



KNIGHTSBRIDGE SCHOOL

Child Protection Policy

Safeguarding and Promoting the Welfare of Children

Safeguarding children in education

This policy was prepared with reference to guidance from the DCSF and the London Safeguarding Children Board (LSCB). Knightsbridge School complies with the RBK&C Child Protection Procedures.

Please also refer to the Safer Recruitment of Staff Policy and the Anti-Bullying Policy.

This policy applies to the whole school, including the EYFS and is made available to all parents of pupils via the school's website and, on request, from the School Office.

1 Introduction

- 1.1 All children attending Knightsbridge School have the right to learn in a safe, secure and happy environment.
- 1.2 Knightsbridge School fully recognises its responsibilities for child protection. We comply with the DCSF requirements for both the *Safeguarding of Children and Safer Recruitment in Education* effective from the 1st January 2007, the *Independent Safeguarding Authority (ISA)* from April 2008 and the *London Safeguarding Children Board (LSCB)*.
- 1.3 The first points of contact to carry this out are:
 - **Child Protection Officer (CPO) to include the EYFS – Mr. Fred de Falbe**
 - **Deputy Child Protection Officer – Mr Robin Badham-Thornhill**
 - **EYFS Link – Miss Ollie Baskett**
 - **Designated Governor for Child Protection – Mr William Russell**
- 1.4 However, it also relies on the skills, sensitivity and expertise of every member of staff within the school community to recognise and report concerns.
- 1.5 Our policy applies to the Proprietors, all staff, the Advisory Board, volunteers and visitors working in Knightsbridge School (KS). Under Section 175 Education Act 2002 (DfES Guidance 0027/2004 Safeguarding Children in Education) we have a duty to safeguard children and promote their welfare.
- 1.6 We have developed policies and procedures to ensure that the five outcomes of the **Every Child Matters** vision are implemented and understood by all staff members. The five outcomes are:
 - Be Healthy
 - Stay Safe

- Enjoy and Achieve
- Making a Positive Contribution
- Achieving Economic Well-being

2 Aims

2.1 The five main aims of our policy are:

- To ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- To raise awareness of child protection issues and equip children with the skills to keep them safe;
- To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse;
- To support pupils who have been abused in accordance with his/her agreed child protection plan; and
- To establish a safe environment in which children can learn and develop.

2.2 All Knightsbridge School staff recognise that because of the day to day contact with children, school staff members are well placed to observe the outward signs of abuse. We will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to, detailed prominently in the KS Code;
- ensure children know that there are adults in the school whom they can approach if they are worried; and
- include opportunities in the PSHCE curriculum for children to develop the skills they need to be aware of the need to protect their own welfare and that of their peers.

2.3 We will follow the procedures set out by the Royal Borough of Kensington and Chelsea (RBK&C) Local Authority and the LSCB and take account of guidance issued by the Department for Children School and Families (DCSF) to:

- ensure we have a designated senior person for children protection who has received appropriate training and support for this role (see above);
- ensure we have a nominated governor responsible for child protection (see above)
- ensure every member of staff, including temporary and supply staff and volunteers and the governing body knows the name of the designated senior person responsible for child protection and their role; and
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.

3 Types of Abuse

3.1 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to, a child whom they are looking after. A person might do this because they enjoy

or need the attention they get through having a sick child. Physical abuse, as well as being a result of an act of commission can also be caused through omission or the failure to act to protect.

3.2 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve making conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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, though it may occur alone.

3.3 Neglect

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

3.4 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Boys and girls can be sexually abused by males and/or females, by adults and by other young people. This includes people from all different walks of life.

3.4 The range of possibilities, not necessarily amounting to abuse, can include being a party to inappropriate behaviour and may be referred to the Named Person.

4 Roles and Responsibilities

4.1 The role of the Proprietor & Designated Advisor:

- a) To ensure that safe recruitment procedures are followed and that all appropriate checks are carried out on all staff including CRB checks and compliance with the Independent Schools Standards Regulations;
- b) To provide sufficient resources to enable appropriate training to be given to the Head, the designated members of staff and other staff;

- c) To ensure that the school has procedures for dealing with allegations of abuse against members of staff that comply with the LSCB; and
- d) To ensure that the policy and procedures are reviewed annually to include a review of the efficiency with which the related duties are discharged.
- e) To liaise with relevant agencies if any allegations are made against the Head.
- f) To undertake an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged.

