



ÉTABLISSEMENT
PARTENAIRE



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Directrice Pédagogique: Marjorie Lacassagne

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SAFEGUARDING CHILDREN POLICY

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I - Introduction

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in Keeping Children Safe in Education (DfE- 00140-2016) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Child protection is a specific area within safeguarding which concerns a child suffering or likely to suffer significant harm.

- **Statement**

La Petite Ecole Française takes seriously its duty to safeguard and promote the well-being of all pupils. We seek to provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise that all adults, including staff, temporary staff, volunteers and managers, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

- **The aims of this policy are:**

- To support an environment in which children feel safe, secure, valued and respected and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and following the policy's procedures.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure La Petite Ecole Française contributes to assessments of need/risk and support for those children.
- To draw attention to current specific safeguarding issues.
- To highlight the need for all members of the school community to be alert, observant and proactive in matters related to child protection.

This policy takes into account the guidance given in:

'Keeping children safe in education' as well as the safeguarding procedures of the Local Authority (The Royal Borough of Kensington & Chelsea; Local Safeguarding Children Board).

II - Roles

- **The role of La Petite Ecole Française**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. **Our staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.** La Petite Ecole Française understands the role of and actively contributes to the wider safeguarding network of agencies such as the police, health services and social care to promote the welfare of children and protect them from harm.

The school should help parents to understand its responsibility for the welfare of all pupils. The school should make parents aware of the school's Safeguarding Children Policy. The school policies summary - which is given to the parents at the beginning of each academic year – states that the 'Safeguarding Children Policy' is posted on the school's website. It can also be sent to the parents as a hard copy on request.'

- **The role of the Designated Safeguarding Lead**

DESIGNATED SAFEGUARDING LEAD (Child Protection Officer):
DEPUTY DSL: FLAVIE FLEUTI (Head of Administration)

MARJORIE LACASSAGNE (Head Teacher)

The Designated Safeguarding Lead (DSL) undergoes updated child protection training every two years.

The DSL takes the lead responsibility for child protection, including support for staff and information sharing with other agencies, developing policies and staff training.

DSL Responsibilities

- Refer suspected abuse and neglect to the Children Social Care;
- Lead the development and updating of the child protection and other related safeguarding policies, ensuring that staff and children/families/parents are aware of them ;
- Provide support and advice to all members of staff within the School regarding child protection concerns;
- Ensure that cover is provided for the role when absent from the School;
- Ensure that child protection files are copied for new educational establishments when a child moves from the school, and that this file is transferred securely and separately from the main pupil file. Likewise when child protection files are received, acknowledge the safe arrival;
- Ensure that all staff receive appropriate child protection and safeguarding training. The school keeps training records of all staff.
- Cooperate with any requests for information from the local authority.

- **The role of La Petite Ecole Française staff**

Every employee has a responsibility to provide a safe environment in which all children can learn and thrive. All staff members are made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All staff have read the Safeguarding Children Policy and Keeping children safe in education (Part 1). This is recorded by the Deputy Head through the return of a signed and dated acknowledgement form.

At La Petite Ecole Française, we annually update all staff on basic child protection training.

III – Safeguarding, key aspects

The following sections refer to key aspects of the school work which proactively seeks to safeguard our pupils from potential harm or maltreatment. More information can be found in individual policies.

- **Attendance**

We view attendance as a safeguarding issue and absences are rigorously pursued and recorded. The School in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

➤ Please refer to the '*Attendance policy*' and the '*Règlement intérieur*'.

- **E-Safety**

La Petite Ecole Française recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in the school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and our school has a duty to provide children and young people with quality access as part of their learning experience.

It is our duty to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

Students of La Petite Ecole Française never use the Internet without a teacher at school. Comments on Voicethread website made by the students are monitored by the Teachers and the Head Teacher. All email addresses created by the pupils are monitored by the parents who have access to their passwords.

➤ Please refer to the '*E-Safety and acceptable use policy*'

- **Policy on publication of children's photographs**

It is the school's policy that photograph's of children will never be posted on the Internet without the prior consent of the parents. The school blog and Voicethread website are password protected and the password is only given to the parents. The staff are told never to upload photos of themselves with children on the Internet for example, on social networking sites such as 'Facebook'.

➤ Please refer to the school's '*Policy on use of Mobile Phones, Cameras and Recording Devices*'.

- **Safer Recruitment**

The school ensures that recruitment procedures include a check of the possible criminal background of people who will have unsupervised access to children. All the members of staff have to undergo Disclosure and Barring Service (DBS) checks. Further checks are required if a member of staff relocates from another country, such as local criminal checks for the relevant country.

The school is required to report to the DBS within one month of leaving the school and person whose services are no longer used because they are considered as unsuitable to work with children.

Checks are conducted to ensure that none of the staff have been barred from regulated activity relating to children in accordance with the safeguarding vulnerable groups act 2006, and there is no direction made under children's barred list (formerly list 99), or any other disqualification prohibition or restriction having the same effect.

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- **Disqualification by association**

The guidance Keeping Children Safe in Education (2016) states that ‘School staff are potentially disqualified from working in a school, when they “live or work in the same household” as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves.’ ‘Schools must ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision’.

All staff must complete a disclosure for disqualification form to demonstrate they are safe to work with children. This form is given at the start of the year and on annual basis.

Should it be discovered that a person may meet the criteria for disqualification it is recommended to contact Devika Malik, the owner of the school and the Local Authority Designated Officer (LADO) as a matter of priority to discuss the next steps, in particular concerning the deployment of the member of staff effected.

Contact details for the Tri-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Kembra Healy

Tri Borough Safe Organisation Manager and Local Authority Designated Officer (LADO)

Telephone: 020 8753 5125

Email: kembra.healy@lbhf.gov.uk

Make LADO referral to 020 7361 3013 for Kensington Borough

Email : KCLADO.Enquiries@rbkc.go.uk

- **Staff Conduct**

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers appropriate dress, appropriate behaviour, the use of appropriate boundaries and the safe use of technology.

- Appropriate and safe staff conduct is supported in the following policies:
‘Safe Recruitment policies’; ‘No smoking policy’ and ‘Alcohol and other substances policy’.

All paid and unpaid members of staff receive regular basic awareness and child protection training.

- **Training**

The designated persons have to undergo training every 2 years with updates annually.

The Local Authority comes to the school every two years to provide training to all staff. The DSL gives a safeguarding training during induction day for new staff and gives updates to all the staff every year.

The training of the designated person should be to a standard set by the LSCB (Local Safeguarding Children Board). The training for the designated person should include extensive interagency work.

It is the management’s commitment that the ‘safeguarding children policy’ is reviewed annually and that any deficiencies or weaknesses in child protection are remedied immediately.

- *Child protection course for designated persons* attended by Severine Laloux (deputy head teacher) in June, 2013
- *SEN Course* attended by Marie Ademosu (teacher) May 2013.
- *Child Protection course – Level 3* attended by Etienne Prevot (head teacher) on 7th July 2015
- *Safeguarding children* attended by all members of staff on 1st September, 2015
- *Advanced Safeguarding (level 3)* attended by Marjorie Lacassagne on 17th August, 2016
- *Safeguarding children* attended by new members of staff on 1st September, 2016

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- *Safeguarding children* attended by all staff on 5th October, 2016
- *Advanced Safeguarding (level 3)* attended by Flavie Fleuti on 10th December, 2016
- *Safeguarding children* attended by new members of staff on 31st August, 2017

- **Visitors**

The school vets all volunteers and visitors.

When managing visitors the following points must be adhered:

- Visitors are asked to show identification;
- All visitors must sign in at the main reception and wear visitors badges at all times;
- Staff should check/verbally challenge any strangers within the school premises if concerned;
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose;
- The school has installed an intruder alarm and uses a drill procedure at least twice a year.
 - For security procedures, please refer to : ‘*Security procedure*’, ‘*CCTV policy*’, ‘*Risk assessment and Fire Policy*’ and ‘*Plan Particulier de Mise en Surete (PPMS) de La Petite Ecole Française*’.

All the premises are safe and all doors and windows are locked.

- **Physical contact with pupils**

It is unrealistic to suggest that teachers should touch pupils only in emergencies. Particularly with younger pupils, touching them is inevitable and can give welcome reassurance to the child. It is however important for teachers to be sensitive to a child’s reaction to physical contact and to act appropriately.

In extreme cases, which rarely occur, a teacher might have to physically restrain a pupil to prevent him or her causing injury to him or herself, to others or to property. In such instances no more than the minimum necessary force should be used and the teacher should seek to avoid causing injury to the pupil.

A MEMBER OF STAFF SHOULD NEVER GIVE A LIFT TO A PUPIL

- Please also refer to ‘*Behaviour management policy*’.

- **Contribution of the curriculum**

It is paramount that there is an environment of trust within the school and that the children feel that they can speak freely and openly about their concerns. Courses in personal and social education (PSHE) are part of the school curriculum and called ‘*Citizenship and moral education*’. In addition, the English teacher has a particular focus on the social and emotional aspects of the child’s development.

All children will know that there are adults in the School whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

- Please also refer to ‘*Role of key person and settling in policy and procedure*’

- **British values**

La Petite Ecole Française develops a bespoke programme to deliver on the Government’s expectation of British Values. These values are shared with the French curriculum in ‘*Citizenship and moral education*’ and will be taught both explicitly and discretely, and as is age-appropriate.

- **Whistle-blowing Procedures**

All staff should feel confident to raise concerns regarding the school’s safeguarding procedures. In the first instance the matter should be raised with the DSL – Marjorie Lacassagne (Head Teacher). If the matter remains unresolved then the member of staff should report the matter in confidence to Flavie Fleuti or if unavailable, the owner of the school, Devika Malik. Any safeguarding concerns against Devika Malik should be reported to the Local Authority Designated Officer (LADO).

- **Specific safeguarding issues**

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Our School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage.

-Domestic abuse

The School is aware that children's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding Policies and Procedures will be used to protect children exposed to, and at risk from, domestic abuse.

