



Notting Hill Prep

TO THINK. TO THRIVE.

1.1 Policy for Safeguarding & Child Protection (EYFS & KS1-3)

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Authorised by Safeguarding Governor	DG		

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1. Contact Information

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Children’s Front Door Services RBKC: Email: socialservices@rbkc.gov.uk Phone: 020 7361 3013	
Bi-Borough Safeguarding and Child Protection Training, Consultation and Advice: <ul style="list-style-type: none"> • Elaine Campbell – Bi-Borough Safeguarding Lead Schools and Education Email: elaine.campbell@rbkc.gov.uk Direct line: 07712 236 508 	
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Professional Body	
DBS Customer Services: PO Box 3961 Wootton Bassett SN4 4HF tel 0300 0200 190	
DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk	
Local Police 99 - 101 Ladbroke Road Notting Hill W11 3PL Non-Emergency Police 101	

Policy for Safeguarding and Child Protection

2. Introduction

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

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

There is one Designated Safeguarding Lead (DSL) for the whole school. There is also a Deputy Designated Safeguarding Lead (DDSL) in each of the three school buildings. The Headmistress is also trained in safeguarding and child protection. (Please see below for further information on the training of the DSL, DDSLs and their responsibilities.) Having an overarching DSL allows for consistency and a DDSL in each building ensures that staff, children and parents can contact someone with ease, if needed. Training is updated every two years.

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2.1 Aims

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence;
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- To develop and promote effective working relationships with the other agencies, including Police Liaison and Children's Services;
- To develop a culture of awareness of the types of behaviour a child might manifest that would suggest they are in need of help or at risk of harm
- To ensure all staff understand both mental and physical health are relevant to safeguarding and the welfare of children

- To ensure all staff understand the need for rapid response to any concern, including immediate contact with the Bi-borough Safeguarding & Child Protection in School and Education Officer, Children's Social Care Team or LADO, depending on the need
- To provide a systematic means of monitoring children known or thought to be in need or at risk of harm
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse;
- To emphasise the need for good levels of communication between all members of staff;
- To ensure that all adults within our school, who have access to children, have been checked as to their suitability.

3. Concern about a child

3.1 Procedure for staff

We recognise the importance of:

- children receiving the right help at the right time to address risks and to prevent issues escalating
- acting on and referring the early signs of abuse, including neglect and radicalisation
- keeping clear records
- listening to views of the child
- reassessing concerns when situations do not improve
- sharing information quickly and challenging inaction
- the whole school community being responsible for contributing to the safeguarding of the children in the school and ensuring that the correct procedures within this policy are followed.
- providing help and support to meet the needs of children as soon as problems emerge

Our school procedures for safeguarding children comply with **Working Together to Safeguard Children 2023, Keeping Children Safe in Education September 2024**, and are in accordance with locally agreed inter-agency procedures and in line with the London Child Protection Procedures under the auspices of the Local Safeguarding Children Partnership (LSCP).

Although normal reporting lines are described below, it is important to note that anybody can make a referral to children's social care if necessary (See Appendix 7). However, the DSL (and DDSLS) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately or the police. The Data Protection Act 2018 and GDPR 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. The Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk e.g., a concern that meets the threshold for a Section 47 enquiry.

Safeguarding and Child Protection Procedures are summarised in the Staff Handbooks, where reference is made to the fact that the complete Policy must be read by all staff.

Please note, these procedures apply to all possible cases of abuse to a child. Examples of abuse are listed below and more information on different types of abuse can be found in **Appendix 1**.

If confronted with a possible case of abuse, or disclosure of abuse, each member of staff should in the first instance follow the simple rules of listening and being supportive, but without asking any leading questions. Contemporaneous notes should be kept of any conversation and signed and dated by the member of staff. These should be logged on CPOMS (the school's child protection online monitoring system). Every member of staff has their own login and should record all safeguarding concerns on this system, uploading any notes taken.

If a pupil is deemed to be in need or at risk, or has made an allegation or disclosure of abuse, it must be explained to the pupil that the member of staff cannot promise confidentiality as he/she is under a duty to report the matter. The pupil will need to be reassured that only the minimum number of people will need to know in order to keep him/her safe, and that it is in their best interests that the matter is reported. Staff cannot undertake to keep secret what the pupil has told them.

It is not appropriate for staff to conduct any kind of investigation.

Any concern about abuse should be reported immediately to the DSL. If they are unavailable, then concerns should be reported to the DDSLs.

If the DSL or DDSL receives a disclosure of potential abuse (e.g., a statement from a child to another member of staff) or a member of staff has concerns (e.g., has observed potential indicators for abuse) then the DSL should phone the relevant Children Services 'front door' (see 9.3 Managing Referrals).

In the rare cases, where neither the DSL or one of the DDSLs is available, staff should contact another member of Senior Management, who will seek advice from the Bi- Borough Safeguarding Lead or make a referral to the relevant social series.

In the circumstance that a claim is made against a member of staff or a volunteer, the claimant should speak to the Head. In the case where a claim is made against the Headmistress, then it must go immediately to the Joint Chairs of the Board of Governors. (Please see below Allegations against staff and for further detail see the **Policy for Managing Allegations against Staff**). In the case of an

allegation or suspicion of abuse directed against anyone working in the school, the Headteacher will consult the LADO without delay, who will advise on appropriate action.

These referral processes are also applicable when there is a concern about a child who may be at risk of being drawn into radicalisation or extremism.

See summary of these procedures in the **NHP Safeguarding and Child Protection Procedures** sheet for staff (**Appendix 5**).

Children of concern are raised and discussed in staff meetings every week and the minutes of these meetings are emailed to all teaching staff. Staff are made aware that it is their responsibility to read the minutes if they have been unable to attend the meeting. Heads of Department are responsible for communicating any concerns to additional staff in their department e.g., peripatetic music teachers, playground staff.

3.2 Attendance, including Children Missing from Education

The attendance register is carefully monitored by the Head of Administration and staff follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities, such as:

- abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation.
- mental health problems,
- risk of substance abuse,
- risk of travelling to conflict zones,
- risk of female genital mutilation
- risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of NHP's unauthorised absence and children missing from education procedures, which state that if there is a frequent pattern of absence, the School Secretaries or Form Teacher will inform the DSLs. Similarly, if a form teacher has concerns about a child's non-attendance or lack of punctuality, they must consult the DSLs immediately. (See **Policies for Registers and Attendance & Missing from Education**).

If contact cannot be made with a parent or carer about an absence then the DSL must be informed and an assessment made on appropriate action. This could include contacting relatives or emergency contacts or choosing a suitable member of staff to visit the family home, particularly when there are already concerns about a child or family or it is known that the family has complex or acute needs. To aid this procedure and to adequately safeguard all of the children at NHP, the school will, where possible, have more than one emergency contact.

For any concern regarding a pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, the DSL will inform the local authority. (See **Policies for Registers and Attendance & Missing from Education** for further guidance).

The Head of Administration is responsible for notifying the local authority when children join or leave the school at points other than Reception, Year 6 and Year 8.

At times, the school may place a pupil with an alternative provision provider, such as Emerson House. The school continues to be responsible for the safeguarding of that pupil in those circumstances.

3.3 When to be concerned

It is the responsibility of the school community to be alert for signs of abuse. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

3.4 Types of Abuse, Neglect and Exploitation

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Examples of abuse may include:

- **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.
- **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 unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. 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.
- **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. **The sexual abuse of children by other children is a specific safeguarding issue in education.**
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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.

3.5 Specific Safeguarding Issues

Within the 4 categories of abuse, mentioned above, staff should also be aware of the following specific safeguarding issues (**further details of which can be found in Annex A of KCSIE 2024**):

- **Domestic abuse:** This is a Safeguarding and Child Protection issue as children and young people are at risk physically and emotionally and also vulnerable in terms of keeping themselves safe from others. Witnessing domestic abuse, is a form of abuse.
- **Bullying:** Bullying is a form of abuse by one or more pupils against another pupil. It takes many forms. It may be quite ordinary behaviour but focused in order to undermine a

victim. It may take the form of verbal, physical or emotional abuse, or harassment on gender or racial grounds. Once a victim is sensitised, a threatening look alone may reinforce their fearfulness. A victim may feel isolated because of gender, race, colour, physical appearance or age. Bullying has the effect of hurting, threatening or frightening another person. Bullying is oppressive, coercive and an abuse of power. It makes a victim feel isolated and undermines self-confidence. It is often planned and secret. Bullying tends to be systematic rather than a one-off act. Our procedure on bullying is set out in the following policies: Dealing with Bullying, and E-Safeguarding, and bullying on racial grounds is covered in our Education for Ethnic Diversity Policy. Repeated bullying incidents or a single serious incident may lead to consideration under Safeguarding and Child Protection Procedures.

- **Child on Child Abuse:** in the event of a disclosure about pupil on pupil abuse ALL children involved, whether perpetrator or victim, are treated as being “at risk.” All staff should be aware that other safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:
 - bullying (including cyberbullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment, including sexual comments, lewd stories or sexual “jokes”, which must not be dismissed as ‘banter’,
 - sexting (also known as youth produced sexual imagery);
 - upskirting, (which is a criminal offence) which typically involves taking a photo underneath someone’s clothing with the intention of causing embarrassment, humiliation, distress, alarm or for the purposes of sexual gratification; and
 - initiation/hazing type violence and rituals.(See **Appendix 12** for further guidance and procedure for Child on Child Abuse).
- We recognise that abuse may take place by any adult who comes into contact with children and that this abuse could be carried out by a member of staff either on or off school premises at any time. We understand the importance of recognising the signs of possible abuse by a member of staff towards a child. (See separate **Policy for Managing Allegations against Staff.**)
- A child going missing from education is a potential indicator of abuse or neglect. (See ‘Attendance, including Children Missing from Education’ mentioned above).
- **Female genital mutilation (FGM)** in children under 18, staff know it is their duty and obligation to report it to the police. ‘Known’ cases are those when a girl speaks directly to the member of staff and discloses that an act of FGM has been carried out on her, or if the member of staff recognises signs on a girl appearing to show that an act of FGM has been carried out. Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Multi-agency statutory guidance on female genital mutilation.
- **Child sexual exploitation (CSE)** is a type of sexual abuse in which children are sexually exploited for money, power or status (**Appendix 1**)
- **Honour Based Abuse (HBA)** is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or honour. Abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
- **Forced Marriage** is where one or both people do not or cannot consent to the marriage,

and pressure or abuse is used to force them into marriage. Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th Birthday even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages

- **Breast Ironing**, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.
- **Radicalisation and extremism:** We recognise that children may be at risk of radicalisation and extremism. All staff are aware of how to identify risks and how to report concerns. Staff undertake regular online training. The school has undertaken a risk assessment and action plan for Prevent and the risk of extremism within our educational setting (**Appendix 6 & 6a**).
 - Radicalisation is defined as the process of a person legitimising support for, or use of, terrorist violence
- **Contextual Safeguarding:** Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (or DDSL) should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that the school provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Contextual safeguarding also covers the risk of abusive relationships which take place online.
- **Serious Violence:** All staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absences from school, a change in friendships or relationships with older individuals or groups. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with serious crime or gangs. (Further advice can be found here.)
- **Other actions to cause concern:** Children may find themselves in situations that are not listed above but still might be at significant risk. These might include, for example, situations where another child in the household has been harmed or the household contains a known abuser. (See **Appendix 1** for more detail on different forms of abuse)
- Abuse does not necessarily mean physical harm and could include **witnessing ill treatment of others**. This may be **extra-familial** or **intra-familial**. In cases of intra-familial abuse, support for siblings must also be provided.

3.6 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. At NHP, we understand the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

To address these additional challenges, the DSL works closely with the SENCOs and will consider extra pastoral support for children with SEN and disabilities. Children with SEN are also discussed at each school section meeting, along with children of pastoral or safeguarding concern, which allows overlap to be seen and support to be coordinated.