4.2 The role of the Head:

- a) To understand procedures set out by the LSCB and the role of the designated members of staff;
- b) To monitor the effectiveness of the policy and these procedures and liaise with the designated members of staff over amendments;
- c) To ensure that the school has designated members of staff, who have undertaken appropriate training in Child Protection and Inter Agency Working which is updated every two years and to acknowledge the level of support required by the post holder.
- d) To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions;
- e) To create a safe environment and a caring ethos within the school;
- f) To make parents aware of the school's Child Protection Policy;
- g) To support pupils through related policies (Anti-Bullying, Behaviour, Equal Opportunities, Anti-Racism);
- h) To ensure the criminal background of applicants for vacant posts are checked in accordance with DCSF requirements including ensuring that the appointment procedures meet all legislative and best practice criteria;
- i) To ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay; and
- j) To refer to the ISA details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

4.3 The role of the Child Protection Officer and Deputy:

- a) To be familiar with and understand the DCSF guidance '*Safeguarding Children in Education*', LSCB procedures and the Department of Health guidance 'What to do if you're worried a child is being abused';
- b) To be responsible for referring cases of suspected abuse or allegations to the relevant agencies according to the LSCB. This includes dealing with allegations against members of staff;
- c) To ensure all staff know:
 - the name of the designated persons and his/her role,
 - that they have an individual responsibility for referring child protection concerns,
 - the procedures identified within this policy;
- b) To ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse;
- c) To ensure that parents have an understanding of the responsibility placed on the school and staff in relation to child protection, by setting out its obligations in the school notes to parents (our online prospectus);
- d) To ensure that parents are aware that any concerns that a child may be experiencing harm may be referred to local statutory agencies;

- e) To provide child protection training within the induction programme for all new staff;
- f) To ensure all staff, including the Head, have training in child protection every three years and that all part-time and voluntary staff who work with children are made aware of arrangements;
- g) To work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial case conferences, core groups and child protection review conferences;
- h) To keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately;
- i) To ensure all written records are kept secure, separate from the main pupil file, and in a locked location;
- j) To adhere to the procedures set out by the LA when an allegation is made against a member of staff;
- k) To ensure that the duty of care towards pupils and staff is promoted, by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.
- l) To develop and follow procedures where an allegation is made against a member of staff or volunteer;
- m) To ensure that pupils who have been abused are supported in line with the child protection plan;
- n) To ensure that the welfare office of the appropriate Local Education Authority is informed of any unexplained absence of two days for pupils on the CP register and ten consecutive days for others; and
- o) To ensure that information is passed to relevant bodies, especially when a pupil moves school.

4.4 The role of the teacher:

- a) To be aware of the contents of the Safeguarding Children Policy and procedures and the identity of the Child Protection Officer and Deputy.
- b) To undertake training to identify possible causes of abuse.
- c) To be open, accepting and ready to listen to a child. Take the child's worries seriously. Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.
- d) Do not guarantee confidentiality; referrals may have to be made in order to safeguard the child.
- e) If you need to ask questions to clarify understanding, do not lead the child, but make the questions as open as possible.
- f) To report orally to the designated teacher as soon as possible.
- g) To make a written note of the discussion within twenty-four hours to give to the designated teacher. Note time, date, place, people present and what was said. Try to make the record verbatim; your notes may be needed in subsequent court proceedings.
- h) You are not required to investigate further, but you may be required to support or monitor the child in the future.

5 Confidentiality

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

- 5.2 The designated teacher will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets.
- 5.5 A guarantee of confidentiality cannot be given to children. Do not attempt to investigate reports of abuse. Other parties, including staff and pupils are only involved / consulted as part of an investigation by the named person:
- a) if they are likely to clarify certain issues
 - b) if they need to be involved on a need-to-know basis.
- 5.6 The circumstances should be kept strictly confidential until the named person or other (see chart at end) has been able to judge whether or not the allegation or concerns indicates possible abuse.