-Forced marriage

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons. Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the School's Safeguarding Policies will be used to protect a victim or potential victim of forced marriage.

If and when a case of forced marriage is suspected, parents and carers will not be approached or involved in a referral to any other agencies.

-Fabricated illness

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid;
- Induction of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical investigations and/or treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration. The emotional impact of this on the child should always be considered.

There may be a number of explanations for these circumstances and each requires careful consideration and review.

Concerns about a child's health should be discussed with a health professional who is involved with the child.

Staff should be alert to the possibility of fabricated illness when a child:

- has frequent and unexplained absences from school, particularly from PE lessons;
- has regular absences to keep a doctor's or a hospital appointment;
- is frequently unwell and parents repeatedly claim that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers/ early years staff have not themselves noticed eg headaches, tummy aches, dizzy spells, blank episodes, frequent contact with opticians and/or dentists or referrals for second opinions.

If a teacher suspects that a child may be subject to fabricated illness, they discuss their concerns with the DSL and referred to children's social care. The child's carers should not be informed about this.

-Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should discuss the case with the DSL. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority children's social care and the police, regardless of whether the victim is engaging with services or not.

Tri 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: 020 7598 4640 / 07971 322 482

Sarah.stalker@rbkc.gov.uk

-Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

This is a legal duty upon all regulated Teachers, Health care staff and Social Workers in England and Wales to **report known cases of FGM affecting girls under 18 to the Police**. A case may become known because a child has disclosed the abuse, or because there are physical signs of FGM detected during a health care episode. FGM is child abuse, and therefore all professionals have an existing duty to report FGM to Children Services under safeguarding procedures. However, this legislation makes the individual practitioner accountable for directly reporting the information to the Police. The practitioner who receives the disclosure or makes the observation cannot transfer the responsibility to another person and must make the report themselves although they should alert their safeguarding lead to the case.

Best practice is that the report should be made by the end of the next working day. The guidance allows professionals up to one month in order to comply with the legislation, if an immediate report is considered to place the child at risk. In this case you must consult with your designated safeguarding lead, and seek advice from Children's services. Professionals should keep in mind that the consequence of delaying a report is that other girls in the family network could be left at risk of being cut too. Therefore it is strongly advised that advice is sought from Children's services before the decision to delay a report.

**Specialist advice can be obtained from Gourita Gibbs – Child protection adviser
in Hammersmith and Fulham, Kensington and Chelsea and Westminster.**

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Direct line : 020 7641 1610
ggibbs@westminster.gov.uk

Schools can also seek advice from Hilary Shaw, Safeguarding in Education lead.

How to make the report? Professions are advised to **make the report by calling 101**, the single non-emergency Police number. In the event that you have any difficulty referring via that route, please contact Children's services who can support you to contact the Child Abuse Investigation Police Team (CAIT) directly. In an emergency situation you are advised to call 999.

It can be really difficult to decide whether to make a referral or not in FGM cases; if in doubt always consult the DSL, and Shruti Clayton (FGM Lead Practitioner), Hilary Shaw (Safeguarding Lead in Education) or your local Children's Services Team who can offer advice on guidance on whether you should make a referral in the circumstances.

POLICE: call TEL: 101 to report a direct disclosure of FGM from a child or a visual confirmation of FGM.

Gourita Gibbs – FGM – Advice/Guidance – Child protection Advisor – TEL: 0207 641 1610

Hilary Shaw – Safeguarding in Education Lead – TEL: 0781 736 5519

-Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Prevent Duty : From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ('the CTSA 2015'), in the exercise of their functions, to have 'due regard (under section 13) to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent Duty.

What to look for ?

Individually the following signs may not show evidence of radicalisation but in combination may mean the young person is subject to radicalising or extremist influences:

- out of character changes in dress, behaviour and beliefs;
- changes in their friendship group or associating with people who hold extremist beliefs;
- losing interest in previous activities;
- changes in use of social media with increased secrecy;
- owning several mobile phones or devices;
- showing sympathy for extremist causes;
- advocating extremist messages;
- glorifying violence;

-accessing extremist literature and imagery.

Procedure: School staff should use their professional judgement in identifying children who might be at risk of radicalisation and must report this concern to the DSL who may decide to make a referral to the Channel programme and to the RBKC Social services.

Bi-Borough PREVENT – Advice, guidance, training queries and referrals to Channel Panel
Jake Butterworth - Bi-borough Prevent school and college officer – Counter Extremism
020 8753 5843

Email: jake.butterworth@lbhf.gov.uk

Secure email : jake.butterworth@lbhf.gcsx.gov.uk

Please see further policies in regard to:

- *'Information and complaints'*;
- *'Premises and security'*;
- *'Outings'*;
- *'Equality of opportunities'*;
- *'Medicines, Illnesses and injuries'*;
- *'Food and Drink'*;
- *'No smoking'*;
- *'Safe recruitment'*;
- *'Alcohol/Other substances'*;
- *'Suitable people'*;
- *'Staffing arrangements'*;
- *'Risk assessment and fire'*;
- *'Premises guideline'*;
- *'Leadership and organisation'*.

IV - What is abuse?

- **Child abuse can include the following categories:**
 - **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, 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.
 - **Emotional abuse** (is the persistent emotional maltreatment of a child such as a cause of 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 involve serious bullying (including cyber-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.)
 - **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 in a child.)
 - **Sexual abuse** (Sexual abuse involves forcing or enticing a child 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 include contact activities or non-contact activities.)
- **Identifying abuse**

Because of their day-to-day contact with children, teachers and staff in our school are well placed to observe outward signs of abuse.

If a child is in immediate danger or is at risk of harm, the DSL must refer to police or social care without delay, so it is important staff share any concerns in a timely manner to ensure children are safe. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When worried about the welfare of a child, staff members should always act in the interests of the child and report any concerns as per La Petite Ecole Française procedures as set out below.

All members of staff should be particularly alert to signs of abuse:

- Significant changes in child's behaviour
- Deterioration in general well-being
- Unexplained bruising or marks, laceration or burns which may be signs of physical abuse
- Signs of neglect.
- Emotional abuse, which may exhibit changes in child's behavior.
- Sexual abuse, which may exhibit physical signs or behavioural changes.
- Comments a child makes which gives cause for concern
- Something the person/parent has told you
- Something another professional said or did

Special Education Needs (SEN) are particularly vulnerable to abuse.

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Extra care should be taken to interpret correctly apparent signs of abuse and neglect. The DSL should work closely with the SEN co-ordinators if there are safeguarding concerns.

- Please also refer to '*Special Educational Needs policy*'.

PLEASE SEE BELOW FOR FURTHER SIGNS OF ABUSE

SIGNS OF NEGLECT

- There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing, severe failure to meet a child's needs. Here are some signs of possible neglect:
- if the child seems underweight and is very small for their age
- if they are poorly clothed, with inadequate protection from the weather
- if they are often absent from school for no apparent reason
- if they are regularly left alone, or in charge of younger brothers or sisters.

SIGNS OF EMOTIONAL ABUSE

- Aggressive, disruptive, and sometimes illegal behaviour
- Anger and rage, or feelings of sadness or other symptoms of depression
- Anxiety or fears, or flashbacks and nightmares
- Changes in a child's behaviour or school performance
- Lack of interest in surroundings
- Passive or withdrawn behavior
- Poor self-image
- Lack of confidence.

SIGNS OF PHYSICAL ABUSE

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns.

BEHAVIORAL SIGNS

- If a child is being physically abused, their behaviour may change in one or more of the following ways:
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol.

SIGNS OF SEXUAL ABUSE

- Children who are being abused may show a number of physical and emotional changes. But remember that these signs do not always mean that a child is being abused - there may be other explanations.
- **Physical signs of abuse**
- pain, itching, bruising or bleeding in the genital or anal areas
- genital discharge or urinary tract infections
- stomach pains or discomfort walking or sitting
- sexually transmitted infections.

BEHAVIORAL SIGNS OF SEXUAL ABUSE

- These might include a marked change in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically.
- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected.
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities.
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age.
- The child may describe receiving special attention from a particular adult, or refer to a new, 'secret' friendship with an adult or young person.

V – Child protection

- **The importance of communicating our concerns**

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many Serious Case Reviews (SCRs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action. Children may disclose abuse, in which case the decision to share information is clear.

In other cases, for example, neglect, the indicators may be more subtle and appear over time. In these cases, decisions about what information to share, and when, will be more difficult to judge. Everyone should be aware of the potential for children to be sexually exploited for money, power or status and individuals should adopt an open and inquiring mind to what could be underlying reasons for behaviour changes in children of all ages. If a member of La Petite Ecole Française community has concerns about a child's welfare, or believes they are at risk of harm, they should share the information as per the school policy's procedures. Security of information sharing must always be considered and should be proportionate to the sensitivity of the information and the circumstances. If it is thought that a crime has been committed and/or a child is at immediate risk, the police will be notified without delay.

The most important consideration is whether sharing information is likely to safeguard and protect a child.

- **Child Protection procedure**

1. Decide whether you need to find out more by asking the child, or their parent with tact and sympathy to clarify your concerns, being careful to use open questions :

-Staff should not ask leading questions as this can later be interpreted as putting idea into the child's mind.

-Staff should never interview a child on his/her own. The chief task is to listen to the child without interruption and to make a note of the discussion. It is important to avoid asking the child to repeat themselves.

In some cases, such as sexual abuse or physical abuse especially when they are marks on the child, teachers should not discuss their suspicions with the parents as they may be the abusers.

2. Let the child know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. The child should be informed that their comments may be passed on to the relevant authorities. Do not promise to keep what s/he tells you secret.

3. Inform the DSL immediately who holds specific responsibility for child protection. If the DSL is not available, inform the Deputy Head, Flavie Fleuti. If she is not available, speak to the owner of the school, Devika Malik. If there is no other member of staff available, you must make the referral yourself.

