Child sexual exploitation: [Child sexual exploitation: guide for practitioners](#)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage or 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. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions; who associate with other young people involved in exploitation; have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant; who suffer from changes in emotional well-being; children who misuse drugs and alcohol;

- Children who go missing for periods of time or regularly come home late; and regularly miss school or education or do not take part in education; staying away from certain people or avoiding being alone with someone; displaying sexual behaviour that is inappropriate for their age;
- Inappropriate masturbation or self-harm (including eating disorders) and an unwillingness to remove clothes when changing for PE etc.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including Cyber Bullying and grooming. It is also important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse. CSE can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection power or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including Cyber Bullying and grooming. It is also important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse.

Characteristics of Child Sexual Exploitation and abuse: it is often planned and systematic – people do not sexually abuse children by accident, through sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.

Youth produced sexual imagery (Sexting): The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. Youth produced sexual imagery refers to both images and videos where a person under the age of 18:

- creates and shares sexual imagery of themselves with a peer under the age of 18 or sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance ‘Sexting in schools and schools: responding to incidents and safeguarding young people. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children’s Social Care or the Police as appropriate. Immediate referral at the initial review stage should be made to Children’s Social Care/Police if;

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are

- concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the DDSL, to respond to the incident without escalation to Children's Social Care or the police. In applying judgement the DSL will consider if;

- There is a significant age difference between the sender/receiver;
- There is any coercion or encouragement beyond the sender/receiver;
- The imagery was shared and received with the knowledge of the child in the imagery;
- The child is more vulnerable than usual i.e. at risk;
- There is a significant impact on the children involved;
- The image is of a severe or extreme nature;
- The child involved understands consent;
- The situation is isolated or if the image been more widely distributed;
- There other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- The children have been involved in incidents relating to youth produced imagery before.

Special care will be given to support both the victim and alleged perpetrator if the incident is an allegation of peer-on-peer sexual abuse. Staff are aware that there are a number of physical and mental health implication which may require additional support and all involved will be signposted to the appropriate sources of support.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures. This guidance reflects the UKCCIS Guidance (2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sex_ting_in_Schools_WEB_1_.PDF

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Far more children are registered to the category of neglect on child protection plans than to the other categories. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen

in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect include: constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; Illness or injury untreated and looking sad, false smiles.

Specific safeguarding issues: Our staff are aware of safeguarding issues - some of which are listed below. They are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Our staff are aware safeguarding issues manifest themselves via peer on peer/child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Our staff are clear as to the school or school's policy and procedures with regards to peer on peer/child on child abuse.

PEER-ON-PEER/CHILD ON CHILD ABUSE: Our staff are clear as to the college's policy and procedures with regards to peer on peer/child on child abuse and we follow KCSIE and WTTSC. **Our staff are aware that abuse is abuse and should never be tolerated or passed off as 'banter,' 'just having a laugh' or 'part of growing up.'** See paragraph '**Concerns and allegations of abuse made against other children (Peer on Peer/child on child Abuse)' inclusive of sexting and banter** for the procedures we take to minimise the risk of peer on peer/child on child abuse and how allegations will be investigated and dealt with. Sinclair House School has a zero-tolerance approach and we are aware that incidents of peer-on-peer abuse can happen in any setting.

FEMALE GENITAL MUTILATION (FGM): This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Circumstances / symptoms that may point to FGM happening:

- A child talking about getting ready for a special ceremony; a child's family taking a long trip abroad
- A child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that a sibling has undergone FGM; a child talking about going abroad to be 'cut' or to prepare for marriage; Difficulty in walking, sitting or standing; spending lengthier time in the bathroom/toilet than usual;
- Unusual behaviour after a school absence/reluctance to undertake usual medical examinations and
- Asking for help, but not detailing the problem in full due to fear or embarrassment.

Mandatory reporting duty: Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or school's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Homelessness: Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Staff should record any indication of a child being homeless on CPOMS immediately and alert the DSL. Children's services will be the lead agency and the DSL will ensure appropriate referrals are made based on the child's circumstances.

HONOUR-BASED ABUSE: 'Honour-based' abuse (HBA) 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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators of Honour-based abuse: Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and schools) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions if HBA is suspected: If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. In the social context of the school or school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault.

We become concerned if the child or young person is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

FORCED MARRIAGE: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and schools. School and school staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmufco.gov.uk.

PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

We recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Hammersmith and Fulham Children's Services of the circumstances.

DOMESTIC ABUSE: The Home Office define domestic abuse as: *"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality"*. Significant harm from domestic abuse can include: physical violence, emotional abuse, sexual abuse, and financial abuse. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. If a member of staff is concerned that domestic abuse is occurring within a family or relationship they should inform the DSL who will consider a referral to MASH or Children's Services and/or the Police as necessary. If a student has disclosed witnessing domestic violence or it is suspected that the student may be living in a household that is affected by family violence, this will be referred to the DSL as a safeguarding issue. In circumstances where there have been 1 known incident of domestic abuse, a referral must be made to MAS. Repeated patterns of non-physical

behaviour (coercive and controlling behaviour) within relationships is considered a criminal offence capable of prosecution. For the offence to apply, criteria must be met. Referrals will follow Operation Encompass.

BULLYING - Please also refer to our anti-bullying policy which sets out our procedures in order to prevent bullying and to deal with it if and when it occurs within the school. This may be defined as deliberate, repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm
- Emotional: tormenting, ridiculing, humiliating, ignoring
- Racial: taunts, graffiti and gestures; Religious / cultural
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email

Signs that may indicate bullying:

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc.; a marked drop off in performance at school
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol and a shortage of money or frequent loss of possessions.

SELF-HARM AND SUICIDAL BEHAVIOUR: Self-harm can be deliberate with the aim of a child just causing themselves an injury, attempted suicide which does not result in end of life or a successful attempt to end life resulting in death. Majority of self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly emotionally or physically;
- direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm staff should check whether the pupil has ingested anything or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services.

RADICALISATION: KCSIE define radicalisation as 'the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.' 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, 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 has become a major factor in the radicalisation of young people.

TERRORISM: is an act that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

ABUSE LINKED TO FAITH AND/OR BELIEF (CALFB): KCSIE define CALFB as abuse linked to faith, nationality or ethnic community. Examples have been recorded worldwide across various religions including Christianity, Muslims and Hindus. Faith abuse is often considered as part of the group that comes under the umbrella term of 'harmful practises'. It can include a belief in concepts of:

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs),
- the evil eye of djinns (traditionally known in some Islamic faith contexts) and Dakini (in the Hindi context);
- ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent medical remedies;
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

Parents/carers/abusers are more likely to have the belief that what they are doing will save the child, family or wider community and therefore is for the greater good. Examples of abuse include: the child being beaten, burnt, cut, stabbed, strangled, or having a substance rubbed on their genitals or eyes. Appropriate medical care, supervision, education and nourishment may be withdrawn.

Appendix 3: Roles and Responsibilities

Designated Safeguarding Lead (DSL) and Deputy DSL in the Prep School and Deputy DSL in the Nursery: They are members of the school's senior leadership (SLT) in the Nursery or Prep School with the status and authority to carry out the duties of the posts of DSL/Deputy DSL's and /Deputy Prevent Officers. A detailed list of responsibilities for the DSL/Deputy DSL's is given in Appendix 2. All tracking and documentation is recorded in the secure safeguarding file on CPOMS. The DSL is kept informed of all safeguarding matters relating to the EYFS. The Deputy DSL's will act as DSL on appropriate sites in their absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down below

The core responsibility of the DSL, Hayley McCarthy, is to take **lead responsibility** for safeguarding and child protection maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. This is explicit in the job description. The DSL, who has the status and authority within the school to carry out the duties of the post is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the DSL is unavailable these duties will be carried out by the Deputy DSL:

Policies

- To lead in developing, reviewing and updating Sinclair House School's safeguarding and child protection policies and procedures.
- To lead implementation Sinclair House School's safeguarding and child protection policies and procedures: ensuring all safeguarding and child protection issues concerning children and young people who take part in Sinclair House School's activities are responded to appropriately.
- To make sure that everyone working (including Supply/Agency staff) or volunteering with or for children and young people at Sinclair House School, including external staff and the Advisory Board members, understands the safeguarding and child protection policy and procedures and knows what to do if they have concerns about a child's welfare.
- To lead online safety policy, its implementation in the school and use of parent zone to support knowledge of online safety for staff, pupils, and parents.