4. Supporting Children

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

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

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

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying (PSHE, RSE, P4C, Circle Time)
- Promoting a caring, safe and positive environment within the school: (PSHE, RSE, Circle Time, P4C, School Rules, Assemblies, support of Head Boy and Head Girl team), School Council, PLT and School Counsellor
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Family Services as soon as there is a significant concern;
- Ensuring that children in need or requiring support (such as those with issues of body image, self-harm, mental health disorders, and issues with gender identity and sexuality) are recognised and identified; that they are carefully monitored and supported to prevent problems escalating, and to this end working with external agencies such as Child and Adolescent Mental Health Service (CAMHS) or processes such as Common Assessment Framework (CAF)
- Ensuring that looked after children are recognised, monitored and supported appropriately and that a designated teacher will promote the educational achievement of the child in school.
- Ensuring that monitoring procedures are up to date and regularly reviewed
- Children will be given time and privacy should they wish to talk to an adult
- Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

At NHP, we recognise that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- 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;
- is frequently missing/goes missing from education, care or from home;

- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.
- has a social worker
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a parent or carer in custody

5. Training and supporting children in safeguarding

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

The school community will therefore:

- Teach and promote safeguarding awareness in all curriculum areas wherever there is the opportunity, including in PSHE and RSE lessons.
- Teach LGBT inclusion as part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum, using a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to (open door policy of Head, Head Boy/Head Girl team, School Counsellor, Head of Pastoral Care, Form Teachers, mentoring system)
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum opportunities for PSHE and P4C, which equip the children with the skills they need to stay safe from harm and know to whom they should turn for help
- Organise Childline talk delivered by the NSPCC every other year
- Organise other relevant talks to promote awareness and safety (e.g. TFL talk on safe travel and road safety, British Red Cross First Aid in form times, PSHE lesson and assemblies, RNLI on safe behaviour at the beach to Year 3 and 4
- Ensure thorough and regular training in e-safety through training in Computing lessons, class discussions, assemblies
- Ensure parents are aware of safeguarding concerns including (but not exclusively) those involving use of electronic devices, through parents talks, public information emails and parent rep meetings.
- Develop the independent thinking skills of the children through the NHP Habits and Values and the Thinking School Toolbox, to help them make discerning choices and to recognise when they are potentially being drawn into an abusive situation, including the risk of radicalisation.
- Promote an ethos of inclusion, broadmindedness, empathy, and tolerance though class discussions and assemblies using resources from different sources including [DfE's Educate Against Hate](#).

6. Training and supporting staff in safeguarding

All staff are given training in safeguarding by the DSL during an INSET at the beginning of the academic year. This includes training on key issues relating to radicalisation and extremism. If a member of staff joins the school at any other point or misses the safeguarding INSET then they will be given training in safeguarding by the DSL or DDSLs. As part of the induction, staff will be given the related policies to read, including **Keeping Children Safe in Education September 2024 (KCSIE Part 1)**. NB if the member of staff cannot read English easily then steps will be taken during the induction to ensure that key information from the **KCSIE Part 1** is understood.

- All members of staff are familiar with the categories and definitions of abuse used when referring to Child Protection (see **Appendix 1**).
All members of staff develop their understanding of the signs and indicators of abuse (see **Appendix 2**) and receive annual refresher training in these and the NHP safeguarding procedures. This includes key issues relating to radicalisation and extremism, how it can take root and develop, and what we can do as teachers to prevent it. (See government advice 2023 [The Prevent Duty](#)). This training also includes signs in an adult's behaviour that may indicate they are using their relationship with a child for sexual purposes (see **Appendix 2**).
- Safeguarding procedures may also be referred to in group meetings and professional meetings and also by email throughout the academic year as appropriate.
- All staff are made aware of their local early help assessment process and understand their role in it.
 - Early help is defined as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse
- All staff are made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Staff are made aware of the Threshold of Needs and how this can play a part in any assessment
- The annual training will also include a reminder to staff of their obligation to disclose all their convictions and cautions including those which are spent. They will also be given the opportunity to disclose anything that may affect their ability to look after children such as a deterioration in their physical or mental health (**see Appendix 10**).
- It is now mandatory for all governors to receive safeguarding training, which is regularly updated. They will receive safeguarding training and updates on a regular basis from the DSL.

6.1 Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

7. Confidentiality

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

The Headmistress and the DSL will disclose any information about a pupil to other members of staff

on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. 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, as outlined in KCSIE 2024 and [‘Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers’](#),

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

All staff must sign a confidentiality agreement form (**Appendix 3**) before participating in classroom and playground activities. This includes any volunteers (including parents) working in school. This is to ensure that confidentiality is maintained in respect of the children’s attainments, attitudes and behaviour whilst operating in school as a helper. For further information on confidentiality see separate Policy for Confidentiality.

8. Monitoring

In the instance where a concern is reported to the DSL, they will assess the situation and if needed the Bi Borough Safeguarding Lead will be contacted immediately for an informal consultation. A monitoring procedure will be put in place immediately and action will be taken in accordance with recommendations from the Bi Borough Safeguarding Lead. Relevant members of staff will be asked to note observations about the child around whom the concerns have arisen and log these on CPOMS. All other relevant members of staff will be alerted to the monitoring of the child and will be asked to contribute any concerns or observations they deem appropriate. The observations logged will be discussed regularly with the DSL to ensure appropriate action is taken and to report matters to the Bi Borough Safeguarding Lead, as agreed with them. If no indicators are found or appear to develop, all information will be stored securely on CPOMS (or in a locked filing cabinet in the DSL’s office). If indicators and concerns continue, appropriate action will be taken and recorded. As part of good practice, parents/carers will be advised that their child is to be monitored and involved in the process where suitable. If a child is on a protection plan, information will be shared with Children’s Social Care. A reference to these records and where they are kept must be noted on iSAMS without including sensitive detail. In all such cases it is of utmost importance that action by the school is taken in accordance with the Bi Borough’s Safeguarding Lead recommendations and Children’s Social Care Team, if involved.

9. Role of the Designated Safeguarding Lead (DSL)

9.1 Structure and Availability

As mentioned previously, there is one Designated Safeguarding Lead (DSL) for the whole school. There is also a Deputy Designated Safeguarding Lead (DDSL) in each of the three school buildings, who is also the Assistant Head/ Head of that section of school (Lower, Middle and Upper School).

- The DSL has the lead responsibility for safeguarding and child protection for all of the children at school and will work closely with the DDSLs in each building.
- The DSL has overall responsibility for ESafety in the school
- The DSL may also work alongside the DDSLs for matters concerning children in the specific buildings, providing support where necessary.
- The DDSL OB is responsible for supporting the DSL in safeguarding and protection for children who are mainly taught in the OB.

- The DDSL JCB is responsible for supporting the DSL in safeguarding and child protection for children who are mainly taught in the JCB
- The DDSL PGB is responsible for supporting the DSL in safeguarding children who are mainly taught in the PGB
- During term time, the DSL should always be available (during school hours) for staff to discuss any safeguarding concerns.
- Staff should seek to contact the DSL and if they are unavailable then the DDSL for that section of school should be contacted and would take responsibility.
- In the unlikely event that both the DSL and DDSL from one building are unavailable, then staff should contact a DDSL in one of the other buildings. That DDSL would then take responsibility until the DSL is available. Any advice given or action taken should be communicated clearly with any written records on CPOMS. In the unlikely event that the DSL or any of the DDSLs are unavailable, then staff should contact a member of Senior Management, who will then phone the Bi Borough Safeguarding Lead for advice or the relevant Children's Services (then contacting the DSL as soon as possible).
- For any out of hours/out of term activities, the person arranging the club must make sure that they have the telephone contact details for the DSL and DDSLs. They should follow the order of contacts as stated in the point above.

The DSL must have the status and authority within the school management structure to carry out the duties of the post, including committing resources and, where appropriate, training and directing other staff. The DSL should also have time in their timetable to be able to carry out the role efficiently, as well as being provided with cover for lessons if needed to attend to a safeguarding or child protection concern immediately.

9.2 Specific duties of Designated Safeguarding Leads for Child Protection

Whilst the activities of the DSL can be delegated to the DDSLs for their building, the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility should not be delegated.

9.3 Managing referrals

- In the event that the DSL or a DDSL receives a disclosure of potential abuse (e.g. a statement from a child to another member of staff) or a member of staff has concerns (e.g. has observed potential indicators for abuse) then the DSL should phone the relevant 'front door' service for the borough in which the child lives. The online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number.
 - The DSL will then explain the issue raised to the relevant 'front door', who will check the child's details (e.g. name, date of birth, address) to see if any other concerns have been raised (e.g. recent visit to a doctor or police called to address etc.)
 - The 'front door' will then tell the DSL what the next steps should be, which are likely to include:
 - 1) That the DSL should ask staff to continue to observe and monitor the child as the concern does not reach the threshold of needs for a referral to Children's Social Care Team (and will advise as to whether parents should be informed or not), putting in any support if needed e.g. School Counsellor or referring external specialists or Early Help Assessment, if informing the parents
 - 2) That a referral will be made to Children's Social Care Team child, with the following steps being taken:
 - a Social Worker will meet with the child and parents (and possibly any siblings)

- either at school or at home (this is decided by Children's Social Care Team/ Social Services)
- a Social Worker and Police will meet with the child and parents (and possibly any siblings) either at school or at home (this is decided by Children's Social Care Team/ Social Services)
- If any meeting needs to take place at school, the DSL will ensure this is kept confidential and arrange for it to take place in an appropriate private room. They will also ensure that any child has an appropriate adult present during police investigations

The DSL and the School do not decide on the course of action in cases of possible abuse but are informed by the 'front door' and Children's Social Care Team as to which course to follow. The DSL and School cannot alter the course of action based on previous relationships and interactions with the family (i.e. if the parents are friendly or/and involved in the school community). We accept that this procedure may seem 'heavy handed' but the school have to work on the principle that abuse 'could happen here' (KCSIE 2024). We acknowledge that making a referral or addressing safeguarding concerns could cause upset to a family. However, we must act in the best interests of the child, even if in the short-term, this may be difficult for all parties involved.

The DSL will inform parents if there are concerns about their child or a disclosure has been made (unless they feel this may put the child at risk in any way). Referrals do not require parental consent but the DSL will keep the child's parents informed of the action they have taken, in line with any advice from the Bi Borough Designated Lead. Throughout the investigation, they will work closely with the parents of the child, Children's Services and any other external agencies, ensuring there is close communication throughout.

- Referring all cases of suspected abuse to:
 - the Local Authority Designated Officer(s) (LADO) for child protection concerns (all cases which concern a staff member)
 - to the Channel programme where there is a radicalisation concern as required
 - the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - the Police (in cases of emergency and where a crime may have been committed)
- Support staff who make referrals to local authority children's social care and the Channel programme
- Ensuring that the correct procedures are followed if there are concerns
- To work with the relevant local authority (e.g. RBKC or Brent) to follow their protocols for assessment, using the LSCP threshold document

9.4 Working with others

- Ensuring that action points agreed at Child Protection Conferences, Child Protection Reviews and Core Group Meetings are carried out; adhering to LSCP and national guidance, London Child Protection Procedures, and school procedures with regard to referring a child if there are concerns
- Liaising with MASH (Multi-agency safeguarding hub) to ensure continued protection of children on the child protection register
- Ensuring that any pupil currently on the child protection register who is absent without explanation is referred to Family Services and Education Welfare Service (following procedure for 'children missing from education').
- Ensuring that accurate and up to date information about individual children is presented

at Child Protection Conferences.

- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” and the LADO (for 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.
- Contact previous schools to request any safeguarding files for children who join NHP. Pass on any safeguarding information to future schools. Information sharing is vital in identifying and tackling all forms of abuse. KSCIE 2024 emphasises the need for full pastoral information to be passed on about students for whom there has been a safeguarding concern, as a lack of information about their circumstances can impact on the child’s safety, welfare and educational outcomes.

When a child leaves the school, it is the responsibility of the DSL to ensure that a copy of their safeguarding records is transferred securely and confidentially to the new school. Records should be transferred within 5 days for an in-year transfer or within the first 5 days of the start of a new term (KCSIE 2024).