6 Dealing with Allegations of Abuse against Staff or Volunteers *(Please see the Safer Recruitment of Staff Policy)*

- 6.1 Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:
- Behaved in a way that has harmed a child or may harm a child
 - Possibly committed a criminal offence against a child
 - Behaved towards a child that indicates that he or she is unsuitable to work with children
- 6.2 If any allegation of abuse is made against a member of staff, the LSCB procedures will be followed and we shall have regard for the practice and procedure given in *Safeguarding Children and Safer Recruitment in Education (2007)*.
- a) A member of staff receiving an allegation of abuse against another member of staff should report this immediately to the Head, unless the Head is the one against whom the allegation is made (see below). If the Head is absent, the report should be made to Proprietor or the nominated Advisor.
 - b) The Head or Proprietor/nominated Advisor should consult the local authority Safeguarding Children Referral & Assessment Team and obtain written details of the allegation, signed and dated, from the person who received the allegation (not the child).
 - c) The Head should record any information about dates, times, locations and names of potential witnesses.
 - d) In case of serious harm, the police should be informed from the outset.
 - e) An initial assessment of an allegation should be made by the duty office and the Head (or Principal) to judge whether there is need for immediate action to protect the child, the allegation is demonstrably false, there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures

- f) Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCB procedures will be followed.
- g) The local authority (Royal Borough of Kensington and Chelsea: Peter Robinson – tel: 020 7361 2473) will be informed of all allegations and be invited to discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware).
- h) The Head will inform the accused person about the allegation after consulting the LA officer
- i) If the allegation is not false or unfounded and there is cause to suspect a child is suffering, or likely to suffer significant harm, a strategy meeting will be convened
- j) The LA officer may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.
- k) Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. This should be taken into account if the allegation is about physical contact.
- l) In cases where other interagency involvement is not required, the LA officer will discuss with the Head what steps to take. The Head may decide to take no further action, to dismiss the person or not to use that person's services in the future.
- m) Where further investigations are required before deciding how to proceed, the Head will decide, with the LA officer, who will investigate; this may be an independent investigator provided by the LA.
- n) The Head will make the decision whether or not to suspend, given the risk to the child and where the allegations warrant investigation by police.
- o) If the allegation is substantiated, the person is dismissed or the school no longer uses his/her services, then the LA officer will discuss with the school whether a referral should be made to DCSF re L99 action or to the GTC
- p) If an allegation is not substantiated and the person returns to work, the school will support that person through offering for example, a phased return or a mentor.

6.3 Allegations Against the Head

- a) In the case of an allegation against the Head, the person receiving the allegation should immediately inform the nominated Advisor (Mr William Russell) without notifying the Head first.
- b) The Proprietor/nominated Advisor should consult the local authority Safeguarding Children Referral & Assessment Team and obtain written details of the allegation, signed and dated, from the person who received the allegation (not the child).
- c) Any information about dates, times, locations and names of potential witnesses should be recorded.
- d) In case of serious harm, the police should be informed from the outset.
- e) An initial assessment of an allegation should be made by the duty office and the Proprietor/nominated Advisor to judge whether there is need for immediate action to protect the child, the allegation is demonstrably false, there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures
- f) Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCB procedures will be followed.
- g) The local authority (Royal Borough of Kensington and Chelsea: Peter Robinson – tel: 020 7361 2473) will be informed of all allegations and be invited to discuss the