4. Make a written record as soon as possible after the event, noting:
 - a. Name of child ;
 - b. Date, time and place ;
 - c. Who else was present ;

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- d. What was said / What happened / What you noticed ... speech, behaviour, mood, drawings, games or appearance ;
- e. If child or parent spoke, record their words verbatim (word to word) if possible and avoid personal interpretation;
- f. Analysis of what you observed and why it is a cause for concern.

5. The evidence needs to be passed ASAP to the local authority and no longer than 24hours after the information comes to light. The DSL may take advice from the Consultation and Advice service of the Local Safeguarding Children Board (LSCB) of Kensington and Chelsea on the best way to proceed.

6. The DSL will make a decision whether to refer the matter to the appropriate Local Authority's Children Social Care Department. The referral will note all previous interventions by the school with the child, any relevant history relating to the child, their siblings or the family.

7. The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared. The DSL will be open and honest with any parent involved from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

8. The DSL informs parent that they have made a CP referral, if the parent does not already know, and if there is no reason not to let them know. Children Social Services may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure).

9. The DSL remains in close communication with other professionals around the child and with the family, in order to share any updates about the child. If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe;
- Attend a child protection conference when invited and provide updated information about the child;
- Attend any subsequent child protection review conferences;
- Attend core group meetings and take an active role in the implementation of the protection plan.

- **Data protection / confidentiality**

Confidentiality will be respected in connexion with all the Child protection procedure.

Our duty:

The Data Protection Act 1998 allows us to hold information about children and families as part of our duty to support families. However, the law says we must:

- only hold information that we need to help families;
- only use the information for that reason;
- make sure the information we hold is accurate;
- keep the information only for as long as it is needed;
- make sure we only use the information lawfully and not breach your rights as the owner of this information;
- keep the information secure at all times.

Record Keeping:

Notes and records related to child protection issues must be kept away from the child's school file and locked up securely and data will be stored securely on the DSL's computer or the Deputy Head's computer

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which are located in the office. It is the responsibility of DSL to review the notes of concern and to regularly evaluate whether it continues to be a child protection issue.

- **Child subject to a Child Protection (CP) Plan**

The school will monitor pupils who are subject to a CP plan.

When a pupil who is subject to a CP plan is absent or shows signs that suggest deterioration in his/her home circumstances, the education welfare officer or the child's key worker should be alerted. Any unexplained absence of a child who is subject to a CP plan will be notified to the LSCB (Local Safeguarding Children Board) from the first day of absence.

- **Link with agencies and support services:**

Principal agencies involved in investigating and dealing with child protection are:

-Kensington and Chelsea social services departments.

Child protection Referrals, Consultation and advice about a child/ young person resident in RBKC

RBKC Duty Line : 020 73613013

**RBKC Social Services Emergency Duty Team (out of hours):
020 73613013**

Contact in Kensington and Chelsea :

Rupinder Virdee (Tri Borough Safeguarding Practice Lead) on 07981 155 271

Yasinta Martin (Child Protection Advisor) on 07980 742 708

Sarah Stalker (Child Protection Advisor) on 07971 322 482 (Mon/Tues/Wed only)

You can also speak to:

Hilary Shaw (Tri Borough Safeguarding in Schools and Education Officer) on 07817 365 519.

If Hilary Shaw is unavailable, you can speak with Marissa Asli-Bangura (Liaison and Training Co-ordinator) who will be able to signpost you to the relevant duty child protection advisor in Hilary's absence on 07739 315 432.

-Kensington and Chelsea Police.

-NSPCC

NSPCC Whistle blowing helpline: 0800 028 0285

-Health Professionals

-Education psychologists

-And other local authority services

VI - Allegations against staff

The school follows the following procedure for dealing with allegations against a member of staff:

Children who report a member of staff has abused them must be listened to and heard. On no account should suggestion be made to children as to alternative explanations for their worries. A written and dated record should be made of the allegations as soon as possible.

While acknowledging the need to create an environment conducive to speaking freely, teachers should make it clear that, in some circumstances, teachers are expected to pass on what they are told. Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Head Teacher unless the Head Teacher is the person against whom the allegation is made. If the Head Teacher is not available or the allegation is against the Head Teacher it should be reported to Flavie Fleuti, Head of administration. The Head teacher/Head of Administration should report it immediately to the owner of the school, Devika Malik.

If the allegation is against the owner of the school, the person who was told the allegation should report immediately to the LADO (Local Authority Designated Officer).

When an allegation is made against a teacher, the Head Teacher should decide if there is sufficient substance in an allegation to warrant an investigation. The Head Teacher should ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made. The Head Teacher will have previously established contact with the LADO (Local Authority Designated Officer), who is one of the Child Protection Advisers.

The school will take no action until the advice of the LADO is received, however, if advised by the LADO, the member of staff may be suspended whilst the allegations are being investigated. Procedure will then follow the '*Keeping children safe in education*' (DFE-00140-2016) guidance. In serious cases the member of staff may be dismissed from employment.

Contact details for the Tri-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Kembra Healy

Tri Borough Safe Organisation Manager and Local Authority Designated Officer (LADO)

Telephone: 020 8753 5125

Email: kembra.healy@lbhf.gov.uk

Make LADO referral to 020 7361 3013 for Kensington Borough

Email : KCLADO.Enquiries@rbkc.gov.uk

In the event of an allegation being made against a member of staff or abuse on premises, OFSTED must be informed within 14 days.

OFSTED

Piccadilly Gate

Store Street

Manchester

M1 2WD

Tel: 0300 1231231

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VII - Pupil against Pupil

In the case of allegations of abuse by a pupil against another pupil or pupils, the duty of the school is to collect the evidence and pass it on to RBKC Social Services at once.

Managing Peer on Peer allegations

La Petite Ecole Française has put in place safeguards to reduce the likelihood of peer on peer allegations. There is an established ethos of respect, friendship, courtesy and kindness which sets out the school's expectations and consequences for unacceptable behavior together with visible staff presence. The school seeks to educate all pupils on healthy relationships through the curriculum with discussion with the children, however we recognize despite this we need to be alert to peer on peer abuse.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying (*Deliberate or hurtful behaviour over a period of time. See 'Anti-Bullying Policy' for more information*), fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Any peer on peer allegation must be referred to the DSL immediately, using the school's child protection procedures as set out above. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s) advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will also be contacted. Working with external agencies there will usually be a school response to the unacceptable behavior, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected. The victim and perpetrator will be provided with support to prevent any reoccurrence of improper behavior.

Attached to this policy:

- *'Keeping children safe in education' DFE-00140-2016*
- *'What to do if you're worried a child is being abused' DFE-00124-2015*
- *'Working together to safeguard children' DFE-00130-2015*
- *'Prevent duty guidance' - 2015*



La Petite Ecole Française

73 Saint Charles Square

London W10 6EJ

Tel: 0208 960 1278

E-mail: LaPetiteEcoleFrancaise@gmail.com

Directrice Pédagogique: Marjorie Lacassagne

Directrice Administrative: Flavie Fleuti

SAFEGUARDING CHILDREN POLICY

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Directrice Administrative: Flavie Fleuti

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I - Introduction

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in Keeping Children Safe in Education (DfE- 00140-2016) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Child protection is a specific area within safeguarding which concerns a child suffering or likely to suffer significant harm.

- **Statement**

La Petite Ecole Française takes seriously its duty to safeguard and promote the well-being of all pupils. We seek to provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise that all adults, including staff, temporary staff, volunteers and managers, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

- **The aims of this policy are:**

- To support an environment in which children feel safe, secure, valued and respected and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and following the policy's procedures.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure La Petite Ecole Française contributes to assessments of need/risk and support for those children.
- To draw attention to current specific safeguarding issues.
- To highlight the need for all members of the school community to be alert, observant and proactive in matters related to child protection.

This policy takes into account the guidance given in:

'Keeping children safe in education' as well as the safeguarding procedures of the Local Authority (The Royal Borough of Kensington & Chelsea; Local Safeguarding Children Board).

II - Roles

- **The role of La Petite Ecole Française**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. **Our staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.** La Petite Ecole Française understands the role of and actively contributes to the wider safeguarding network of agencies such as the police, health services and social care to promote the welfare of children and protect them from harm.

The school should help parents to understand its responsibility for the welfare of all pupils. The school should make parents aware of the school's Safeguarding Children Policy. The school policies summary - which is given to the parents at the beginning of each academic year – states that the 'Safeguarding Children Policy' is posted on the school's website. It can also be sent to the parents as a hard copy on request.'

- **The role of the Designated Safeguarding Lead**

DESIGNATED SAFEGUARDING LEAD (Child Protection Officer):
DEPUTY DSL: FLAVIE FLEUTI (Head of Administration)

MARJORIE LACASSAGNE (Head Teacher)

The Designated Safeguarding Lead (DSL) undergoes updated child protection training every two years.

The DSL takes the lead responsibility for child protection, including support for staff and information sharing with other agencies, developing policies and staff training.

DSL Responsibilities

- Refer suspected abuse and neglect to the Children Social Care;
- Lead the development and updating of the child protection and other related safeguarding policies, ensuring that staff and children/families/parents are aware of them ;
- Provide support and advice to all members of staff within the School regarding child protection concerns;
- Ensure that cover is provided for the role when absent from the School;
- Ensure that child protection files are copied for new educational establishments when a child moves from the school, and that this file is transferred securely and separately from the main pupil file. Likewise when child protection files are received, acknowledge the safe arrival;
- Ensure that all staff receive appropriate child protection and safeguarding training. The school keeps training records of all staff.
- Cooperate with any requests for information from the local authority.

- **The role of La Petite Ecole Française staff**

Every employee has a responsibility to provide a safe environment in which all children can learn and thrive. All staff members are made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All staff have read the Safeguarding Children Policy and Keeping children safe in education (Part 1). This is recorded by the Deputy Head through the return of a signed and dated acknowledgement form.

At La Petite Ecole Française, we annually update all staff on basic child protection training.

III – Safeguarding, key aspects

The following sections refer to key aspects of the school work which proactively seeks to safeguard our pupils from potential harm or maltreatment. More information can be found in individual policies.