- Before transferring, the DSL will arrange a telephone call with the DSL or Headteacher in the receiving school. Following the conversation, they will arrange for the secure transfer of documentation. Confirmation of the receipt of the documentation should be retained with safeguarding records. A safeguarding record must be transferred separately from the main pupil file.

9.5 Training

The DSL (and DDSLs) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. This includes local inter-agency working protocols and training in the LSCP’s approach to Prevent duties.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role, so that they:

- 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 protection 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 Safeguarding and Child Protection Policy and procedures, especially new and part time staff and volunteers
- Be alert to the specific needs of children in need, those with special educational needs and young carers; be aware that additional barriers can exist when recognising abuse and neglect in this group of children
- Be able to keep detailed, accurate, secure written records of concerns and referrals.

9.6 Raising Awareness

The DSL and DDSs for each building will work alongside each other in:

- Ensuring the school's policies are known and used appropriately
- Ensuring the school's **Safeguarding & Child Protection Policy** is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governors and proprietors regarding this
- Ensuring that staff receive regular procedural reminders and updates
- Ensuring that all Senior Managers understand the relevant LSCP protocols for assessment and their threshold document
- Encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Developing a culture of awareness of the types of behaviour a child might manifest that would suggest they are at risk of harm
- Ensuring all staff understand the need for rapid response to any concern, including immediate contact with the Children's Services or LADO (if involving a concern about a member of staff).
- Ensuring staff understand and have available to them a systematic means of monitoring children known or thought to be at risk of harm, as agreed with the RBK&C Bi-borough children's social care.
- Ensuring the **Safeguarding and Child Protection Policy** is available publicly and parents are 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 LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Writing safeguarding guidance for parents regarding 'Childcare, Tutoring and Coaching outside of School' (see **Tutoring and Babysitting Policy**).
- Inducting new staff, volunteers and contractors in the School's safeguarding policies and procedures.
- Ensuring that staff can raise a concern or report a behaviour/action (their own or another's) as a Neutral Notification or Low-Level Concern (see **Appendix 11 and Appendix 11a in this policy**)

9.7 Record keeping and monitoring

- The DSL will ensure that staff have a personal login to CPOMS in order to log any safeguarding incidents/concerns.
- Staff and the DSL will keep written records of concerns on CPOMS (records prior to January, 2020 are kept in a locked cabinet in the DSL's office) about a child even if there is no need to make an immediate referral
- Ensuring that children in need or requiring support (such as those with issues of body image, anorexia, self-harm and mental health disorders) are recognised and identified; that they are carefully monitored and supported to prevent problems escalating and to this end working with external agencies such as CAMHS or using CAF
- Ensuring that children with physical and medical conditions are recognised and supported effectively and appropriately.
- Ensuring that ongoing monitoring of children is kept up to date
- Ensuring that all such records are kept confidentially and securely (password protected on CPOMS) and are separate from pupil records
- Ensuring that an indication of further record-keeping is marked on the pupil's records
- Meeting regularly with the Governor with Responsibility for Child Protection and Safeguarding on procedures implemented
- Maintaining discretion and confidence at the appropriate level and communicating

strategies and decisions on a 'need to know' basis.

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Request safeguarding information from previous schools when new children join NHP.

Through consultation with social services and through training and experience, the DSL and DDSLs will know how to proceed further when cases are reported to him/her. Other members of staff will be involved only on a 'need to know basis' in the interests of the child concerned. Discussion might involve the pupil concerned (usually in the presence of another person); form teacher; other member of staff; other pupils; parents (except where this is deemed to put the pupil at risk or danger and where there has been an allegation of sexual misconduct or abuse).

As a result of these discussions, the DSL, with the Head (and DDSL if needed), will determine a strategy that might include:

- A consultation (within 24 hours), on a no-names basis, with the RBKC LADO or Bi Borough Safeguarding Lead
- A referral to the Children's Social Care
- Consultation with the Governor with Responsibility for Child Protection and Safeguarding;
- Close monitoring of child's behaviour and well being
- A response to any bullying as laid down in the Dealing with Bullying Policy;
- A call for a Strategy Meeting which would include interested parties (Contact details for all of the above are given at the beginning of this policy.)

In each case, discretion and confidence will be maintained at the appropriate level, the DSL being responsible for communicating strategies and decisions on a 'need to know basis' and maintaining a

written record and timeline of events. Continuing support will be given to a pupil who leaves the School, about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

The DSL will meet regularly with the Governor with Responsibility for Child Protection and Safeguarding on procedures implemented and a termly safeguarding report is given to the governing body from the Head or DSL. The Governor with Responsibility for Child Protection and Safeguarding will report annually to the Governing Body and they will assess whether the School's obligations under current legislation are being fully and effectively implemented, and that the DfE guidance Keeping Children Safe in Education September 2024 is being followed.

10. Photography and video

All photographs and videos in school must be taken by staff using the File Browser App. This will ensure that they are all stored on the school server. No photos, videos or sensitive school information must to be stored on staff members' individual devices.

In exceptional circumstances, such as when a staff member's own device fits the purpose of the filming

e.g. a particularly good camera or a device that is useful for activity weeks, then that staff member must inform SMT of their intentions and fill out a risk assessment. The risk assessment must include information regarding the purpose of the filming, what the images will be used for and how long the

images will remain on the device before being transferred to the school hard drive and deleted from the device. (See **Appendix 9**)

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

Parents, carers or relatives may only take photos or videos of pupils in school or on school organised activities with the prior consent of the School and then only in designated areas. Images taken must be for private use only and not shared via social media or internet sharing sites. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached.

If the behaviour of an adult capturing images seems unusual or the pupil appears to be worried by someone taking photographs of them, staff will act to challenge the adult (where they feel confident to do so) and report the matter to the DSL as soon as possible, and in as much detail as possible, to allow the concern to be followed up. The police will be informed in cases of serious concern.

In the Early Years (Reception classes) parents and carers are reminded that any photography or videos of the children on personal devices are discouraged. Posters are displayed in the Early Years setting to draw attention to this and parents are reminded at Early Years events. If they still wish to photograph their child in a school event, then they are reminded that these photos are not to be shared on social media.

11. Allegations against staff

The Local Authority's Designated Officer (LADO) for Child Protection should be **informed immediately (within one working day)** of all allegations that come to an employer's attention or that are made directly to the police.

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

Staff must be aware of the danger of placing pupils or themselves at risk of harm or of allegations of harm to a pupil. This would include, but is not limited to, situations where the member of staff is giving one-to-one tuition, sports coaching, engaging in electronic communication, etc. In all instances staff must conduct themselves in an appropriate and professional manner. Staff must also be aware that where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children (e.g. domestic violence), the school will consider what triggered these actions and whether a child in the school could trigger the same reaction, therefore being put at risk.

If an allegation is made, the member of staff receiving the allegation will immediately inform the Headmistress. In the absence of the Headmistress, reports should be made to the Chair of Governors.

The Headmistress on all such occasions will discuss the content of the allegation with the LADO and the Chair of Governors / Governor with Responsibility for Child Protection and Safeguarding. In the case of serious harm the police will be informed from the outset.

If the allegation made to a member of staff concerns the Head, that member of staff will immediately inform the Chair of Governors who will consult with the LADO for Child Protection. The Head should not be informed.

If an allegation is made against the DSL, the Head and the Safeguarding Governor must be informed and will consult the LADO.

Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

It is understood that if an allegation is made against a member of staff, the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of the consideration or investigation, all unnecessary delays should be eradicated. The school will not undertake investigation of allegations without prior consultation with the LADO, or in most serious cases the police, so as not to jeopardise statutory investigations. It is understood that in borderline cases, discussions with the LADO can be held informally and without naming the school or individual. The LADO will provide advice and preside over the investigation of any allegation or suspicion of abuse against anyone working in the school.

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

If a member of staff (either employed, contracted, a volunteer or a student) was asked to leave the school as they were no longer considered suitable for regulated activity, or resigned before the conclusion of an investigation, the Head would inform the DBS promptly.

Where a teacher has been dismissed (or would have been dismissed if they had not resigned), and a prohibition order may be appropriate, then the school will consider making a referral to the Teacher Regulation Agency (TRA). The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute”, or a “conviction at any time, for a relevant offence”. Further information can be found in ‘Teacher misconduct: the prohibition of teachers’ (Teaching Regulation Agency April 2018, available on the [TRA website](#)).

12. Whistleblowing

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

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues (Policy on Whistle Blowing). All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously by SMT.

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

- General guidance can be found <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college.
Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday
Email: help@nspcc.org.uk

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line>

13. Neutral Notification and Low Level Concerns

Neutral Notification is a procedure for self-reporting about one's own behaviour and actions. A Low Level concern is reporting about the behaviour and action of others.

There may be occasions when staff can reflect on their own actions and feel uncertain that they have acted in the most suitable way. There may also be occasions where something occurs which is out of the ordinary or which causes a member of staff to have doubts about the behaviour of another adult towards a pupil or another child. If these occasions are a safeguarding concern or allegation about a member of staff, then the Headmistress should be contacted (see 10. Allegations against staff). If staff have a concern that they do not think is an allegation, or are uncertain, then they can follow the procedure for 'Neutral Notification and Low Level Concern'.

Neutral Notification must be used by staff to record all events and/or situations which have the potential to be misconstrued or misinterpreted by others. A Low Level Concern must be completed where a staff member is concerned about the behaviour of an adult, not just where it is clear that a role or professional boundary has been broken. This includes supply staff, volunteers or contractors. The purpose of Neutral Notification and Low Level Concern is to protect both pupils and the staff working with them and allows a system for a simple record to be kept, in case events are later referred to or any patterns emerge.

Neutral Notifications and Low Level Concerns may be made in person or on the Neutral Notification Form or Low Level Concern Form (see **Appendix 11 and 11a**) to the DSL or Headmistress. These forms can be found online via the Safeguarding icon on school desktops or in the Appendices of this policy. If the notification is made in person in the first instance, staff may be required to complete a Neutral Notification Form or Low Level Concern Form later. The DSL and Head will keep a record of all Neutral Notifications and Low Level Concerns, and obtain the advice of the Local Authority as necessary.

In the vast majority of cases, there will be a perfectly innocent explanation for what has occurred and staff should not feel that making a report, or being the subject of a report, will cause them to suffer any detriment or stigma where this is the case. Reporting these types of concerns is a neutral act, and the Headmistress and DSL will, on receipt of a report, determine how best to approach the issue.

The Neutral Notification and Low Level Concern system is intended to enable staff to self-report, as well as to make notifications about other staff members. It is accepted that there are occasions when school staff, as professionals, have to make decisions to act in a particular way in order to protect the health and safety and welfare of their pupils. This may, in some cases, put the adult in a vulnerable position and cause the adult, with hindsight, to consider that on reflection they might not act in the same way in a similar situation in future. In this scenario, staff must make a Neutral Notification. (See Appendix 11 for further guidance and circumstances in which staff must make a Neutral Notification or complete a Low Level Concern).

14. Physical Intervention

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

a pupil's path) may be as effective as active physical contact (e.g. leading a pupil by the arm out of a classroom). However, we recognise that a 'no contact' policy can leave staff unable to fully protect the children in their care. We expect staff to only use 'reasonable force', by which we mean 'no more force than is needed'. Staff should use their professional judgement at all times. In cases where the use of force on the same child may be needed on more than one occasion, staff should create an individual plan, alongside the DSL. This will minimise the likelihood of challenging behaviour and, when it does occur, mean there can be clear guidelines and less use of physical restraint to de-escalate a situation.

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

15. Intimate Care

As a school, we are aware that in some circumstances staff may need to provide intimate care for children. Intimate care include hands on physical care in personal hygiene, and physical presence or observation during such activities. Intimate care tasks can include:

- Body bathing other than to arms, face and legs below the knee
- Toileting, wiping and care in the genital and anal areas
- Dressing and undressing
- Application of medical treatment, other than to arms, face and legs below the knee
- Supporting with the changing of sanitary protection

In addition to this, there are other vulnerable groups of children and young people that may require support with personal care on either a short, longer term or permanent basis due to SEN and disability, medical needs or a temporary impairment. This could include:

- children and young people with limbs in plaster
- children and young people needing wheelchair support
- children and young people with pervasive medical conditions

The School Nurse should be involved in the planning and support of the children in these circumstances.