- allegation with the Proprietor/nominated Advisor to confirm details and the best way of informing parents (if they are not already aware).
- h) The Proprietor/nominated Advisor will inform the accused person about the allegation after consulting the LA officer
 - i) If the allegation is not false or unfounded and there is cause to suspect a child is suffering, or likely to suffer significant harm, a strategy meeting will be convened
 - j) The LA officer may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.
 - q) Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. This should be taken into account if the allegation is about physical contact.
 - r) In cases where other interagency involvement is not required, the LA officer will discuss with the Proprietor/nominated Advisor what steps to take. The Head may decide to take no further action, to dismiss the person or not to use that person's services in the future.
 - s) Where further investigations are required before deciding how to proceed, the Proprietor/nominated Advisor will decide, with the LA officer, who will investigate; this may be an independent investigator provided by the LA.
 - t) The Proprietor/nominated Advisor will make the decision whether or not to suspend the Head, given the risk to the child and where the allegations warrant investigation by police.
 - u) If the allegation is substantiated, the Head is dismissed or the school no longer uses his/her services, then the LA officer will discuss with the school whether a referral should be made to DCSF re L99 action or to the GTC
 - v) If an allegation is not substantiated and the Head returns to work, the school will support that person through offering for example, a phased return or a mentor.

7 Other Allegations

7.1 **About a parent** – Where any allegation of abuse by a parent is brought to light, this should be to the attention of the designated member of staff immediately. The adult to whom abuse is reported must listen to the pupil and subsequently record the pupil's statements. Specifically he/she must not ask probing questions or suggest answers. The circumstances must be discussed with the designated teacher.

7.2 **Abuse of children by children** - Listen to the child and ascertain the seriousness of the situation. Refer the matter to the Named Person.

8 Supporting the Child at Risk

8.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

8.2 The school will endeavour to support the child through:

- a) teaching styles that encourage self esteem and self motivation;

- b) the school ethos, which:
 - (i) promotes a positive, supportive and secure environment, and
 - (ii) gives pupils a sense of being valued;
- c) the school's behaviour policy which emphasises the importance of supporting vulnerable pupils;
- d) staff agreeing on a consistent approach which focuses on the behaviour of the offence committed by the child, but does not damage the pupil's self worth;
- e) liaison with other agencies who support the child; and
- f) keeping records and notifying the Local Authority when there is a substantive concern or as soon as there is a recurrence of a concern.

8.3 When a pupil on the child protection register leaves, we will transfer information to the new school. If the school does not know where the pupil has moved to, we will contact the RBK&C child protection officer as soon as possible.

9 Supporting Staff

9.1 We recognise that staff working at KS 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.

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

10 Website Child Protection

(Please also see separate Anti-Bullying Policy - Appendix A - ICT based forms of abuse)

10.1 Knightsbridge School operates the following policy on its website regarding the use of photographs, to ensure the privacy and safety of children at the school:

- a) Where children are named, only their first names are given
- b) Where a child is named, no photograph of that child is displayed.
- c) Where a photograph is used which shows a child, no name is displayed.

10.2 By observing these points, the school ensures that visitors to the website cannot link images of children to names of children. When choosing photographs for the website, the school is mindful of the way children may appear in them, and will not include images that are in any way inappropriate, such as close-up portrait shots of individual children.

10.3 The school follows a policy of seeking parents' permission before using images which show children on the website. No other private information about children is ever published on the website such as surnames or contact details.

11 The School's Contribution

11.1 The school fully recognises the contribution it makes to Child Protection by:

- a) prevention through the teaching and pastoral support offered to pupils;
- b) procedures for identifying and reporting cases, or suspected cases, of abuse; and
- c) support to pupils who may have been abused.

12 Physical Contact

- 12.1 A 'no touch' approach is impractical for staff working with young children. It is not possible to be specific about the appropriateness of each physical contact; staff need to use professional judgement of all types.

13 Prevention

- 13.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevention. We promote such an atmosphere where children can feel secure, are listened to and trusted.

- 13.2 We will therefore:

- a) maintain this ethos where children feel secure and are encouraged to talk, and are listened to;
- b) ensure children know the '5 adults you can trust' phrase we promote and are familiar with the KS Code
- c) include in the PSHCE curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

14 Monitoring

- 14.1 This policy and the procedures that are followed as a result of, and in support of it, are reviewed regularly and amended as required, keeping them in line with current government legislation and best practice guidelines.

Reviewed by: Olivia Burton (Deputy Head Academic)

Date: January 2012

Approved by: Magoo Giles (Head)

Signed: _____

Date: _____

This policy will be reviewed annually.