- **Attendance**

We view attendance as a safeguarding issue and absences are rigorously pursued and recorded. The School in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

➤ Please refer to the '*Attendance policy*' and the '*Règlement intérieur*'.

- **E-Safety**

La Petite Ecole Française recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in the school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and our school has a duty to provide children and young people with quality access as part of their learning experience.

It is our duty to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

Students of La Petite Ecole Française never use the Internet without a teacher at school. Comments on Voicethread website made by the students are monitored by the Teachers and the Head Teacher. All email addresses created by the pupils are monitored by the parents who have access to their passwords.

➤ Please refer to the '*E-Safety and acceptable use policy*'

- **Policy on publication of children's photographs**

It is the school's policy that photograph's of children will never be posted on the Internet without the prior consent of the parents. The school blog and Voicethread website are password protected and the password is only given to the parents. The staff are told never to upload photos of themselves with children on the Internet for example, on social networking sites such as 'Facebook'.

➤ Please refer to the school's '*Policy on use of Mobile Phones, Cameras and Recording Devices*'.

- **Safer Recruitment**

The school ensures that recruitment procedures include a check of the possible criminal background of people who will have unsupervised access to children. All the members of staff have to undergo Disclosure and Barring Service (DBS) checks. Further checks are required if a member of staff relocates from another country, such as local criminal checks for the relevant country.

The school is required to report to the DBS within one month of leaving the school and person whose services are no longer used because they are considered as unsuitable to work with children.

Checks are conducted to ensure that none of the staff have been barred from regulated activity relating to children in accordance with the safeguarding vulnerable groups act 2006, and there is no direction made under children's barred list (formerly list 99), or any other disqualification prohibition or restriction having the same effect.

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- **Disqualification by association**

The guidance Keeping Children Safe in Education (2016) states that ‘School staff are potentially disqualified from working in a school, when they “live or work in the same household” as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves.’ ‘Schools must ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision’.

All staff must complete a disclosure for disqualification form to demonstrate they are safe to work with children. This form is given at the start of the year and on annual basis.

Should it be discovered that a person may meet the criteria for disqualification it is recommended to contact Devika Malik, the owner of the school and the Local Authority Designated Officer (LADO) as a matter of priority to discuss the next steps, in particular concerning the deployment of the member of staff effected.

Contact details for the Tri-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Kembra Healy

Tri Borough Safe Organisation Manager and Local Authority Designated Officer (LADO)

Telephone: 020 8753 5125

Email: kembra.healy@lbhf.gov.uk

Make LADO referral to 020 7361 3013 for Kensington Borough

Email : KCLADO.Enquiries@rbkc.gov.uk

- **Staff Conduct**

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers appropriate dress, appropriate behaviour, the use of appropriate boundaries and the safe use of technology.

- Appropriate and safe staff conduct is supported in the following policies:
‘Safe Recruitment policies’; ‘No smoking policy’ and ‘Alcohol and other substances policy’.

All paid and unpaid members of staff receive regular basic awareness and child protection training.

- **Training**

The designated persons have to undergo training every 2 years with updates annually.

The Local Authority comes to the school every two years to provide training to all staff. The DSL gives a safeguarding training during induction day for new staff and gives updates to all the staff every year.

The training of the designated person should be to a standard set by the LSCB (Local Safeguarding Children Board). The training for the designated person should include extensive interagency work.

It is the management’s commitment that the ‘safeguarding children policy’ is reviewed annually and that any deficiencies or weaknesses in child protection are remedied immediately.

- *Child protection course for designated persons* attended by Severine Laloux (deputy head teacher) in June, 2013
- *SEN Course* attended by Marie Ademosu (teacher) May 2013.
- *Child Protection course – Level 3* attended by Etienne Prevot (head teacher) on 7th July 2015
- *Safeguarding children* attended by all members of staff on 1st September, 2015
- *Advanced Safeguarding (level 3)* attended by Marjorie Lacassagne on 17th August, 2016
- *Safeguarding children* attended by new members of staff on 1st September, 2016

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- *Safeguarding children* attended by all staff on 5th October, 2016
- *Advanced Safeguarding (level 3)* attended by Flavie Fleuti on 10th December, 2016
- *Safeguarding children* attended by new members of staff on 31st August, 2017

- **Visitors**

The school vets all volunteers and visitors.

When managing visitors the following points must be adhered:

- Visitors are asked to show identification;
- All visitors must sign in at the main reception and wear visitors badges at all times;
- Staff should check/verbally challenge any strangers within the school premises if concerned;
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose;
- The school has installed an intruder alarm and uses a drill procedure at least twice a year.
 - For security procedures, please refer to : ‘*Security procedure*’, ‘*CCTV policy*’, ‘*Risk assessment and Fire Policy*’ and ‘*Plan Particulier de Mise en Surete (PPMS) de La Petite Ecole Française*’.

All the premises are safe and all doors and windows are locked.

- **Physical contact with pupils**

It is unrealistic to suggest that teachers should touch pupils only in emergencies. Particularly with younger pupils, touching them is inevitable and can give welcome reassurance to the child. It is however important for teachers to be sensitive to a child’s reaction to physical contact and to act appropriately.

In extreme cases, which rarely occur, a teacher might have to physically restrain a pupil to prevent him or her causing injury to him or herself, to others or to property. In such instances no more than the minimum necessary force should be used and the teacher should seek to avoid causing injury to the pupil.

A MEMBER OF STAFF SHOULD NEVER GIVE A LIFT TO A PUPIL

- Please also refer to ‘*Behaviour management policy*’.

- **Contribution of the curriculum**

It is paramount that there is an environment of trust within the school and that the children feel that they can speak freely and openly about their concerns. Courses in personal and social education (PSHE) are part of the school curriculum and called ‘*Citizenship and moral education*’. In addition, the English teacher has a particular focus on the social and emotional aspects of the child’s development.

All children will know that there are adults in the School whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

- Please also refer to ‘*Role of key person and settling in policy and procedure*’

- **British values**

La Petite Ecole Française develops a bespoke programme to deliver on the Government’s expectation of British Values. These values are shared with the French curriculum in ‘*Citizenship and moral education*’ and will be taught both explicitly and discretely, and as is age-appropriate.

- **Whistle-blowing Procedures**

All staff should feel confident to raise concerns regarding the school’s safeguarding procedures. In the first instance the matter should be raised with the DSL – Marjorie Lacassagne (Head Teacher). If the matter remains unresolved then the member of staff should report the matter in confidence to Flavie Fleuti or if unavailable, the owner of the school, Devika Malik. Any safeguarding concerns against Devika Malik should be reported to the Local Authority Designated Officer (LADO).

- **Specific safeguarding issues**

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Our School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage.

-Domestic abuse

The School is aware that children's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding Policies and Procedures will be used to protect children exposed to, and at risk from, domestic abuse.

-Forced marriage

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons. Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the School's Safeguarding Policies will be used to protect a victim or potential victim of forced marriage.

If and when a case of forced marriage is suspected, parents and carers will not be approached or involved in a referral to any other agencies.

-Fabricated illness

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid;
- Induction of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical investigations and/or treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration. The emotional impact of this on the child should always be considered.

There may be a number of explanations for these circumstances and each requires careful consideration and review.

Concerns about a child's health should be discussed with a health professional who is involved with the child.

Staff should be alert to the possibility of fabricated illness when a child:

- has frequent and unexplained absences from school, particularly from PE lessons;
- has regular absences to keep a doctor's or a hospital appointment;
- is frequently unwell and parents repeatedly claim that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers/ early years staff have not themselves noticed eg headaches, tummy aches, dizzy spells, blank episodes, frequent contact with opticians and/or dentists or referrals for second opinions.

If a teacher suspects that a child may be subject to fabricated illness, they discuss their concerns with the DSL and referred to children's social care. The child's carers should not be informed about this.

-Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should discuss the case with the DSL. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority children's social care and the police, regardless of whether the victim is engaging with services or not.

Tri 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: 020 7598 4640 / 07971 322 482

Sarah.stalker@rbkc.gov.uk

-Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

This is a legal duty upon all regulated Teachers, Health care staff and Social Workers in England and Wales to **report known cases of FGM affecting girls under 18 to the Police**. A case may become known because a child has disclosed the abuse, or because there are physical signs of FGM detected during a health care episode. FGM is child abuse, and therefore all professionals have an existing duty to report FGM to Children Services under safeguarding procedures. However, this legislation makes the individual practitioner accountable for directly reporting the information to the Police. The practitioner who receives the disclosure or makes the observation cannot transfer the responsibility to another person and must make the report themselves although they should alert their safeguarding lead to the case.

Best practice is that the report should be made by the end of the next working day. The guidance allows professionals up to one month in order to comply with the legislation, if an immediate report is considered to place the child at risk. In this case you must consult with your designated safeguarding lead, and seek advice from Children's services. Professionals should keep in mind that the consequence of delaying a report is that other girls in the family network could be left at risk of being cut too. Therefore it is strongly advised that advice is sought from Children's services before the decision to delay a report.

**Specialist advice can be obtained from Gourita Gibbs – Child protection adviser
in Hammersmith and Fulham, Kensington and Chelsea and Westminster.**

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Directrice Administrative: Flavie Fleuti

Reviewed: ML/DM/FF 28/09/17

Direct line : 020 7641 1610
ggibbs@westminster.gov.uk

Schools can also seek advice from Hilary Shaw, Safeguarding in Education lead.

How to make the report? Professions are advised to **make the report by calling 101**, the single non-emergency Police number. In the event that you have any difficulty referring via that route, please contact Children's services who can support you to contact the Child Abuse Investigation Police Team (CAIT) directly. In an emergency situation you are advised to call 999.

It can be really difficult to decide whether to make a referral or not in FGM cases; if in doubt always consult the DSL, and Shruti Clayton (FGM Lead Practitioner), Hilary Shaw (Safeguarding Lead in Education) or your local Children's Services Team who can offer advice on guidance on whether you should make a referral in the circumstances.

POLICE: call TEL: 101 to report a direct disclosure of FGM from a child or a visual confirmation of FGM.