When carrying out intimate care, staff should follow the following procedure:

- consider if a child soils themselves then what additional support may the child and staff need
- involve the child as far as possible in his or her own intimate care, taking into account the age of the child and the nature of the incident
- inform parents of the incident
- ensure other staff are aware of the task being undertaken
- ensure the adult who is going to change the child informs another member of staff that they are going to do this
- any soiled clothing to be wrapped securely and returned to the parents or disposed of appropriately
- children should be treated with dignity and respect and given privacy appropriate to the child's age and situation
- provide facilities which afford privacy and modesty

16. Bullying

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

17. Racist Incidents

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

18. Children using the internet

The DSL has overall responsibility for ESafety in the school. The school uses a secure filtering system to keep the children safe when accessing the internet at school.

For senior children in possession of iPads or laptops for use in school, there is a strict code of conduct they are required to follow, including when and where they are allowed to use them. The school uses classroom.cloud monitoring software which automatically flags any concerning activity in school. The device is confiscated immediately if they break this code. In the event of school closure, the school has a Remote Learning Code of Conduct and the **Covid-19 Safeguarding Addendum** also gives clear guidance for behaviour online and keeping children safe online when they are learning at home (see **Safeguarding Addendum and ESafety Policy**).

If the children are encouraged to use a site being supervised by staff from another organisation (for example in chess club), then the staff of that organisation and their site are thoroughly checked for suitability. (See **ESafety Policy**).

There is a recognition that most children can access the internet via their phones. Therefore, children are not allowed to have their phones at school. Upper School children may bring them to school but they must be left at the respective receptions, where they can collect them at the end of the day.

At NHP, we take a whole school approach to E-Safety (See **ESafety Policy**). We have appropriate training for all staff and provide information to parents and carers how children can stay safe online and what filtering and monitoring systems the school uses. These systems are reviewed regularly for their effectiveness.

19. Safer Recruitment and suitability of staff, including visitors and volunteers

The school follows the recommended guidelines for recruiting and selecting staff including all required checks and ensuring necessary safeguarding questions are asked during the interview process and on the application forms (See **Policy for Safer Recruitment**).

All staff on the Senior Management Team and any staff responsible for recruitment have been trained in Safer Recruitment. When recruiting a new member of staff there will always be at least one member of the interview panel who has been trained in Safer Recruitment.

All members of staff, including external staff such as music peris, are given a copy of the NHP Code of Conduct as part of their induction in the school or as part of the Employment Manual. They are

made aware of the location of all NHP Policies and Staff Handbooks (on the S: drive). They are made aware of the school's procedures for Children Missing in Education (in Policies for Registers and **Attendance & Missing from Education**) and also the school's Behaviour Policy. All staff are required to read **KCSIE Part 1 and Annex A**.

All staff will be given a safeguarding induction by the DSL or one of the DDSLs and are given a confidentiality agreement form to sign and the NHP Safeguarding leaflet (see **Appendices 3 and 8**).

For all supply agency staff written confirmation is obtained that their staff are fully vetted and they are given the NHP Safeguarding leaflet (**Appendix 8**), which includes information on the identity of the DSL and DDSLs and what to do when they have a concern. If they work at NHP on a regular basis, they will be given a full safeguarding induction.

Staff are required to wear identity lanyards. All fully vetted staff must wear blue lanyards, indicating they have undergone all school safeguarding induction procedures, including DBS check, and can therefore be unsupervised on school premises. This includes governors, kitchen staff, maintenance, IT staff and SEN specialists.

Visitors, volunteers or staff who have not completed all safeguarding induction procedures, must wear pink visitor lanyards, indicating they must be supervised by a member of staff who has a blue lanyard at all times. This includes visiting contractors such as IT support and general building maintenance staff, unless they are regular visitors and are therefore DBS checked and have attended a safeguarding induction.

All visitors must sign in and out at Reception. They must wear a visitor lanyard whilst on the premises and will be challenged if not wearing a lanyard. The lanyards provide information on the name of the DSL and essential procedures.

If a member of staff is using the school gates at the same time as a visitor entering, then they should ask who they are and who they are there to see, to determine whether they can escort them to reception to sign in.

On occasions where a child (non-NHP pupil) is visiting the school (e.g. a relative or past pupil) then the procedure for any other visitor should be followed and the child should be treated as a supervised visitor, if over the age of any NHP pupils (13 years of age). If under the age of 13 then they must sign in at reception and may be unescorted for a limited time and not in 1:1 situations with pupils.

A vetting and ID check specific to visiting public speakers, such as those speaking to the school or part of the school in assembly or to classes, will be carried out for each visiting speaker to NHP even those invited in and known by staff or pupils. (See **Appendix 4 and 4a**) This will be approved and signed by the relevant Deputy DSL for the age group/s concerned and the forms and a copy of photographic ID will be stored in a Visiting Speaker folder in the Deputy DSL's office. The member of staff responsible for the visitor must ensure all paperwork is completed in advance and given to the Deputy DSL.

For any volunteer not engaging in regulated activity, the person inviting in the visitor should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate. In doing so they should consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where

- referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check;

This should be ratified by the Head of HR and details of the risk assessment should be recorded.

All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through a safeguarding statement included in the Parent Handbook.

The **Safeguarding and Child Protection policy** is also available to parents on the school website.

20. Educational Visits

School visits are arranged to support the social or academic needs of the pupils. The visit must be well organised, stimulating and worthwhile. All staff must carry out a risk assessment for any educational visits as explained in the Educational Visits Policy.

21. Host families

Although NHP does not currently organise exchanges and host families, we recognise that where parents either make the arrangements themselves or take the responsibility for the selection of host families, then this is a private matter between the parents and the school is not considered to be a regulated activity provider. However, if there were to be circumstances where the school has arranged for a visiting child to be provided with care and accommodation in the UK (including where they engage a company to make those arrangements) in the home of a family to which the child is not related, the responsible adults will be engaging in regulated activity for the period of the stay and therefore a DBS check will need to be completed. This is also the case for instances where the school has the power to terminate a homestay.

In the case of a child from NHP going abroad for a homestay (where it is arranged by NHP), it is not possible to obtain criminality information from the DBS about adults who provide homestays abroad. Therefore, the schools should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit.

22. Private Fostering

Where NHP have not been involved in making the arrangement but a member of staff or volunteer at school becomes aware that a pupil may be in a private fostering arrangement, where a pupil is provided with care and accommodation by someone to whom they are not related in that person's home for 28 days or more, they should raise this in the first instance with the DSL. The DSL will then notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

23. Health & Safety

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. (See Policy for Educational Visits). Staff are encouraged to report to the DSLs any adjustments or changes they feel need to be made to school property or safeguarding procedure in order to ensure the safety and welfare of the children.

24. Fire & Critical Incidents

All staff are made aware of the fire procedures for all buildings on site. This forms part of their new staff induction. Fire practices are carried out each term and the procedures can be found in the Fire Policy.

The staff and Board of Governors of Notting Hill Prep are always conscious that an emergency, crisis or disaster affecting the school community could happen at any time, either in school, or a school trip or in the local community. An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school operating under normal conditions and requiring the assistance of the Emergency Services, Local Borough or other agencies. Further explanation and procedure can be found in the Critical Incident Policy. All staff are required to know the critical incident procedure and are also provided with laminated cards for easy reference in the classroom.

25. Letting School Premises

Schools have a duty to ensure that appropriate arrangements are in place to keep children safe when allowing outside organisations to use their facilities. If the activity is being run by the school, then this policy and the school's procedures apply, including informing the LADO if required. If not, then the school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). Should this not be the case, then the organisation will not be allowed to let the facilities.

26. Policy Review

Policies and procedures are reviewed annually by the SMT and the Board of Governors and any deficiencies or weaknesses are remedied immediately. Any recommended amendments or revisions to procedures are disseminated to staff promptly.

New legislation and guidelines published by the DfE, Ofsted or ISI are implemented promptly.

The whole staff body are trained in key issues relating to radicalisation and extremism, how it can take root and develop, and what we can do as teachers to prevent it. This training is included in all new staff inductions as well as the yearly staff training in Safeguarding and Child protection procedures.

27. Further Guidance

Further guidance and practical support on specific safeguarding issues is available on the NSPCC website www.nspcc.org.uk. Guidance and advice is also available in the DfE's What to do if you're worried a child is being abused. Broad government guidance is also available via the GOV.UK website (see Part one Keeping children safe in education September 2019).

APPENDIX 1

Types of Abuse

Abuse: a form of maltreatment of a child. Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. Neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.

Physical abuse: may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness to a child whom they are looking after.

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

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 and social media). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

needs.

Other Types of abuse:

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. This may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol.

Child Criminal Exploitation (CCE) occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

They may also be groomed online. Some indicators of children being sexually or criminally exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour; missing from school or home and are subsequently found in areas away from their home; being the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the London Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

Female Genital Mutilation (FGM): Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

Radicalisation and extremism: The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be susceptible to radicalisation into terrorism and the indicators that might suggest that an individual might be engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- attempts to recruit others to the group/cause/ideology
- or communications with others that suggest identification with a group/cause/ideology

Example indicators that an individual has an intention to use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others or plotting or conspiring with others

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Child on Child Abuse

All staff should recognise that children are capable of abusing their peers. All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. (See Appendix 12 for further information).

Witnessing Abuse

All staff should recognise that witnessing intra-familial or extra-familial abuse also constitutes abuse and support should be given to children who have witnessed abuse of any kind.

APPENDIX 2

Signs of Abuse

Physical Abuse	Emotional Abuse
<ul style="list-style-type: none"> • Marks and bruises • Suspicious stories about how marks made • Frequent bumps etc. • Broken bones • Frightened / nervous at simple movements / jumpy • Jumping when adult raises voice • Introverted, shy or withdrawn • Tearful • Poor behaviour / bullying others • Repeating inappropriate behaviour/ bullying • Violent outbursts • Hair missing • Scratches / burns • Stories include violent descriptions / pictures depict regularly violent scenarios • Hitting or aggressive to other children • Sleeping in class • Self-conscious when changing for PE • Restless and fidgety • Wetting / soiling them self • Mood swings • Little contact with other children • Poor attendance • Use of bad language • Physically threatening behaviour • Shouting <p><u>Additional signs:</u> CONSTANT INJURIES THAT CAN ALWAYS BE EXPLAINED / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / SELF COMFORT / VERBAL ABUSE / NON-COOPERATION / POOR HEALTH / UNKEMPT / FEAR OF ADULTS / ABSENCES / STRANGE BEHAVIOUR AFTER WEEKENDS OR HOLIDAYS / FORGOTTEN PE KIT / FLINCHING IN RESPONSE TO SUDDEN MOVEMENTS / FREQUENT MEDICAL APPOINTMENTS / DO NOT WANT TO GO HOME AT THE END OF THE DAY / UNABLE TO</p>	<ul style="list-style-type: none"> • Low self esteem • Withdrawn / frightened / shy • Secretive • Makes little eye contact • Emotionally finds it difficult to maintain relationships with peers and adults • Jumpy or stuttering during conversations with adults • Cries a lot / very sensitive • A loner • Pictures use mainly dark colours • Stealing • Mood swings • Lack of concentration • Very quiet, speaks little • Poor social skills • Bullies others • Very unsettled • Anti-social behaviour • Lack of confidence <p><u>Additional signs:</u> WETTING / SOILING / SELF HARM / SELF COMFORT / ROCKING / CHANGE IN APPETITIE / UNDERACHIEVEMENT / TIMID / TEARFUL / ANOREXIC / BULIMIC / DO NOT WANT TO GO HOME AT THE END OF THE DAY / ATTENTION SEEKING / CHANGES IN STANDARD OF WORK / DEPRESSION / INTROVERTED / WITHDRAWN / CHANGES IN RELATIONSHIPS / NO FRIENDS / HARD TO MAKE FRIENDS / NEEDY / CLINGY / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / WITHDRAWN AGGRESSIVE / CHANGES IN ATTITUDE, PERSONALITY OR BEHAVIOUR / CHANGES IN INTERACTION WITH OTHERS / PEER GROUP PROBLEMS / EXTREMES OF EMOTION / ALIEN TO PRAISE</p>