Managing Referrals includes: The DSL is expected to record (CPOMS) and refer cases of suspected abuse to the local authority children's social care as required;

- o the LADO for child protection allegations which concern a member of staff or volunteer;
- o the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed;
- o support staff who make referrals to local authority children's social care and the Channel programme;
- o refer cases to the Channel programme where there is a radicalisation concern as required;
- o to liaise with the Proprietor for Safeguarding Issues and to keep links with the LADO;
- o keep staff aware of child protection procedures and ensure staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection

Work with others: The designated safeguarding lead is expected to:

- Liaise with the Proprietor regarding issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. Additionally, the DSL will liaise with the local authority in order to obtain 'early help' and support for pupils in accordance with Section 17 Children Act 1989.
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- To liaise with Senior Mental Health Leads
- Liaise with all staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that, including children with a social worker, are experiencing, or have experienced, with Teachers and school leadership staff.
- Act as a point of contact with Local Safeguarding Children's Partnership (LSCP) of Hammersmith & Fulham, Kensington & Chelsea and Westminster (tri-borough).
- Liaise with Nursery Manager to inform her of issues, especially ongoing enquiries, and police investigations.
- Work closely with School Secretary to ensure all process and procedures regarding safeguarding and safer recruitment are in place and adhered to.

Undertake training, which includes: the DSL and Deputy DSL undergo training specific to be updated every 2 years. In addition, they refresh their knowledge and skills in order to keep up with any developments relevant to their role (this might be through e-bulletins, meeting other DSLs or reading new safeguarding developments) in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's or school's child protection policy and procedures, especially new and part time staff; are alert to the specific needs of children in need, those with special needs and young carers; are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or school may put in place to protect them

Raise Awareness, which includes:

- ensuring the school's child protection policies are known, understood and used appropriately;
- ensuring the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietor regarding this;
- ensuring the policy is made available publicly and parents being made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- linking with the local Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policy of safeguarding;
- following up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and raising awareness of the needs of pupils including those with special educational needs or disabilities, lesbian, gay, bisexual and transgender (LGBT) pupils.
- To help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced in school. To ensure school staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this child or group; supporting teaching staff to identify the challenges that children in group might face and the additional academic support and adjustments that they could make to best support these children.

- To ensure staff, who teach/have pastoral involvement, with a child/children who has/have a social worker is aware of the involvement of the social worker and understand that their academic progress and attainment may be impacted but should maintain a culture of high aspirations for this child/cohort; the DSL should support staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support the child/children.

Child protection File: Where children leave our school, we ensure their child protection file is transferred to the new school or school as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and a conformation of receipt should be obtained

Carlotta TM O’Sullivan as the Proprietor: The Proprietor has a strategic leadership responsibility for Sinclair House School’s safeguarding arrangements and receives termly updates and conducts both an annual Safeguarding review & audit report at the end of Autumn Term as well as a safeguarding check at the beginning of Spring term. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any reviews and updates. To this end, the Proprietor who will:

- liaise with, the DSL and Deputy DSL, holding them to account on matters relating to safeguarding and also liaise with the local Safeguarding Partnership and LADO as and when required by this policy;
- with the DSL, jointly produce the written annual review and report where the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review;
- monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and Deputy DSL who have the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority;
- find out, on each visit to the school, if the policy is known in practice by talking to a number of staff and volunteers right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child;
- review how children are taught about safeguarding, including online, through the curriculum and PSHE;
- ensure the school contributes to interagency working in line with the Working Together to safeguard children (WT) (July 2018) through effective communication and cooperation with local agencies.

Hayley McCarthy as Nursery Manager, will:

- ensure that the safeguarding and child protection policy and procedures adopted are implemented and followed by all staff;
- allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- check the staff’s understanding and implementation of the policy, ensuring that they are all aware of the referral process and how to implement safeguarding protocols;
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of pupils is dealt with in accordance with the school’s Whistleblowing procedures;
- provide immunity from retribution or disciplinary action against staff in the event of them ‘whistleblowing’ in good faith;
- ensure that pupil’s safety and welfare are addressed through the curriculum and
- be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers.

THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in *Working Together to Safeguard Children (July 2018)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and local Safeguarding Partnership Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed., including those involving the LADO, in conjunction with the police.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;

- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children’s social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child’s voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case being available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

During term time the DSL (or deputy DSL) should always be available during school hours for staff to discuss any safeguarding concerns. Our school will organise adequate and appropriate cover arrangements for any out of hours/out of time activities and also during school holidays

Appendix 4: Other useful contacts

Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD Telephone: 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

Independent Schools Inspectorate CAP House, 9-12 Long Lane London, EC1A 9HA Tel: 0207 600 0100
 Email: info@isi.net Website: www.isi.net

TRI-BOROUGH CONTACTS FOR SAFEGUARDING AND CHILD PROTECTION

Tri-Borough Safeguarding and Child Protection Training, Consultation and Advice:

- **Hilary Shaw** – Tri-Borough Safeguarding and Child Protection Schools and Education Officer (Tel: 07817 365 519, Email: Hilary.Shaw@rbkc.gov.uk)
- **Marissa Asli** – Tri-Borough Safeguarding and Education – Liaison and Training Co-ordinator (Tel: 07739 315 432, Email: Marissa.Aslibangura@rbkc.gov.uk)

Tri-Borough Private Fostering:

- **Rochell-Ann Naidoo (previously Du Plessis)** – Tri-Borough Senior Practitioner, Private Fostering Advisor (Tel: 0207 641 7564, Email: rnaidoo@westminster.gov.uk)
- **David Stoffel** (Manager), Social Worker, MASH Team (Tel. 020 7641 3991) Email: dstoffel@westminster.gov.uk

Tri-Borough Multi-Agency Safeguarding Hub (MASH):

- **Miranda Gittos**, Head of MASH, Tel. **020 7641 7793** / Mobile. **07903 147 545** Email: mgittos@westminster.gov.uk
- **Catherine Hoy**, MASH Service Manager (Maternity Cover) Tel. **0207 7641 5428** Email: choy@westminster.gov.uk
- **Esohe Erhahon**, Schools Lead MASH, Tel. **0207 641 5026** Email: eerhahon@westminster.gov.uk

Consultation and Advice about a child/young person resident in Hammersmith and Fulham:

- Hammersmith and Fulham Duty Line – 020 8753 6600 Out of hours – 020 8748 8588
- **Anna Carpenter**, Safeguarding Review and Quality Assurance Manager (Tel: 020 8753 5124, Email: Anna.Carpenter@lbhf.gov.uk)
- **Sarah Mangold**, (Tel. 020 7598 4440 / 07866 973266) Email: Sarah.Mangold@rbkc.gov.uk (Tri Borough Lead)
- **Christine Mee**, Independent Reviewing Officer (Tel: 020 8753 5125, Email: Christine.mee@lbhf.gov.uk)
- **Family Support and Child Protection Service**, (Tel: 020 8753 5534)
- **Child Protection Referrals, Consultation & Advice** about a child/young person resident in Hammersmith & Fulham:
Hammersmith and Fulham Duty Line (Tel.020 8753 6600)_Out of hours (Tel. 020 8748 8588)

Tri Borough Safeguarding Review and Quality Assurance:

- **Angela Flahive** – Tri Borough Joint Head of Safeguarding Review and Quality Assurance (Mon-Thurs only)
Tel. 020 7361 3467/07971 320 888 Email: Angela.Flahive@rbkc.gov.uk

Local Safeguarding Children’s Partnership (LSCP) for Hammersmith & Fulham, Kensington & Chelsea and City of Westminster

- **Emma Biskupski** - Business Development Manager Tel.020 8753 3759
Email: emma.biskupski@rbkc.gov.uk

Tri Borough ACE Team:

- **Elizabeth (Liz) Spearman** - Tri Borough Head of ACE Tel. 020 7745 6610
Email: Elizabeth.Spearman@lbhf.gov.uk
- **Richie Adeyeye** - Tri Borough Lead Adviser (FPNs and Child Employment enquiries)
Tel. 020 7641 7616 / 45 6611 Email: Richie.Adeyeye@rbkc.gov.uk
- **Kyria Parsons** – Lead Adviser (EHE enquiries) Tel. 020 7745 6615
Email: Kyria.Parsons@rbkc.gov.uk
- **Kathy Costello** - Tri Borough CME and Data Officer Tel. 020 7745 6613 / 07833 295 386
Email: Kathy.Costello@lbhf.gov.uk
- **Paul Worts** - Tri Borough Senior Exclusions Officer Tel. 020 7745 6614
Email: Paul.Worts@rbkc.gov.uk