Gourita Gibbs – FGM – Advice/Guidance – Child protection Advisor – TEL: 0207 641 1610

Hilary Shaw – Safeguarding in Education Lead – TEL: 0781 736 5519

-Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Prevent Duty : From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ('the CTSA 2015'), in the exercise of their functions, to have 'due regard (under section 13) to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent Duty.

What to look for ?

Individually the following signs may not show evidence of radicalisation but in combination may mean the young person is subject to radicalising or extremist influences:

- out of character changes in dress, behaviour and beliefs;
- changes in their friendship group or associating with people who hold extremist beliefs;
- losing interest in previous activities;
- changes in use of social media with increased secrecy;
- owning several mobile phones or devices;
- showing sympathy for extremist causes;
- advocating extremist messages;
- glorifying violence;

-accessing extremist literature and imagery.

Procedure: School staff should use their professional judgement in identifying children who might be at risk of radicalisation and must report this concern to the DSL who may decide to make a referral to the Channel programme and to the RBKC Social services.

Bi-Borough PREVENT – Advice, guidance, training queries and referrals to Channel Panel
Jake Butterworth - Bi-borough Prevent school and college officer – Counter Extremism
020 8753 5843

Email: jake.butterworth@lbhf.gov.uk

Secure email : jake.butterworth@lbhf.gcsx.gov.uk

Please see further policies in regard to:

- *'Information and complaints'*;
- *'Premises and security'*;
- *'Outings'*;
- *'Equality of opportunities'*;
- *'Medicines, Illnesses and injuries'*;
- *'Food and Drink'*;
- *'No smoking'*;
- *'Safe recruitment'*;
- *'Alcohol/Other substances'*;
- *'Suitable people'*;
- *'Staffing arrangements'*;
- *'Risk assessment and fire'*;
- *'Premises guideline'*;
- *'Leadership and organisation'*.

IV - What is abuse?

- **Child abuse can include the following categories:**
 - **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, 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.
 - **Emotional abuse** (is the persistent emotional maltreatment of a child such as a cause of 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 involve serious bullying (including cyber-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.)
 - **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 in a child.)
 - **Sexual abuse** (Sexual abuse involves forcing or enticing a child 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 include contact activities or non-contact activities.)
- **Identifying abuse**

Because of their day-to-day contact with children, teachers and staff in our school are well placed to observe outward signs of abuse.

If a child is in immediate danger or is at risk of harm, the DSL must refer to police or social care without delay, so it is important staff share any concerns in a timely manner to ensure children are safe. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When worried about the welfare of a child, staff members should always act in the interests of the child and report any concerns as per La Petite Ecole Française procedures as set out below.

All members of staff should be particularly alert to signs of abuse:

- Significant changes in child's behaviour
- Deterioration in general well-being
- Unexplained bruising or marks, laceration or burns which may be signs of physical abuse
- Signs of neglect.
- Emotional abuse, which may exhibit changes in child's behavior.
- Sexual abuse, which may exhibit physical signs or behavioural changes.
- Comments a child makes which gives cause for concern
- Something the person/parent has told you
- Something another professional said or did

Special Education Needs (SEN) are particularly vulnerable to abuse.

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Extra care should be taken to interpret correctly apparent signs of abuse and neglect. The DSL should work closely with the SEN co-ordinators if there are safeguarding concerns.

- Please also refer to '*Special Educational Needs policy*'.

PLEASE SEE BELOW FOR FURTHER SIGNS OF ABUSE

SIGNS OF NEGLECT

- There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing, severe failure to meet a child's needs. Here are some signs of possible neglect:
- if the child seems underweight and is very small for their age
- if they are poorly clothed, with inadequate protection from the weather
- if they are often absent from school for no apparent reason
- if they are regularly left alone, or in charge of younger brothers or sisters.

SIGNS OF EMOTIONAL ABUSE

- Aggressive, disruptive, and sometimes illegal behaviour
- Anger and rage, or feelings of sadness or other symptoms of depression
- Anxiety or fears, or flashbacks and nightmares
- Changes in a child's behaviour or school performance
- Lack of interest in surroundings
- Passive or withdrawn behavior
- Poor self-image
- Lack of confidence.

SIGNS OF PHYSICAL ABUSE

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns.

BEHAVIORAL SIGNS

- If a child is being physically abused, their behaviour may change in one or more of the following ways:
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol.

SIGNS OF SEXUAL ABUSE

- Children who are being abused may show a number of physical and emotional changes. But remember that these signs do not always mean that a child is being abused - there may be other explanations.
- **Physical signs of abuse**
- pain, itching, bruising or bleeding in the genital or anal areas
- genital discharge or urinary tract infections
- stomach pains or discomfort walking or sitting
- sexually transmitted infections.

BEHAVIORAL SIGNS OF SEXUAL ABUSE

- These might include a marked change in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically.
- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected.
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities.
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age.
- The child may describe receiving special attention from a particular adult, or refer to a new, 'secret' friendship with an adult or young person.

V – Child protection

- **The importance of communicating our concerns**

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many Serious Case Reviews (SCRs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action. Children may disclose abuse, in which case the decision to share information is clear.

In other cases, for example, neglect, the indicators may be more subtle and appear over time. In these cases, decisions about what information to share, and when, will be more difficult to judge. Everyone should be aware of the potential for children to be sexually exploited for money, power or status and individuals should adopt an open and inquiring mind to what could be underlying reasons for behaviour changes in children of all ages. If a member of La Petite Ecole Française community has concerns about a child's welfare, or believes they are at risk of harm, they should share the information as per the school policy's procedures. Security of information sharing must always be considered and should be proportionate to the sensitivity of the information and the circumstances. If it is thought that a crime has been committed and/or a child is at immediate risk, the police will be notified without delay.

The most important consideration is whether sharing information is likely to safeguard and protect a child.

- **Child Protection procedure**

1. Decide whether you need to find out more by asking the child, or their parent with tact and sympathy to clarify your concerns, being careful to use open questions :

-Staff should not ask leading questions as this can later be interpreted as putting idea into the child's mind.

-Staff should never interview a child on his/her own. The chief task is to listen to the child without interruption and to make a note of the discussion. It is important to avoid asking the child to repeat themselves.

In some cases, such as sexual abuse or physical abuse especially when they are marks on the child, teachers should not discuss their suspicions with the parents as they may be the abusers.

2. Let the child know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. The child should be informed that their comments may be passed on to the relevant authorities. Do not promise to keep what s/he tells you secret.

3. Inform the DSL immediately who holds specific responsibility for child protection. If the DSL is not available, inform the Deputy Head, Flavie Fleuti. If she is not available, speak to the owner of the school, Devika Malik. If there is no other member of staff available, you must make the referral yourself.

4. Make a written record as soon as possible after the event, noting:

- a. Name of child ;
- b. Date, time and place ;
- c. Who else was present ;

- d. What was said / What happened / What you noticed ... speech, behaviour, mood, drawings, games or appearance ;
- e. If child or parent spoke, record their words verbatim (word to word) if possible and avoid personal interpretation;
- f. Analysis of what you observed and why it is a cause for concern.

5. The evidence needs to be passed ASAP to the local authority and no longer than 24hours after the information comes to light. The DSL may take advice from the Consultation and Advice service of the Local Safeguarding Children Board (LSCB) of Kensington and Chelsea on the best way to proceed.

6. The DSL will make a decision whether to refer the matter to the appropriate Local Authority's Children Social Care Department. The referral will note all previous interventions by the school with the child, any relevant history relating to the child, their siblings or the family.

7. The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared. The DSL will be open and honest with any parent involved from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

8. The DSL informs parent that they have made a CP referral, if the parent does not already know, and if there is no reason not to let them know. Children Social Services may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure).

9. The DSL remains in close communication with other professionals around the child and with the family, in order to share any updates about the child. If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe;
- Attend a child protection conference when invited and provide updated information about the child;
- Attend any subsequent child protection review conferences;
- Attend core group meetings and take an active role in the implementation of the protection plan.

- **Data protection / confidentiality**

Confidentiality will be respected in connexion with all the Child protection procedure.

Our duty:

The Data Protection Act 1998 allows us to hold information about children and families as part of our duty to support families. However, the law says we must:

- only hold information that we need to help families;
- only use the information for that reason;
- make sure the information we hold is accurate;
- keep the information only for as long as it is needed;
- make sure we only use the information lawfully and not breach your rights as the owner of this information;
- keep the information secure at all times.

Record Keeping:

Notes and records related to child protection issues must be kept away from the child's school file and locked up securely and data will be stored securely on the DSL's computer or the Deputy Head's computer

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which are located in the office. It is the responsibility of DSL to review the notes of concern and to regularly evaluate whether it continues to be a child protection issue.

- **Child subject to a Child Protection (CP) Plan**

The school will monitor pupils who are subject to a CP plan.

When a pupil who is subject to a CP plan is absent or shows signs that suggest deterioration in his/her home circumstances, the education welfare officer or the child's key worker should be alerted. Any unexplained absence of a child who is subject to a CP plan will be notified to the LSCB (Local Safeguarding Children Board) from the first day of absence.

- **Link with agencies and support services:**

Principal agencies involved in investigating and dealing with child protection are:

-Kensington and Chelsea social services departments.

Child protection Referrals, Consultation and advice about a child/ young person resident in RBKC

RBKC Duty Line : 020 73613013

**RBKC Social Services Emergency Duty Team (out of hours):
020 73613013**

Contact in Kensington and Chelsea :

Rupinder Virdee (Tri Borough Safeguarding Practice Lead) on 07981 155 271

Yasinta Martin (Child Protection Advisor) on 07980 742 708

Sarah Stalker (Child Protection Advisor) on 07971 322 482 (Mon/Tues/Wed only)

You can also speak to:

Hilary Shaw (Tri Borough Safeguarding in Schools and Education Officer) on 07817 365 519.

If Hilary Shaw is unavailable, you can speak with Marissa Asli-Bangura (Liaison and Training Co-ordinator) who will be able to signpost you to the relevant duty child protection advisor in Hilary's absence on 07739 315 432.