<p>FORM RELATIONSHIPS WITH ADULTS / SELF PROTECTION / GUARDING / LACK OF EYE CONTACT / CONSTANTLY ILL WITH NO REAL SYMPTOMS / FEARFUL OF ADULTS</p>	
<p>Sexual Abuse</p>	<p>Neglect</p>
<ul style="list-style-type: none"> • Hides under clothes / baggy clothes • Inappropriate physical contact with other children • Withdrawn / shy • Aggressive to children of the opposite sex • Scared of others • Don't like being touched • Touch themselves or others • Won't change for PE • Very quiet or loud • Use of sexual language • Stories or drawings include sexual connotations • Exposing self • Hesitate when wanting to talk to teacher • Soiling/ wetting / stains on underwear • Repeated Urine problems • Re-enacting sexualised behaviour as part of play • Bruising • Sexually specific behaviour or / and language • Abusive to other children • Little physical contact, finds hugs touches difficult will move away. <p>Additional signs: SEXUAL PLAY – HOME CORNER / PLAYGROUND / INAPPROPRIATE / PROVOCATIVE SEXUAL LANGUAGE / MEDICAL DIFFICULTIES / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / MASTURBATION / ANOREXIC / BULIMIC / SELF HARMING / DO NOT WANT TO GO HOME AT THE END OF THE DAY / SECRETIVE / WITHDRAWN / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / UNABLE TO FORM RELATIONSHIPS WITH ADULTS</p>	<ul style="list-style-type: none"> • Child smells, clothes are dirty, hair unbrushed • Appears unhealthy but is always in school when unwell • Low attendance • No breakfast • Is unfamiliar with basic routines of feeding self and toileting etc. • Always hungry • Late before and after school • Attention seeking / needs praise to feel confident • Poor hygiene, does not know how to use toilet properly • Angry • Parents have little contact with school. Do not attend parents evening • Homework not completed / PE kit repeatedly forgotten • Correct clothes not worn to school i.e. not warm enough in winter, not cool enough in summer • Steal things • Come to school on their own when they are too young • Lying • Older siblings care for younger children and take on the parent role. • Cries a lot • Makes slow progress • Packed lunch does not provide child with a balanced diet • Over eats at lunchtime • Untidy / unkempt • Parents do not follow up medical requests from school i.e. need for eyes to be tested. • Instability in family, different carers/ boyfriends • Sleeps in class / Goes to sleep late little routine at home <p>Additional signs: INADEQUATE PACKED LUNCH / UNKEMPT / SCRUFFY / SLEEPING DURING LESSONS / OVERLY TIRED / REPEATED HEALTH PROBLEMS</p>

	<p>THAT GO UNCHECKED OR ARE NOT DEALT WITH / HEADLICE/ RINGWORM NOT DEALT WITH AND CONSTANTLY REOCCUR /DISORGANISED / ATTENDANCE / PUNCTUALITY (END & BEGINNING OF DAY) / DO NOT WANT TO GO HOME AT THE END OF THE DAY / OVERWEIGHT / UNABLE TO FORM RELATIONSHIPS WITH ADULT / CONTENT OF WRITING OR DRAWING / UNDERACHIEVING</p>
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Signs that an adult may be using their relationship with a child for sexual reasons:

The signs that an adult is using their relationship with a child for sexual reasons may not be obvious. We may feel uncomfortable about the way they play with the child, or seem always to be favouring them and creating reasons for them to be alone. There may be cause for concern about the behaviour of an adult or young person if they:

- Refuse to allow a child sufficient privacy or to make their own decisions on personal matters
- Insist on physical affection such as kissing, hugging or wrestling even when the child clearly does not want it
- Are overly interested in the sexual development of a child or teenager
- Insist on time alone with a child with no interruptions
- Spend most of their spare time with children and have little interest in spending time with people their own age
- Regularly offer to baby-sit children for free or take children on overnight outings alone
- Buy children expensive gifts or give them money for no apparent reason
- Frequently walk in on children/teenagers in the bathroom
- Treat a particular child as a favourite, making them feel 'special' compared with others in the family
- Pick on a particular child

APPENDIX 3

Confidentiality Agreement Form

As a member of staff or volunteer at Notting Hill Prep it is important that you are aware of essential safeguarding procedures.

The Designated Safeguarding Lead (DSL) at NHP is Peter Whitmell. The Deputy DSLs are Sophie Kingshott and Claire Davies (DDSLs OB and Heads of Lower School),, Head of Upper School) Ellen Kirby (DDSL PGB and Head of Year 7/8) Joanna Skeoch (DDSL JCB and Head of Middle School), and Maxine Shaw (Head). Please inform the DSL or one of the DDSLs immediately if you have any Safeguarding or Child Protection concerns.

If you are a member of staff or volunteering in school on a regular basis (more than three days in a month) you must attend a formal safeguarding induction with a DSL or DDSL before you start.

The Agreement

This confidentiality agreement applies to all persons working directly/indirectly with children at Notting Hill Prep School.

The Terms of Agreement

- All information I might hear or read in school regarding a child, or their family must be kept confidential
- I will notify the Form Teacher or a member of the Senior Management Team if I have any concerns regarding this information, or indeed the manner in which it has been disclosed
- I will not post any information regarding children, parents or staff on social networking sites
- I will contact a DSL or DDSL if I have any safeguarding or child protection concerns
- I understand that, where appropriate, my sessions should actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.
- I understand that it is the School's intention for all who study and work at the School, regardless of their age, race, social and cultural background, linguistic background, gender, Special Educational Needs and Disability (SEND), religious views and beliefs, marital status, sexual orientation, pregnancy or maternity, gender reassignment, political views or trade union membership to have equality of opportunity.

Print name: _____ Date: _____

Signed: _____ Date: _____

Notting Hill Prep Staff Safeguarding Induction

Please write your initials in the boxes to confirm that you have read and will abide by the following:

- Keeping Children Safe in Education Part 1
- NHP Safeguarding & Child Protection Policy
- On-line safety
- Staff code of conduct* (including whistleblowing and acceptable use of IT, staff/pupil relationships and comms including use of social media).
- NHP Safety Procedures for Road Crossing and Transition between Buildings
- NHP Guidance for Playground Supervision
- School policy – role and identity of DSL and deputies
- KCSIE Annex A & B (leaders and those who work directly with children)
- Pupil behaviour policy
- Safeguarding response to children who go missing from education (CME policy*)

Please initial if you agree with the following:

- I have watched the NHP Safeguarding Induction Video(s)
- I have been given and have read the NHP Safeguarding Procedure leaflet
- I have attended (either remotely or in person) Safeguarding & Child Protection Induction Training (tick as appropriate):
 - with RBK&C _____ on _____ (date)
 - &/or internally at NHP with _____ on _____ (date)
- I know that all NHP policies, key government guidance on safeguarding (such as KCSIE) and Staff Handbooks are kept on the S: drive and/or that I can request hard copies from Reception. I am familiar with all the areas that they cover.
- I have received an NHP Employment Manual (if appropriate)
- I will inform the School of any changes in my personal circumstances which may result in my being disqualified from working with children.

Print name: _____ Role: _____

Signed: _____ Date: _____

APPENDIX 4

Visiting Speaker Self-Declaration Form

Individuals who are invited to speak at NHP are asked to complete this Self-Declaration Form to ensure a safe learning environment for our pupils. This form should be completed and signed on arrival at the School.

If you are not already directly known at NHP, then on the day that you are engaged to speak at school please bring an original, current photo document confirming your identity and show this on arrival. Examples of documents that may be provided are a passport or a photo-card driving licence. (Please note: parents, ex-pupils or ex-staff known to the school do not have to provide this.)

To be completed by the visiting speaker

- I am not banned or disqualified from working with children nor subject to any sanctions or conditions on my employment imposed by the Disclosure and Barring Service, the Secretary of State or regulatory body.
- I am not currently undergoing any criminal investigation or Safeguarding enquiry involving children.
- I understand that, where appropriate, my sessions should actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.
- I understand that it is the School's intention for all who study and work at the School, regardless of their age, race, social and cultural background, linguistic background, gender, Special Educational Needs and Disability (SEND), religious views and beliefs, marital status, sexual orientation, pregnancy or maternity, gender reassignment, political views or trade union membership to have equality of opportunity.
- I understand that while on the School site I must be supervised by an employee of the School.

I declare that the information I have given on this form is complete and accurate.

Print name: _____ Date: _____

Signed: _____ Date: _____

Please return completed form to your NHP host.

NHP is committed to safeguarding and promoting the welfare of children; speakers must be willing to complete this self-declaration form before speaking at the School.

To be completed by NHP host

- Identity Check**
An original and current document including photograph such as a passport or photo-card driving licence has been provided by the visiting speaker and has been photocopied for our

records and is attached. (Not applicable to parents and ex-pupils or ex-staff known to the school.)

APPENDIX 4a

Visiting Speaker Vetting Form

(To be completed by NHP host and signed by DSL prior to speaker's visit)

Name of Speaker: _____

Subject of Talk and age range _____

Date of Talk: _____

Name of Host Member of Staff: _____

How Speaker is known to Host: _____

Reason for Talk: _____

Reference for Speaker:

- Have you carried out an internet Search?
- Have you carried out other investigations (e.g. references)? Yes/No
- SMSC Log - have you evidenced this speaker in the SMSC Log?

Results of search and other information known about speaker:

Checked by: _____ Role: _____

Signed: _____ Date: _____

Confirmed by DDSL and signed: _____ Date: _____

Form to be given to the relevant Reception (once signed by DSL) to attach to Visiting Speaker Self Declaration Form & Proof of ID

NHP is committed to safeguarding and promoting the welfare of children

APPENDIX 5

NHP Summary of Safeguarding and Child Protection Procedures

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

What to do if...

... a pupil discloses to you abuse by someone else:

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

....you suspect a pupil is being abused emotionally, physically, sexually, through neglect or is at risk of radicalisation:

- Report the matter immediately to the DSL or DDSL, who will involve the Head
- Do not tell other adults or pupils what you have been told – keep the loop tight

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

- Report the matter immediately to the Head

...you receive an allegation about the Headmistress

- Joint Chair of Governors and to no one else

In all cases:

- Record the facts at the time (you can write up your notes later but keep the originals)
- Report the facts to the Designated Safeguarding Lead, either by conversation or via CPOMS
- NB – YOU MUST LISTEN AND REFER; YOU MUST NOT INVESTIGATE

Although these are normal reporting lines anybody can make a referral to children's social care if

necessary (see **Appendix 7**)

The Designated Safeguarding Lead is Peter Whitmell. The Deputy DSLs are Sophie Kingshott/Claire Davies (Deputy DSLs OB), Joanna Skeoch (Deputy DSL JCB) Ellen Kirby (Deputy DSL PGB) and Maxine Shaw (DDSL).

APPENDIX 6

MANAGEMENT OF HEALTH & SAFETY AT WORK REGULATIONS 1999 - GENERAL RISK ASSESSMENT (GRA)		
Location/Department/Project Reference: Prevent		
Activity/Task/Area Assessed: Risk of extremism and radicalisation		
Assessor(s): HF	Date: 1.9.22	Review date: 1.9.23

RISK AREA	HAZARD	PEOPLE AFFECTED	RISK RATING L/M/H	EXISTING CONTROL MEASURES	FURTHER ACTION REQUIRED
Welfare and Safeguarding	Staff or contracted providers are not aware of the school procedure for handling concerns and/or do not feel comfortable sharing issues internally.	Staff and contracted providers	L	<ul style="list-style-type: none"> Staff members have received appropriate training and are familiar with the safeguarding policy. The identity of DSL is well known. Contracted providers, volunteers and visitors all have to sign in and have DSL information on visitors badge DSL posters in communal areas All staff are aware of the Critical Incident Policy and procedure and practice these regularly 	
	Children are radicalised by factors internal or external to the college.	Pupils & Parents	L	<ul style="list-style-type: none"> Children are taught critical thinking skills as part of the curriculum. Strong home/school links are fostered Culture of children sharing any concerns 	
	The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally.	Staff & pupils		<ul style="list-style-type: none"> The school is a member of the DSLs Networking Forum and communicates regularly with Safeguarding and Child Protection contacts in RBKC. 	
Curriculum and learning	Children are exposed by school staff or contracted providers to messaging supportive of extremism or which contradicts 'British Values'.	Pupils	L	<ul style="list-style-type: none"> Appropriate whistleblowing and safeguarding policies exist for assessing concerns raised by staff or children. Opportunities to promote school values (British Values, known as Values We are Proud of) are clearly identified within all curriculum areas, assemblies and 	

				<i>school events.</i>	
	Extreme or divisive behaviours, and cultural adaptations which harm the ability of different groups and individuals to learn and work together, are left unchallenged.	Pupils	L	<ul style="list-style-type: none"> <i>The school values are both robust and well observed. These are regularly articulated within the community and throughout the curriculum, for examples PSHE and P4C.</i> <i>Children are taught to question different points of view</i> <i>Education for Ethnic Diversity Policy and Inclusion and Equal Opportunities Policy are followed</i> 	
	Children/staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts 'British Values' (Values We are Proud of) of individual liberty and mutual respect and tolerance for those of different faiths and beliefs	Pupils & staff	L	<ul style="list-style-type: none"> <i>Speakers are signed in and collected by a member of staff and are not left alone with the children.</i> <i>The format and content of external material is checked.</i> <i>Staff organizing a visiting speaker must complete Visiting Speaker Vetting Form and the visiting speakers sign and completes a Visiting Speaker Declaration Form. Both of these are signed off by a DSL and returned to Head of Compliance and Human Resources</i> <i>Religious Observance and Assembly Policy is followed</i> 	
Organisational culture	Governors, teaching staff and contracted providers are not aware of /do not subscribe to the values of the school.	All staff	L	<ul style="list-style-type: none"> <i>Recruitment and induction programmes are held regularly, including ongoing staff development.</i> <i>Recruiting staff have been trained in Safer Recruitment</i> <i>All staff sign Code of Conduct, Confidentiality Form an</i> <i>Prevent awareness forms part of New Staff Induction</i> <i>The school has a Governor with Responsibility for Child Protection and Safeguarding who visits the school regularly and undertakes an annual safeguarding audit</i> 	
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate mechanism.	All staff	L	<ul style="list-style-type: none"> <i>Appropriate policy and awareness raising training is provided to all staff and governors through engagement with the local Prevent team.</i> <i>Lines of communication and reporting explained in staff training, including DSLs and Channel</i> 	

				<p><i>Programme</i></p> <ul style="list-style-type: none"> • <i>Whistleblowing Policy shared with staff for raising concerns</i> 	
Management of space	Extremist or terrorist related material is displayed within school premises.	Pupils, Staff and visitors	L	<ul style="list-style-type: none"> • <i>All staff are aware that displayed content must be in line with school ethos and values</i> 	
	Prayer and contemplation space is not equally accessible for all children.	Pupil and staff	L	<ul style="list-style-type: none"> • <i>Rooms would be made available should the need arise</i> 	
	School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics.	Pupils, staff and visitors	L	<ul style="list-style-type: none"> • <i>All external clubs providers are recruited following the safer recruitment policy and procedure</i> • <i>All visitors or external providers using the school facilities outside of school hours are known to the administration team and liaise with them on a regular basis</i> 	
ICT and online study	Children access extremist or terrorist material whilst using school networks.	Pupils	L	<ul style="list-style-type: none"> • <i>School filtering policies, Code of Conduct, IT Acceptable Use (Pupils and Staff) and eSafety Policy</i> • <i>Talks for parents on eSafety organised</i> 	
	Online/social media communications relating to extremist material feature the school branding.	Pupils, Staff & Parents	L	<ul style="list-style-type: none"> • <i>The school has oversight of social media accounts and only certain staff can control the content of these accounts</i> 	

Prevent Action Plan – Notting Hill Preparatory School

Duty	What this means	Action	By whom
Risk assessment			
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people	<ul style="list-style-type: none"> All staff have read “Keeping Children Safe in Education”, September 2024. The DSL has informed staff of their duties as set out in “The Prevent Duty” (DfE, June 2015). 	<p>All staff</p> <p>DSL</p>
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	<ul style="list-style-type: none"> The DSL has informed staff about signs and indicators of radicalisation. All staff have been trained in Prevent session online in 2024. To be updated in 2025/26. 	DSL
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> All staff have read the Safeguarding Policy, which includes information on Prevent All staff understand how to record and report concerns regarding risk of radicalisation. 	<p>All staff</p> <p>All staff</p>
	The school has identified the DSLs to act as the Prevent Leads.	<ul style="list-style-type: none"> All staff know who the DSL is and that this person acts as a source of advice and support. 	All staff
Prohibit extremist speakers and events in the school	The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises.	<ul style="list-style-type: none"> Request an outline of what the speaker intends to cover and research the person/organisation to establish whether they have demonstrated extreme views/actions – complete Visiting Speaker Vetting Form in advance of visit, to be signed off by DSL Speaker completes Visiting Speaker Declaration Form and brings in photo ID, signed off by DSL and Human Resources & Compliance Manager Deny permission for people/organisations to use school premises if they have links to extreme groups or movements. 	Staff i/c the event
Working in Partnership			
The school is using existing local partnership arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	<ul style="list-style-type: none"> All staff record and report concerns on the usual Child Protection Incident/ Welfare Concern Form DSL communicates with Prevent Schools Officer and organises bi-annual Prevent training session for staff 	All staff

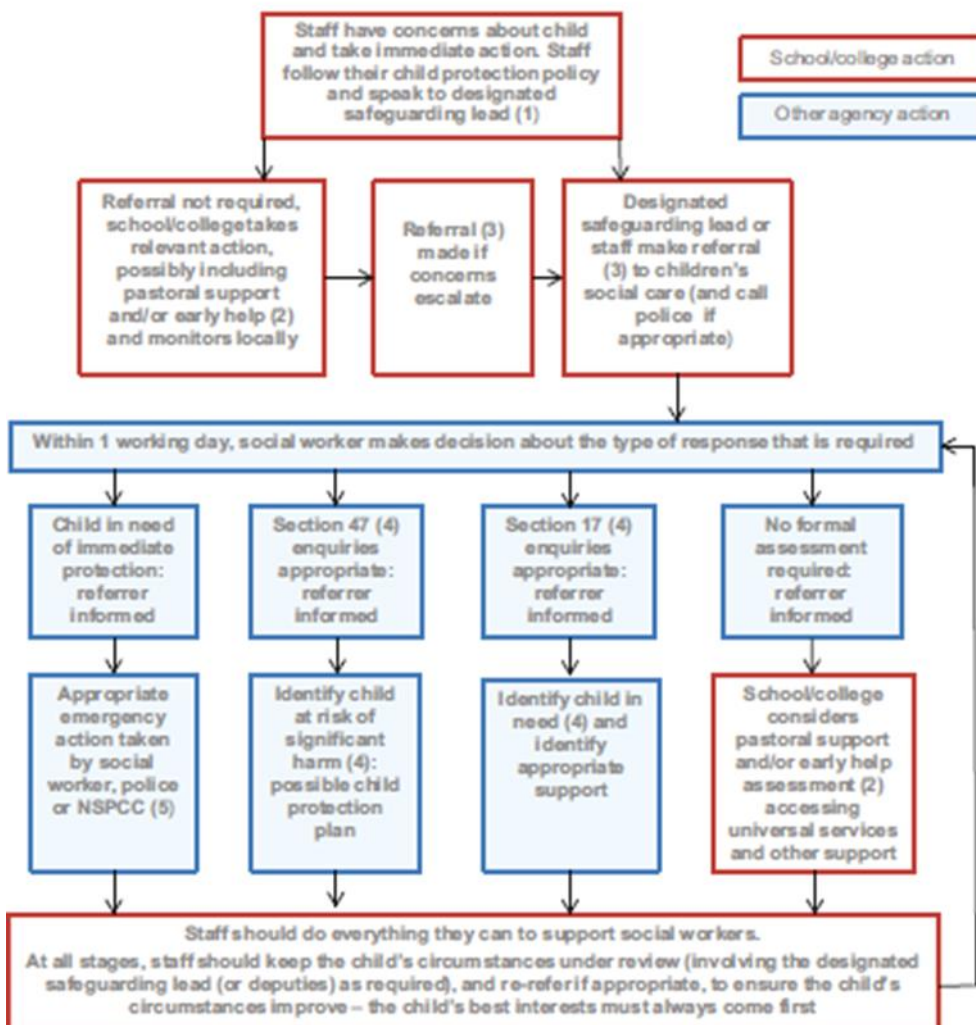
	The DSL makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel.	<ul style="list-style-type: none"> Records of referrals are kept on CPOMS. Referrals are followed up appropriately. 	DSL
Staff training			
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school’s assessment of the risk to pupils at the school of being drawn into terrorism.	<p>As a minimum the school should:</p> <ul style="list-style-type: none"> Ensure that the DSLs undertake Prevent Awareness Training. Ensure that the DSLs are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. DSLs organise annual training, either online or from the Prevent Schools Officer 	Designated Safeguarding Lead/DSL
IT Policies			
Ensure that children are safe from terrorist and extremist material when accessing the internet in schools	The school has policies in place which make reference to the “Prevent” duty.	<ul style="list-style-type: none"> eSafeguarding Policy Safeguarding and Child Protection Policy 	DSL
	Children are taught about on-line safety with specific reference to the risk of radicalisation.	<ul style="list-style-type: none"> The curriculum reflects this duty. 	
Building children’s resilience to radicalisation			
Ensure that pupils have a “safe environment” in which to discuss “controversial issues”.	Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”.	<ul style="list-style-type: none"> Through PSHE, P4C and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. All teaching staff are aware of the government guidance to actively promote British Values (‘Values We are Proud of’) : https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/ 	All staff

References: “Keeping Children Safe in Education: Information for all school and college staff” DfE, September 2024 “The Prevent Duty: Departmental advice for schools and childcare providers”, DfE, June 2015

Reporting Concerns

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

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child’s welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).



It may be that you have a concern which feels very vague and would simply like to discuss your concerns with one of the *designated safeguarding leads*, or in their absence, the Headmistress. Please feel free to do so.

Dealing with issues of child abuse can be distressing for the adult to whom the abuse is disclosed or who has concerns. It is terribly important that you talk about your feelings after the event. However, it is also very important to remember that children's details and names remain confidential and any discussion that you feel may need to undertake does not allow the child to be identified by anyone else.

If you have any queries regarding the information contained in this leaflet, or require further clarification of any points, please do not hesitate to contact Peter Whitmell, Sophie Kingshott, Claire Davies, Joanna Skeoch, Katie Shingler or Ellen Kirby on 020 7721 0727 or admin@nottinghillprep.com

Notting Hill Prep School

Designated Safeguarding Leads:
 Peter Whitmell - DSL
 Sophie Kingshott - Deputy DSL (OB)
 Claire Davies – Deputy DSL (OB)
 Joanna Skeoch – Deputy DSL (JCB)
 Katie Shingler- Deputy DSL (PGB)
 Ellen Kirby - Deputy DSL (PGB)

Notting Hill Prep

SAFEGUARDING ADULT AND CHILD PROTECTION PROCEDURES

An information leaflet

NOTTING HILL PREPARATORY SCHOOL: SAFEGUARDING AND CHILD PROTECTION PROCEDURES

As a visitor to our school, either as a helper, supply teacher or someone who has come back to work either our children in any other capacity, it is important that you are aware of our Safeguarding and Child Protection procedures.