-Kensington and Chelsea Police.

-NSPCC

NSPCC Whistle blowing helpline: 0800 028 0285

-Health Professionals

-Education psychologists

-And other local authority services

VI - Allegations against staff

The school follows the following procedure for dealing with allegations against a member of staff:

Children who report a member of staff has abused them must be listened to and heard. On no account should suggestion be made to children as to alternative explanations for their worries. A written and dated record should be made of the allegations as soon as possible.

While acknowledging the need to create an environment conducive to speaking freely, teachers should make it clear that, in some circumstances, teachers are expected to pass on what they are told. Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Head Teacher unless the Head Teacher is the person against whom the allegation is made. If the Head Teacher is not available or the allegation is against the Head Teacher it should be reported to Flavie Fleuti, Head of administration. The Head teacher/Head of Administration should report it immediately to the owner of the school, Devika Malik.

If the allegation is against the owner of the school, the person who was told the allegation should report immediately to the LADO (Local Authority Designated Officer).

When an allegation is made against a teacher, the Head Teacher should decide if there is sufficient substance in an allegation to warrant an investigation. The Head Teacher should ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made. The Head Teacher will have previously established contact with the LADO (Local Authority Designated Officer), who is one of the Child Protection Advisers.

The school will take no action until the advice of the LADO is received, however, if advised by the LADO, the member of staff may be suspended whilst the allegations are being investigated. Procedure will then follow the '*Keeping children safe in education*' (DFE-00140-2016) guidance. In serious cases the member of staff may be dismissed from employment.

Contact details for the Tri-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Kembra Healy

Tri Borough Safe Organisation Manager and Local Authority Designated Officer (LADO)

Telephone: 020 8753 5125

Email: kembra.healy@lbhf.gov.uk

Make LADO referral to 020 7361 3013 for Kensington Borough

Email : KCLADO.Enquiries@rbkc.gov.uk

In the event of an allegation being made against a member of staff or abuse on premises, OFSTED must be informed within 14 days.

OFSTED

Piccadilly Gate

Store Street

Manchester

M1 2WD

Tel: 0300 1231231

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VII - Pupil against Pupil

In the case of allegations of abuse by a pupil against another pupil or pupils, the duty of the school is to collect the evidence and pass it on to RBKC Social Services at once.

Managing Peer on Peer allegations

La Petite Ecole Française has put in place safeguards to reduce the likelihood of peer on peer allegations. There is an established ethos of respect, friendship, courtesy and kindness which sets out the school's expectations and consequences for unacceptable behavior together with visible staff presence. The school seeks to educate all pupils on healthy relationships through the curriculum with discussion with the children, however we recognize despite this we need to be alert to peer on peer abuse.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying (*Deliberate or hurtful behaviour over a period of time. See 'Anti-Bullying Policy' for more information*), fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Any peer on peer allegation must be referred to the DSL immediately, using the school's child protection procedures as set out above. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s) advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will also be contacted. Working with external agencies there will usually be a school response to the unacceptable behavior, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected. The victim and perpetrator will be provided with support to prevent any reoccurrence of improper behavior.

Attached to this policy:

- *'Keeping children safe in education' DFE-00140-2016*
- *'What to do if you're worried a child is being abused' DFE-00124-2015*
- *'Working together to safeguard children' DFE-00130-2015*
- *'Prevent duty guidance' - 2015*



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SAFEGUARDING CHILDREN POLICY

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I - Introduction

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in Keeping Children Safe in Education (DfE- 00140-2016) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Child protection is a specific area within safeguarding which concerns a child suffering or likely to suffer significant harm.

- **Statement**

La Petite Ecole Française takes seriously its duty to safeguard and promote the well-being of all pupils. We seek to provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise that all adults, including staff, temporary staff, volunteers and managers, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

- **The aims of this policy are:**

- To support an environment in which children feel safe, secure, valued and respected and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and following the policy's procedures.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure La Petite Ecole Française contributes to assessments of need/risk and support for those children.
- To draw attention to current specific safeguarding issues.
- To highlight the need for all members of the school community to be alert, observant and proactive in matters related to child protection.

This policy takes into account the guidance given in:

'Keeping children safe in education' as well as the safeguarding procedures of the Local Authority (The Royal Borough of Kensington & Chelsea; Local Safeguarding Children Board).

II - Roles

- **The role of La Petite Ecole Française**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. **Our staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.** La Petite Ecole Française understands the role of and actively contributes to the wider safeguarding network of agencies such as the police, health services and social care to promote the welfare of children and protect them from harm.

The school should help parents to understand its responsibility for the welfare of all pupils. The school should make parents aware of the school's Safeguarding Children Policy. The school policies summary - which is given to the parents at the beginning of each academic year – states that the 'Safeguarding Children Policy' is posted on the school's website. It can also be sent to the parents as a hard copy on request.'

- **The role of the Designated Safeguarding Lead**

DESIGNATED SAFEGUARDING LEAD (Child Protection Officer):
DEPUTY DSL: FLAVIE FLEUTI (Head of Administration)

MARJORIE LACASSAGNE (Head Teacher)

The Designated Safeguarding Lead (DSL) undergoes updated child protection training every two years.

The DSL takes the lead responsibility for child protection, including support for staff and information sharing with other agencies, developing policies and staff training.

DSL Responsibilities

- Refer suspected abuse and neglect to the Children Social Care;
- Lead the development and updating of the child protection and other related safeguarding policies, ensuring that staff and children/families/parents are aware of them ;
- Provide support and advice to all members of staff within the School regarding child protection concerns;
- Ensure that cover is provided for the role when absent from the School;
- Ensure that child protection files are copied for new educational establishments when a child moves from the school, and that this file is transferred securely and separately from the main pupil file. Likewise when child protection files are received, acknowledge the safe arrival;
- Ensure that all staff receive appropriate child protection and safeguarding training. The school keeps training records of all staff.
- Cooperate with any requests for information from the local authority.

- **The role of La Petite Ecole Française staff**

Every employee has a responsibility to provide a safe environment in which all children can learn and thrive. All staff members are made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All staff have read the Safeguarding Children Policy and Keeping children safe in education (Part 1). This is recorded by the Deputy Head through the return of a signed and dated acknowledgement form.

At La Petite Ecole Française, we annually update all staff on basic child protection training.

III – Safeguarding, key aspects

The following sections refer to key aspects of the school work which proactively seeks to safeguard our pupils from potential harm or maltreatment. More information can be found in individual policies.

- **Attendance**

We view attendance as a safeguarding issue and absences are rigorously pursued and recorded. The School in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

➤ Please refer to the '*Attendance policy*' and the '*Règlement intérieur*'.

- **E-Safety**

La Petite Ecole Française recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in the school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and our school has a duty to provide children and young people with quality access as part of their learning experience.

It is our duty to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

Students of La Petite Ecole Française never use the Internet without a teacher at school. Comments on Voicethread website made by the students are monitored by the Teachers and the Head Teacher. All email addresses created by the pupils are monitored by the parents who have access to their passwords.

➤ Please refer to the '*E-Safety and acceptable use policy*'

- **Policy on publication of children's photographs**

It is the school's policy that photograph's of children will never be posted on the Internet without the prior consent of the parents. The school blog and Voicethread website are password protected and the password is only given to the parents. The staff are told never to upload photos of themselves with children on the Internet for example, on social networking sites such as 'Facebook'.

➤ Please refer to the school's '*Policy on use of Mobile Phones, Cameras and Recording Devices*'.

- **Safer Recruitment**

The school ensures that recruitment procedures include a check of the possible criminal background of people who will have unsupervised access to children. All the members of staff have to undergo Disclosure and Barring Service (DBS) checks. Further checks are required if a member of staff relocates from another country, such as local criminal checks for the relevant country.

The school is required to report to the DBS within one month of leaving the school and person whose services are no longer used because they are considered as unsuitable to work with children.

Checks are conducted to ensure that none of the staff have been barred from regulated activity relating to children in accordance with the safeguarding vulnerable groups act 2006, and there is no direction made under children's barred list (formerly list 99), or any other disqualification prohibition or restriction having the same effect.

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- **Disqualification by association**

The guidance Keeping Children Safe in Education (2016) states that ‘School staff are potentially disqualified from working in a school, when they “live or work in the same household” as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves.’ ‘Schools must ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision’.

All staff must complete a disclosure for disqualification form to demonstrate they are safe to work with children. This form is given at the start of the year and on annual basis.

Should it be discovered that a person may meet the criteria for disqualification it is recommended to contact Devika Malik, the owner of the school and the Local Authority Designated Officer (LADO) as a matter of priority to discuss the next steps, in particular concerning the deployment of the member of staff effected.

Contact details for the Tri-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Kembra Healy

Tri Borough Safe Organisation Manager and Local Authority Designated Officer (LADO)

Telephone: 020 8753 5125

Email: kembra.healy@lbhf.gov.uk

Make LADO referral to 020 7361 3013 for Kensington Borough

Email : KCLADO.Enquiries@rbkc.go.uk

- **Staff Conduct**

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers appropriate dress, appropriate behaviour, the use of appropriate boundaries and the safe use of technology.

- Appropriate and safe staff conduct is supported in the following policies:
‘Safe Recruitment policies’; ‘No smoking policy’ and ‘Alcohol and other substances policy’.

All paid and unpaid members of staff receive regular basic awareness and child protection training.

- **Training**

The designated persons have to undergo training every 2 years with updates annually.

The Local Authority comes to the school every two years to provide training to all staff. The DSL gives a safeguarding training during induction day for new staff and gives updates to all the staff every year.

The training of the designated person should be to a standard set by the LSCB (Local Safeguarding Children Board). The training for the designated person should include extensive interagency work.

It is the management’s commitment that the ‘safeguarding children policy’ is reviewed annually and that any deficiencies or weaknesses in child protection are remedied immediately.

- *Child protection course for designated persons* attended by Severine Laloux (deputy head teacher) in June, 2013
- *SEN Course* attended by Marie Ademosu (teacher) May 2013.
- *Child Protection course – Level 3* attended by Etienne Prevot (head teacher) on 7th July 2015
- *Safeguarding children* attended by all members of staff on 1st September, 2015
- *Advanced Safeguarding (level 3)* attended by Marjorie Lacassagne on 17th August, 2016
- *Safeguarding children* attended by new members of staff on 1st September, 2016

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- *Safeguarding children* attended by all staff on 5th October, 2016
- *Advanced Safeguarding (level 3)* attended by Flavie Fleuti on 10th December, 2016
- *Safeguarding children* attended by new members of staff on 31st August, 2017

- **Visitors**

The school vets all volunteers and visitors.

When managing visitors the following points must be adhered:

- Visitors are asked to show identification;
- All visitors must sign in at the main reception and wear visitors badges at all times;
- Staff should check/verbally challenge any strangers within the school premises if concerned;
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose;
- The school has installed an intruder alarm and uses a drill procedure at least twice a year.
 - For security procedures, please refer to : ‘*Security procedure*’, ‘*CCTV policy*’, ‘*Risk assessment and Fire Policy*’ and ‘*Plan Particulier de Mise en Surete (PPMS) de La Petite Ecole Française*’.

All the premises are safe and all doors and windows are locked.

- **Physical contact with pupils**

It is unrealistic to suggest that teachers should touch pupils only in emergencies. Particularly with younger pupils, touching them is inevitable and can give welcome reassurance to the child. It is however important for teachers to be sensitive to a child’s reaction to physical contact and to act appropriately.

In extreme cases, which rarely occur, a teacher might have to physically restrain a pupil to prevent him or her causing injury to him or herself, to others or to property. In such instances no more than the minimum necessary force should be used and the teacher should seek to avoid causing injury to the pupil.

A MEMBER OF STAFF SHOULD NEVER GIVE A LIFT TO A PUPIL

- Please also refer to ‘*Behaviour management policy*’.

- **Contribution of the curriculum**

It is paramount that there is an environment of trust within the school and that the children feel that they can speak freely and openly about their concerns. Courses in personal and social education (PSHE) are part of the school curriculum and called ‘*Citizenship and moral education*’. In addition, the English teacher has a particular focus on the social and emotional aspects of the child’s development.

All children will know that there are adults in the School whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

- Please also refer to ‘*Role of key person and settling in policy and procedure*’

- **British values**

La Petite Ecole Française develops a bespoke programme to deliver on the Government’s expectation of British Values. These values are shared with the French curriculum in ‘*Citizenship and moral education*’ and will be taught both explicitly and discretely, and as is age-appropriate.

- **Whistle-blowing Procedures**

All staff should feel confident to raise concerns regarding the school’s safeguarding procedures. In the first instance the matter should be raised with the DSL – Marjorie Lacassagne (Head Teacher). If the matter remains unresolved then the member of staff should report the matter in confidence to Flavie Fleuti or if unavailable, the owner of the school, Devika Malik. Any safeguarding concerns against Devika Malik should be reported to the Local Authority Designated Officer (LADO).

- **Specific safeguarding issues**

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Our School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage.

-Domestic abuse

The School is aware that children's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding Policies and Procedures will be used to protect children exposed to, and at risk from, domestic abuse.

-Forced marriage

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons. Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the School's Safeguarding Policies will be used to protect a victim or potential victim of forced marriage.

If and when a case of forced marriage is suspected, parents and carers will not be approached or involved in a referral to any other agencies.

-Fabricated illness

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid;
- Induction of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical investigations and/or treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration. The emotional impact of this on the child should always be considered.

There may be a number of explanations for these circumstances and each requires careful consideration and review.

Concerns about a child's health should be discussed with a health professional who is involved with the child.

Staff should be alert to the possibility of fabricated illness when a child:

- has frequent and unexplained absences from school, particularly from PE lessons;
- has regular absences to keep a doctor's or a hospital appointment;
- is frequently unwell and parents repeatedly claim that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers/ early years staff have not themselves noticed eg headaches, tummy aches, dizzy spells, blank episodes, frequent contact with opticians and/or dentists or referrals for second opinions.

If a teacher suspects that a child may be subject to fabricated illness, they discuss their concerns with the DSL and referred to children's social care. The child's carers should not be informed about this.

-Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should discuss the case with the DSL. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority children's social care and the police, regardless of whether the victim is engaging with services or not.

Tri 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: 020 7598 4640 / 07971 322 482

Sarah.stalker@rbkc.gov.uk

-Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

This is a legal duty upon all regulated Teachers, Health care staff and Social Workers in England and Wales to **report known cases of FGM affecting girls under 18 to the Police**. A case may become known because a child has disclosed the abuse, or because there are physical signs of FGM detected during a health care episode. FGM is child abuse, and therefore all professionals have an existing duty to report FGM to Children Services under safeguarding procedures. However, this legislation makes the individual practitioner accountable for directly reporting the information to the Police. The practitioner who receives the disclosure or makes the observation cannot transfer the responsibility to another person and must make the report themselves although they should alert their safeguarding lead to the case.

Best practice is that the report should be made by the end of the next working day. The guidance allows professionals up to one month in order to comply with the legislation, if an immediate report is considered to place the child at risk. In this case you must consult with your designated safeguarding lead, and seek advice from Children's services. Professionals should keep in mind that the consequence of delaying a report is that other girls in the family network could be left at risk of being cut too. Therefore it is strongly advised that advice is sought from Children's services before the decision to delay a report.

**Specialist advice can be obtained from Gourita Gibbs – Child protection adviser
in Hammersmith and Fulham, Kensington and Chelsea and Westminster.**

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Direct line : 020 7641 1610
ggibbs@westminster.gov.uk

Schools can also seek advice from Hilary Shaw, Safeguarding in Education lead.

How to make the report? Professions are advised to **make the report by calling 101**, the single non-emergency Police number. In the event that you have any difficulty referring via that route, please contact Children's services who can support you to contact the Child Abuse Investigation Police Team (CAIT) directly. In an emergency situation you are advised to call 999.

It can be really difficult to decide whether to make a referral or not in FGM cases; if in doubt always consult the DSL, and Shruti Clayton (FGM Lead Practitioner), Hilary Shaw (Safeguarding Lead in Education) or your local Children's Services Team who can offer advice on guidance on whether you should make a referral in the circumstances.

POLICE: call TEL: 101 to report a direct disclosure of FGM from a child or a visual confirmation of FGM.

Gourita Gibbs – FGM – Advice/Guidance – Child protection Advisor – TEL: 0207 641 1610

Hilary Shaw – Safeguarding in Education Lead – TEL: 0781 736 5519

-Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Prevent Duty : From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ('the CTSA 2015'), in the exercise of their functions, to have 'due regard (under section 13) to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent Duty.

What to look for ?

Individually the following signs may not show evidence of radicalisation but in combination may mean the young person is subject to radicalising or extremist influences:

- out of character changes in dress, behaviour and beliefs;
- changes in their friendship group or associating with people who hold extremist beliefs;
- losing interest in previous activities;
- changes in use of social media with increased secrecy;
- owning several mobile phones or devices;
- showing sympathy for extremist causes;
- advocating extremist messages;
- glorifying violence;

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-accessing extremist literature and imagery.

Procedure: School staff should use their professional judgement in identifying children who might be at risk of radicalisation and must report this concern to the DSL who may decide to make a referral to the Channel programme and to the RBKC Social services.

Bi-Borough PREVENT – Advice, guidance, training queries and referrals to Channel Panel
Jake Butterworth - Bi-borough Prevent school and college officer – Counter Extremism
020 8753 5843

Email: jake.butterworth@lbhf.gov.uk

Secure email : jake.butterworth@lbhf.gcsx.gov.uk

Please see further policies in regard to:

- *‘Information and complaints’*;
- *‘Premises and security’*;
- *‘Outings’*;
- *‘Equality of opportunities’*;
- *‘Medicines, Illnesses and injuries’*;
- *‘Food and Drink’*;
- *‘No smoking’*;
- *‘Safe recruitment’*;
- *‘Alcohol/Other substances’*;
- *‘Suitable people’*;
- *‘Staffing arrangements’*;
- *‘Risk assessment and fire’*;
- *‘Premises guideline’*;
- *‘Leadership and organisation’*.

IV - What is abuse?

- **Child abuse can include the following categories:**
 - **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, 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.
 - **Emotional abuse** (is the persistent emotional maltreatment of a child such as a cause of 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 involve serious bullying (including cyber-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.)
 - **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 in a child.)
 - **Sexual abuse** (Sexual abuse involves forcing or enticing a child 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 include contact activities or non-contact activities.)
- **Identifying abuse**

Because of their day-to-day contact with children, teachers and staff in our school are well placed to observe outward signs of abuse.

If a child is in immediate danger or is at risk of harm, the DSL must refer to police or social care without delay, so it is important staff share any concerns in a timely manner to ensure children are safe. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When worried about the welfare of a child, staff members should always act in the interests of the child and report any concerns as per La Petite Ecole Française procedures as set out below.

All members of staff should be particularly alert to signs of abuse:

- Significant changes in child's behaviour
- Deterioration in general well-being
- Unexplained bruising or marks, laceration or burns which may be signs of physical abuse
- Signs of neglect.
- Emotional abuse, which may exhibit changes in child's behavior.
- Sexual abuse, which may exhibit physical signs or behavioural changes.
- Comments a child makes which gives cause for concern
- Something the person/parent has told you
- Something another professional said or did

Special Education Needs (SEN) are particularly vulnerable to abuse.

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Extra care should be taken to interpret correctly apparent signs of abuse and neglect. The DSL should work closely with the SEN co-ordinators if there are safeguarding concerns.

- Please also refer to '*Special Educational Needs policy*'.