We have six Designated Safeguarding Leads at NHP: Peter Whitmell - DSL, Sophie Kingshott Deputy DSL (OB), Claire Davies Deputy DSL (OB), Joanna Skeoch – Deputy DSL (JCB) Katie Shingler – Deputy DSL (PGB) – Ellen Kirby Deputy DSL (PGB). Please inform the DSL or one of the DDSL's immediately if you have any Safeguarding or Child Protection concerns.

There are four main categories of abuse

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

It may be that you are approached by a child who wants to talk to you about something that has or is happening to them. They will tend to choose someone that they trust or know well and this will not always be their own class teacher. It may be someone that reads with them regularly and with whom they have formed a good relationship.

There may however be occasions when you have cause for concern either about marks or bruises on a child, about something that they say or the condition that they are in at school e.g. dirty, smelly or hungry.

Disclosure of abuse by a child if you are approached by a child wanting to talk, you should listen positively and reassure the child. If you can, try and ensure a degree of privacy, but this may not always be possible.

Whilst this can be an alarming situation to find yourself in, it is important not to let the moment pass - for every child that does finally disclose information, evidence shows that they have usually tried up to 12 times before.

Helping the child when abuse is disclosed:

- Be prepared to listen and comfort.
- Do not show revulsion or distress, however distasteful the events are
- Stay calm and controlled.
- **Do not make false promises, i.e. that you will keep the abuse a secret or that the police will not be involved.**

Do not promise confidentiality

- Let the child know at once that it was not his/her fault and keep restating this.
- Be aware of your own feelings about abuse and find someone you can share those feelings with once the procedures have been completed.
- Reassure the child that they were right to tell, even though the abuse may have happened a long time ago.
- Reassure the child that you still care for them and that what they have said does not make you care for them less
- As soon as possible write a first-hand account of what was said and done.
- Make them aware that their disclosure will be reported only to those who need to know and can help.
- **Do not question a child; try to limit your involvement to listening.**
A child can be interviewed only once.

It is also important to remember that it is not your responsibility to investigate suspected cases of abuse, only to report them to the Designated Safeguarding Lead.

If you have concerns about a child's welfare

- It may be that you might have concerns about a child's well-being. But they have not actually said anything to you. If such a situation arises, you should speak to the **Designated Safeguarding lead**.
- Abuse or neglect can have a damaging effect on a child's health, educational attainment and emotional well-being. If you have worked with a group of children over many weeks, you may see changes in behaviour. Such changes may not necessarily indicate that a child is suffering abuse or neglect. In some cases, those changes may be the symptoms of a hidden disability or undiagnosed medical condition, and the need to distinguish those cases reinforces the need for a careful and thorough assessment of the child and his/her needs when concerns are passed on.
- **It is important you do not feel afraid about passing on their concerns. The information may be a small piece in a bigger jigsaw and help to get a better understanding of a child's predicament. Any concerns, however seemingly trivial, should be passed on to the Designated Safeguarding Lead.**
- Once again, you should put your concerns in writing as well as talking to the **Designated Safeguarding Lead**.

Guidance for recording information

You should record your concerns as soon as possible and any note should include the following

- The nature of your concern;
- What is the evidence that led to the concern;
- What the child said (if discussion has taken place; and what you did or said in response (if discussion has taken place)

APPENDIX 9

Risk assessment for Using personal devices for taking video and photographs

(Form to be returned to Lead DSL when completed)

Print Name:	
Description of device:	
Reason for using your personal device rather than a school device:	
Dates and times personal device will be in use:	
From:	To:
Where and how will the device be stored/ kept while containing pupil images:	
When will the images be saved onto file browser and deleted from the device?	
From:	To:

Permission given:	YES / NO
By: <i>(Print name of SMT)</i>	
Signed:	
Date:	

Confirmation device has been cleared:	YES / NO
By: <i>(Print name of SMT)</i>	
Signed (SMT member):	
Date:	

APPENDIX 10

Childcare disqualification requirements: self-declaration form

Explanatory note

Given that your role involves providing care for pupils under 8, we need to draw your attention to the requirements of the Childcare Act 2006 (**Act**) and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (**Regulations**) and the related DfE statutory guidance, Disqualification under the Childcare Act 2006 (**DUCA**).

It is a criminal offence for a school to employ a person to work in connection with early or later years provision who is disqualified from doing so under the Regulations. It is also an offence for a disqualified person to provide early or later years provision or to be directly concerned in its management.

In order that we can discharge our legal obligations please answer all of the questions overleaf and then sign and date the declaration at the end of this form.

What information do you need to disclose?

The criteria for which a person will be disqualified from working in connection with early or later years provision are set out in the Regulations. They include:

- being barred from working with children (by inclusion on the Children's Barred List)
- having been cautioned for, or convicted of, certain violent and sexual criminal offences against children and adults
- various grounds relating to the care of children, including where an order is made in respect of a child under the person's care.

Spend and filtered convictions

Due to the nature of the work at the School you are obliged to disclose details of all relevant convictions including those which are defined as 'spent' under the Rehabilitation of Offenders Act 1974, together with details of any relevant cautions, reprimands or warnings issued from 6 April 2007. Please note that you are not required to disclose information which would be 'filtered' by the DBS.

Data Protection

The information contained in this declaration will be held by the School in strictest confidence and used as set out in the Staff Privacy Notice and Data Protection Policy. We have on the form set out the main categories of disqualification. However, should you like further detail about the nature of matters that are covered please contact the HR Manager on a confidential basis.

Ongoing duty of disclosure

You are required to disclose to the School any change in your circumstances which may result in you becoming disqualified from working in early or later years provision.

Self-declaration form

Please circle either **Yes** or **No** for each question on this form.
 When responding please disclose information relating to offences in the UK but also any equivalent offence overseas. If you circle Yes to any question then please provide the following information in writing:

- 1 details of the order, restriction, conviction or caution and the date that this was made;
- 2 the relevant court or body and the sentence, if any, which was imposed; and
- 3 provide a copy of the relevant order or conviction.

To the best of your knowledge:

Your personal situation:

Ever been barred from working with children (i.e. does your name appear on the DBS Barring List)	Yes	No
Have you been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and/or adults, either at home or abroad?	Yes	No

Orders relating to the care of children:

Have your own children been taken into care as a result of the care provided by you?	Yes	No
Have your children ever been the subject of a child protection order?	Yes	No
Have you ever had your registration cancelled in relation to childcare or children’s homes or have you been disqualified from private fostering?	Yes	No
Are you ‘Disqualified from Caring for Children’?	Yes	No
Have you ever been prohibited, restricted or disqualified from private fostering?	Yes	No

Declaration

I confirm that I have completed this form to the best of my knowledge and that I have not knowingly withheld any relevant information. I understand that a failure to disclose relevant information now, or the provision of false information, may result in the termination of my employment or the withdrawal of an offer of employment. I understand that knowingly working in early or later years provision whilst disqualified is a criminal offence.

I agree to disclose to the School any change in my circumstances which may result in my being disqualified from working in early or later years provision.

Name: _____ **Signed:** _____
Position: _____ **Date:** _____

APPENDIX 11

Confidential: Neutral Notification Form

Name of person completing form	Date
Form handed to (name and role)	
Please circle	Self-report
Notification: Include relevant background (continue on separate sheet and number each page)	

APPENDIX 11a

Confidential: Low Level Concern Form

Name of person completing form		Date of incident	
Form handed to (name and role)			
Member of staff you are reporting			
Notification: Include relevant background (continue on separate sheet and number each page)			
Signed:		Date:	

APPENDIX 11b

Neutral Notification and Low Level Concern Guidance and Examples

The following examples are circumstances in which staff must make a Neutral Notification or report a Low Level Concern. These instances could lead to a member of staff self-reporting about their own actions, or reporting about another adult (even if suspected rather than confirmed).

- Any incident where actions or behaviour towards a pupil may have been misinterpreted or may have given rise to a risk of misinterpretation;
- Use of inappropriate language, references or jokes to a pupil, even if intended in good nature;
- Use of inappropriate, aggressive or belittling tone towards a pupil or member of staff, even if unintended;
- Email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols, even if initiated by the child and not responded to by the adult;
- Any unsupervised access to a pupil other than in the context of a planned one-to-one lesson or arranged meeting
- Any incident of physical contact with a pupil when no-one else is present, which goes beyond the normal expectations for that situation
- Any incident where a member of staff has been alone with a pupil or pupils in a vehicle where this has not been authorised in advance;
- Any contact with pupils (that are not related to the member of staff) outside school (other than trivial incidents e.g. passing a pupil in the street, or the supermarket or noticing that they are sitting, separately, in the same restaurant or cinema);
- If a pupil becomes aware of a staff member's home address, mobile or home phone number, or non-school email address;
- If you suspect that a staff member becomes involved in a close or sexual relationship with a former pupil, regardless of the age of the pupil;
- The fact or, and explanation for, unsupervised access to a pupil on school trips;
- Non-trivial illnesses or accidents of pupils on school trips.

Examples of Low Level Concerns (from KSCIE 2024)

Para 410 gives examples of such 'low-level' concerns which 'could include, **but are not limited to:**

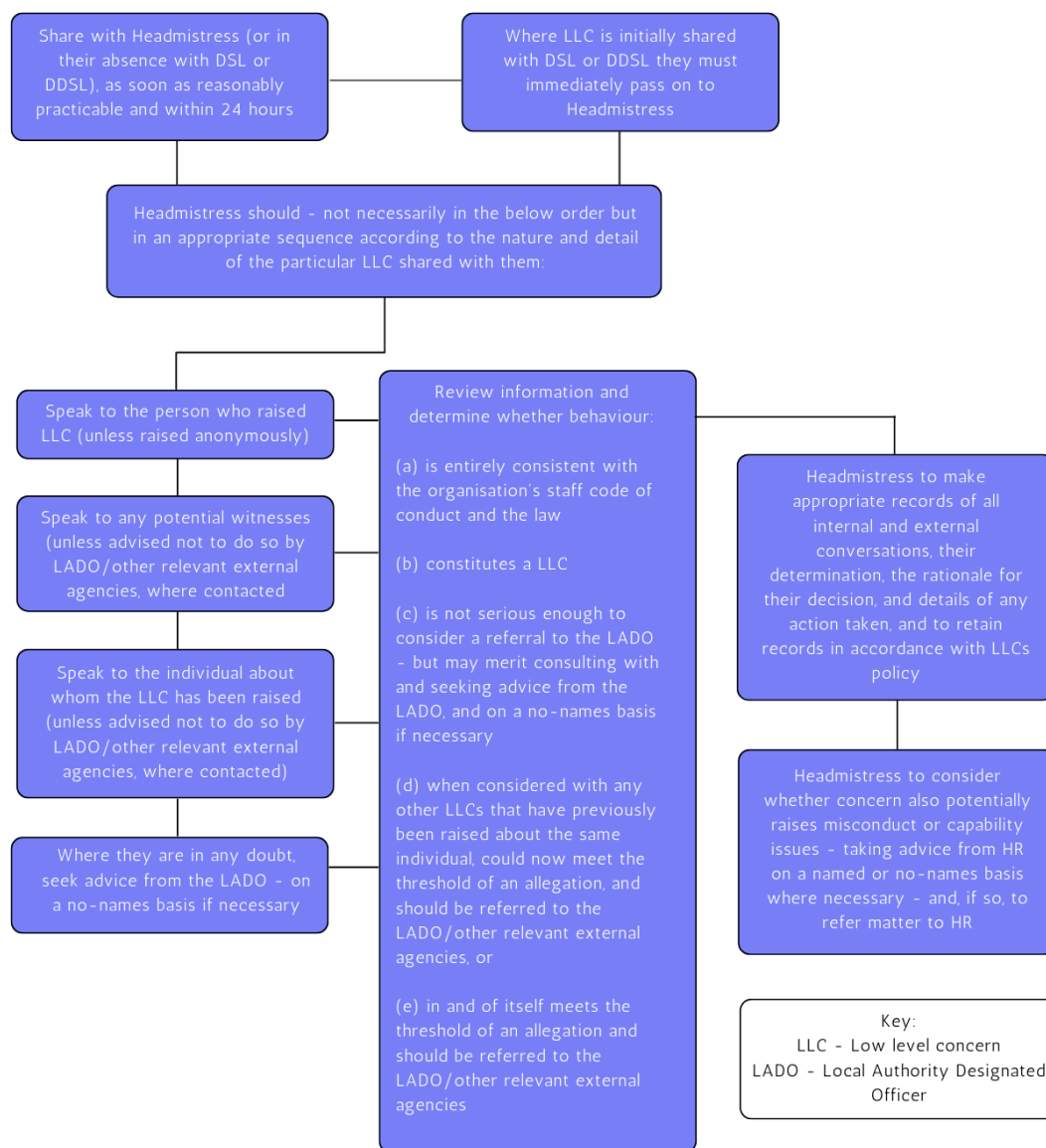
- being over friendly with children and/or having favourites
- taking photographs of children on their personal mobile phone
- engaging with a child on a 1:1 basis in a secluded area or behind a closed door

This is not intended to be an exhaustive list. Anything which causes staff to have a 'nagging doubt' about the way in which other adults behave or interact with pupils **must** be notified, in order to protect both pupils and the members of staff involved.