PLEASE SEE BELOW FOR FURTHER SIGNS OF ABUSE

SIGNS OF NEGLECT

- There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing, severe failure to meet a child's needs. Here are some signs of possible neglect:
- if the child seems underweight and is very small for their age
- if they are poorly clothed, with inadequate protection from the weather
- if they are often absent from school for no apparent reason
- if they are regularly left alone, or in charge of younger brothers or sisters.

SIGNS OF EMOTIONAL ABUSE

- Aggressive, disruptive, and sometimes illegal behaviour
- Anger and rage, or feelings of sadness or other symptoms of depression
- Anxiety or fears, or flashbacks and nightmares
- Changes in a child's behaviour or school performance
- Lack of interest in surroundings
- Passive or withdrawn behavior
- Poor self-image
- Lack of confidence.

SIGNS OF PHYSICAL ABUSE

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns.

BEHAVIORAL SIGNS

- If a child is being physically abused, their behaviour may change in one or more of the following ways:
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol.

SIGNS OF SEXUAL ABUSE

- Children who are being abused may show a number of physical and emotional changes. But remember that these signs do not always mean that a child is being abused - there may be other explanations.
- **Physical signs of abuse**
- pain, itching, bruising or bleeding in the genital or anal areas
- genital discharge or urinary tract infections
- stomach pains or discomfort walking or sitting
- sexually transmitted infections.

BEHAVIORAL SIGNS OF SEXUAL ABUSE

- These might include a marked change in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically.
- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected.
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities.
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age.
- The child may describe receiving special attention from a particular adult, or refer to a new, 'secret' friendship with an adult or young person.

V – Child protection

- **The importance of communicating our concerns**

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many Serious Case Reviews (SCRs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action. Children may disclose abuse, in which case the decision to share information is clear.

In other cases, for example, neglect, the indicators may be more subtle and appear over time. In these cases, decisions about what information to share, and when, will be more difficult to judge. Everyone should be aware of the potential for children to be sexually exploited for money, power or status and individuals should adopt an open and inquiring mind to what could be underlying reasons for behaviour changes in children of all ages. If a member of La Petite Ecole Française community has concerns about a child's welfare, or believes they are at risk of harm, they should share the information as per the school policy's procedures. Security of information sharing must always be considered and should be proportionate to the sensitivity of the information and the circumstances. If it is thought that a crime has been committed and/or a child is at immediate risk, the police will be notified without delay.

The most important consideration is whether sharing information is likely to safeguard and protect a child.

- **Child Protection procedure**

1. Decide whether you need to find out more by asking the child, or their parent with tact and sympathy to clarify your concerns, being careful to use open questions :

-Staff should not ask leading questions as this can later be interpreted as putting idea into the child's mind.

-Staff should never interview a child on his/her own. The chief task is to listen to the child without interruption and to make a note of the discussion. It is important to avoid asking the child to repeat themselves.

In some cases, such as sexual abuse or physical abuse especially when they are marks on the child, teachers should not discuss their suspicions with the parents as they may be the abusers.

2. Let the child know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. The child should be informed that their comments may be passed on to the relevant authorities. Do not promise to keep what s/he tells you secret.

3. Inform the DSL immediately who holds specific responsibility for child protection. If the DSL is not available, inform the Deputy Head, Flavie Fleuti. If she is not available, speak to the owner of the school, Devika Malik. If there is no other member of staff available, you must make the referral yourself.

4. Make a written record as soon as possible after the event, noting:
 - a. Name of child ;
 - b. Date, time and place ;
 - c. Who else was present ;

- d. What was said / What happened / What you noticed ... speech, behaviour, mood, drawings, games or appearance ;
- e. If child or parent spoke, record their words verbatim (word to word) if possible and avoid personal interpretation;
- f. Analysis of what you observed and why it is a cause for concern.

5. The evidence needs to be passed ASAP to the local authority and no longer than 24hours after the information comes to light. The DSL may take advice from the Consultation and Advice service of the Local Safeguarding Children Board (LSCB) of Kensington and Chelsea on the best way to proceed.

6. The DSL will make a decision whether to refer the matter to the appropriate Local Authority's Children Social Care Department. The referral will note all previous interventions by the school with the child, any relevant history relating to the child, their siblings or the family.

7. The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared. The DSL will be open and honest with any parent involved from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

8. The DSL informs parent that they have made a CP referral, if the parent does not already know, and if there is no reason not to let them know. Children Social Services may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure).

9. The DSL remains in close communication with other professionals around the child and with the family, in order to share any updates about the child. If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe;
- Attend a child protection conference when invited and provide updated information about the child;
- Attend any subsequent child protection review conferences;
- Attend core group meetings and take an active role in the implementation of the protection plan.

- **Data protection / confidentiality**

Confidentiality will be respected in connexion with all the Child protection procedure.

Our duty:

The Data Protection Act 1998 allows us to hold information about children and families as part of our duty to support families. However, the law says we must:

- only hold information that we need to help families;
- only use the information for that reason;
- make sure the information we hold is accurate;
- keep the information only for as long as it is needed;
- make sure we only use the information lawfully and not breach your rights as the owner of this information;
- keep the information secure at all times.

Record Keeping:

Notes and records related to child protection issues must be kept away from the child's school file and locked up securely and data will be stored securely on the DSL's computer or the Deputy Head's computer

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which are located in the office. It is the responsibility of DSL to review the notes of concern and to regularly evaluate whether it continues to be a child protection issue.

- **Child subject to a Child Protection (CP) Plan**

The school will monitor pupils who are subject to a CP plan.

When a pupil who is subject to a CP plan is absent or shows signs that suggest deterioration in his/her home circumstances, the education welfare officer or the child's key worker should be alerted. Any unexplained absence of a child who is subject to a CP plan will be notified to the LSCB (Local Safeguarding Children Board) from the first day of absence.

- **Link with agencies and support services:**

Principal agencies involved in investigating and dealing with child protection are:

-Kensington and Chelsea social services departments.

Child protection Referrals, Consultation and advice about a child/ young person resident in RBKC

RBKC Duty Line : 020 73613013

**RBKC Social Services Emergency Duty Team (out of hours):
020 73613013**

Contact in Kensington and Chelsea :

Rupinder Virdee (Tri Borough Safeguarding Practice Lead) on 07981 155 271

Yasinta Martin (Child Protection Advisor) on 07980 742 708

Sarah Stalker (Child Protection Advisor) on 07971 322 482 (Mon/Tues/Wed only)

You can also speak to:

Hilary Shaw (Tri Borough Safeguarding in Schools and Education Officer) on 07817 365 519.

If Hilary Shaw is unavailable, you can speak with Marissa Asli-Bangura (Liaison and Training Co-ordinator) who will be able to signpost you to the relevant duty child protection advisor in Hilary's absence on 07739 315 432.

-Kensington and Chelsea Police.

-NSPCC

NSPCC Whistle blowing helpline: 0800 028 0285

-Health Professionals

-Education psychologists

-And other local authority services

VI - Allegations against staff

The school follows the following procedure for dealing with allegations against a member of staff:

Children who report a member of staff has abused them must be listened to and heard. On no account should suggestion be made to children as to alternative explanations for their worries. A written and dated record should be made of the allegations as soon as possible.

While acknowledging the need to create an environment conducive to speaking freely, teachers should make it clear that, in some circumstances, teachers are expected to pass on what they are told. Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Head Teacher unless the Head Teacher is the person against whom the allegation is made. If the Head Teacher is not available or the allegation is against the Head Teacher it should be reported to Flavie Fleuti, Head of administration. The Head teacher/Head of Administration should report it immediately to the owner of the school, Devika Malik.

If the allegation is against the owner of the school, the person who was told the allegation should report immediately to the LADO (Local Authority Designated Officer).

When an allegation is made against a teacher, the Head Teacher should decide if there is sufficient substance in an allegation to warrant an investigation. The Head Teacher should ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made. The Head Teacher will have previously established contact with the LADO (Local Authority Designated Officer), who is one of the Child Protection Advisers.

The school will take no action until the advice of the LADO is received, however, if advised by the LADO, the member of staff may be suspended whilst the allegations are being investigated. Procedure will then follow the '*Keeping children safe in education*' (DFE-00140-2016) guidance. In serious cases the member of staff may be dismissed from employment.

Contact details for the Tri-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Kembra Healy

Tri Borough Safe Organisation Manager and Local Authority Designated Officer (LADO)

Telephone: 020 8753 5125

Email: kembra.healy@lbhf.gov.uk

Make LADO referral to 020 7361 3013 for Kensington Borough

Email : KCLADO.Enquiries@rbkc.gov.uk

In the event of an allegation being made against a member of staff or abuse on premises, OFSTED must be informed within 14 days.

OFSTED

Piccadilly Gate

Store Street

Manchester

M1 2WD

Tel: 0300 1231231

Directrice Pédagogique: Marjorie Lacassagne

Directrice Administrative: Flavie Fleuti

Reviewed: ML/DM/FF 28/09/17

VII - Pupil against Pupil

In the case of allegations of abuse by a pupil against another pupil or pupils, the duty of the school is to collect the evidence and pass it on to RBKC Social Services at once.

Managing Peer on Peer allegations

La Petite Ecole Française has put in place safeguards to reduce the likelihood of peer on peer allegations. There is an established ethos of respect, friendship, courtesy and kindness which sets out the school's expectations and consequences for unacceptable behavior together with visible staff presence. The school seeks to educate all pupils on healthy relationships through the curriculum with discussion with the children, however we recognize despite this we need to be alert to peer on peer abuse.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying (*Deliberate or hurtful behaviour over a period of time. See 'Anti-Bullying Policy' for more information*), fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Any peer on peer allegation must be referred to the DSL immediately, using the school's child protection procedures as set out above. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s) advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will also be contacted. Working with external agencies there will usually be a school response to the unacceptable behavior, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected. The victim and perpetrator will be provided with support to prevent any reoccurrence of improper behavior.

Attached to this policy:

- *'Keeping children safe in education' DFE-00140-2016*
- *'What to do if you're worried a child is being abused' DFE-00124-2015*
- *'Working together to safeguard children' DFE-00130-2015*
- *'Prevent duty guidance' - 2015*