Process For Reporting

All Low Level Concerns (LLCs) are reported to the Head. The DSL will deal with any LLCs in the Head's absence. Neutral Notifications (NNs) go to both the Head and the DSL. If a low-level

concern is raised about the Head then it should go to the Chair of Governors, who can be contacted via the school reception. The Head and/or DSL will adhere to the following flowchart (KCSIE 2024) when a LLC or NN is received:



All records relating to a LLC or NN will be saved securely in a central online folder (accessible only by members of Senior management). Any such records are regularly reviewed by the Headmistress so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of behaviour is identified, the school will decide on an appropriate course of action, which could include:

- internal disciplinary procedures;
- referral to the LADO (if the Harms Threshold is met).

In these circumstances, the school will consider if there were any wider cultural issues in school that enabled the behaviour to occur. If this is found to be the case, relevant policies will be reviewed, and

extra training put in place to minimise the risk of recurrence. We will regularly check and review our Low-Level Concerns and Neutral Notifications Log and records, documenting this process carefully.

Guidance on Child on Child Abuse

All staff should recognise that children are capable of abusing their peers. All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery)
- upskirting, (which is a criminal offence) which typically involves taking a photo underneath someone's clothing with the intention of causing embarrassment, humiliation, distress, alarm or for the purposes of sexual gratification;
- initiation/hazing type violence and rituals.

All staff should be clear as to NHP's policy and procedures with regards to child on child abuse, outlined below. Procedures to minimise the risk of child on child abuse:

- Educating staff: 'child on child abuse' is included in safeguarding induction and annual training
- Educating children: ensuring that children have an age appropriate understanding about child on child abuse via:
 - PSHE and RSE curriculum (including bullying)
 - Computing curriculum (including cyberbullying)
 - P4C (an opportunity for open, non-judgemental communication)
 - Assemblies and external visitors (such as the NSPCC, Karl Hopwood, Alice Hoyle)
 - Project Everyone (an understanding of the Global Goals, including gender equality, and the rights all people have)
 - Anti-Bullying Week – understanding possible causes and the schools zero tolerance attitude towards bullying
- Being willing to have an open dialogue with parents about experiences or concerns over child on child abuse

As part of this education, staff at NHP will challenge the attitudes that underlie such abuse (both inside and outside the classroom). This includes an understanding that child on child abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". The school also recognise, as outlined in KCSIE, the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.

The DfE has also worked with the NSPCC to set up a dedicated helpline to support anyone who has experienced sexual abuse in educational settings. The dedicated NSPCC helpline number is 0800 136 663. The helpline is free and anonymous and will be open **Monday to Friday 8am – 10pm and Saturday to Sunday 9am – 6pm.**

The following guidance and advice for schools is also available:

- Farrer & Co [Child on Child Abuse Toolkit](#)
- DfE guidance - [Sexual violence and sexual harassment between children in schools and colleges May 2018](#)
- Part 5 of [Keeping children safe in education](#) on 'Child on Child Sexual Violence and Sexual Harassment'

- [Relationships and sex education \(RSE\) and health education curriculum](#) and related documents

How allegations of child on child abuse will be recorded, investigated and dealt with:

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL (or DDSL) should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact the relevant Child Services, in accordance with the LSCP's procedures, immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with the relevant local authority and agree on a course of action, which may include:

- A. Manage internally with help from external specialists where appropriate and possible. Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B or C should ordinary apply. However, where support from local agencies is not suitable, the School may handle allegations/concerns internally. In these cases, the School may engage and seek advice from external specialists (either in the private and/or voluntary sector) or use internal support e.g. School Counsellor.
- B. Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family. These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.
- C. Refer child/children to children's social care for a section 17 and/or 47 statutory assessment. Depending on the circumstance, the Police may be involved e.g. section 47

In all of the scenarios, the school, along with the relevant agencies or specialists will support both the child who has experienced the abuse, ensuring that further abuse does not take place as well as helping children overcome any difficulties arising from the original situation.

SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR SCHOOLS

Bi Borough (the Royal Borough of Kensington and Chelsea/Westminster City Council) Safeguarding and Child Protection Training, Consultation and Advice:

Elaine Campbell – Bi Borough Safeguarding Lead Schools and Education
Direct Line: 07712 236 508
Email: elaine.campbell@rbkc.gov.uk

Bi Borough Safeguarding Review and Quality Assurance:

Angela Flahive – Bi Borough Head of Safeguarding Review and Quality Assurance
Direct Line: 07739 315 970
Email: angela.flahive@rbkc.gov.uk

Kembra Healy – Bi Borough Quality Assurance and Safeguarding Manager
Direct Line: 07522 217 314
Email: kembra.healy@rbkc.gov.uk

Bi Borough Safeguarding:

Sarah Mangold – Bi Borough Safeguarding Practice Lead
Direct Line: 07950 808 142
Email: sarah.mangold@rbkc.gov.uk

Bi Borough Child Sexual Exploitation (CSE) – Advice/guidance:

Sarah Stalker – The Royal Borough of Kensington and Chelsea Family Support and Child Protection Advisor (Mon-Weds only)
Direct Line: 07971 322 482
Email: sarah.stalker@rbkc.gov.uk

Tri Borough FGM – Advice/guidance:

Rochell-Ann Naidoo – Child Protection Advisor
Direct Line: 020 7641 1610
Email: rnaidoo@westminster.gov.uk

Tri Borough Multi-Agency Safeguarding Hub (MASH):

Karen Duncan- Tri-borough MASH Business Support Officer
Direct Line: 020 7641 3991
Email: kduncan1@westminster.gov.uk

The Royal Borough of Kensington and Chelsea (RBKC) – Child Protection Referrals, Consultation & Advice about a child/young person resident:

Kensington and Chelsea Duty Line
Duty Line – 020 7361 3013

Out of hours – (Outside working hours emergency calls to the number above will be transferred to an Out of Hours Service).

Sarah Stalker – Family Support and Child Protection Advisor (CSE lead advisor) (Mon-Weds only)
Direct Line: 020 7598 4640/07971 322 482
Email: sarah.stalker@rbkc.gov.uk

The City of Westminster – Consultation & Advice about a child/young person resident in:

Westminster Duty Line

Duty Line: 020 7641 4000
Out of hours (Emergency Duty Team): 020 7641 2388

John Griffin – Child Protection Advisor
Direct Line: 020 7641 1615
Email: jgriffin@westminster.gov.uk

Gabby Bernard – Child Protection Advisor
Direct Line: 020 7641 3195/07903 154 517
Email: gbernard@westminster.gov.uk

Shona Duncan – Child Protection Advisor (CSE lead advisor) (Tuesday – Thursday only)
Direct Line: 020 7641 8699
Email: sduncan@westminster.gov.uk

Gourita Gibbs – Child Protection Advisor
Direct Line: 020 7641 4199
Email: ggibbs@westminster.gov.uk

Bi-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Aqualma Daniel – Bi Borough Safer Organisation’s Manager and Local Authority Designated Officer (LADO)
Direct Line: 07870481712
Email: aqualma.daniel@rbkc.gov.uk

Make LADO referrals to the following phone numbers/emails depending on the borough where the incident took place or where the employing agency is. The referral form to complete is embedded below.

<https://www.rbkc.gov.uk/lscp/sites/default/files/atoms/files/LADO%20referral%20form.pdf>

Unsure? Send it in and we will ensure it gets to the right person. Referrals are dealt with by Child Protection Advisors who hold delegated LADO powers across all three boroughs.

Westminster: 020 7641 7668/LADO@westminster.gov.uk

Kensington and Chelsea: 020 7361 3013/KCLADO.Enquiries@rbkc.gov.uk

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

Emma Biskupski - Tri Borough LSCP Business Development Manager

Direct Line: 07779 348 3759

Email: emma.biskupski@rbkc.gov.uk

Victoria Harris – Tri Borough LSCP Training Business Support Officer

Direct Line: 07739 315 388

Email: victoria.harris@rbkc.gov.uk

Bi Borough Admissions and Access to Education (Children Missing Education, Child Employment/Licensing Children in Entertainment and Elective Home Education enquiries):

Wendy Anthony - Bi Borough Head of Admissions and Access to Education

Direct Line: 020 7745 6440

Email: wendy.anthony@rbkc.gov.uk

Douglas Shaw - Bi Borough Head of Admissions

Direct Line: 020 7745 6445

Email: douglas.shaw@rbkc.gov.uk

Paul Worts – Senior Exclusions Officer

Direct Line: 020 7745 6614

Email: paul.worts@rbkc.gov.uk

James Cox – Principal Schools Admissions Officer

Direct Line: 020 7745 6435

Email: james.cox@rbkc.gov.uk

Filiz Bayram – Elective Home Education (EHE) and Children Missing Education (CME) Lead for Westminster

Direct Line: 020 7641 1381

Email: fbayram@westminster.gov.uk

Latoya Dyett – Child Employment and Licensing [Children in Entertainment] Officer

Direct Line: 020 7745 6612

Email: ldyett@westminster.gov.uk

Angela Williams – Child Employment and Licensing [Children in Entertainment] Officer

Direct Line: 020 7745 6441

Email: angela.williams@rbkc.gov.uk

Bi Borough (Hammersmith & Fulham and Royal Borough Kensington & Chelsea) PREVENT – Advice, guidance, training queries and referrals to Channel Panel:

Julie Knotts – Prevent Education Officer

Direct Line: 07940 024 366

Email: jknotts@westminster.gov.uk

Tina Bencik – Prevent Co-ordinator

Direct Line: 07977 471 316

Email: tina.bencik@lbhf.gov.uk

Contact details for Youth Offending Services in Kensington & Chelsea and City of Westminster:

Elaine Weldon – The Royal Borough of Kensington and Chelsea Service Manager

Direct Line: 020 7598 4712/07976 060 126

Email: elaine.weldon@rbkc.gov.uk

Kiran Hayer – Westminster Service Manager

Direct Line: 020 7641 5390

Email: khayer@westminster.gov.uk

Contact details for Police Safer Schools Kensington & Chelsea and City of Westminster:

Chris Sadler – Inspector (Safer Schools and Youth Engagement Central West Police Basic Command Unit (BCU))

Direct Line: 020 7321 9524/0758460 2824

Email: christopher.m.sadler@metpolice.uk

Nikki Clarke-Rogers – Sergeant (Safer Schools – Westminster)

Direct Line: 020 7321 95 24/07825 905 361

Email: nikkij.clarke@met.police.uk

Contact details for Integrated Gangs and Exploitation Unit (IGXU) Kensington & Chelsea and City of Westminster:

Matt Watson – Service Manager

Direct Line: 07507 437 937

Email: mwatson@westminster.gov.uk

Phillip Leeta – Serious Youth Violence Coordinator

Email: phillip.leeta@rbkc.gov.uk