



# La Petite Ecole Française

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Directrice de l'école : Camie Steuer

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## SAFEGUARDING CHILDREN POLICY

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## I - Introduction

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### **SAFEGUARDING IS ALL STAFF'S RESPONSIBILITY AND WE TAKE A CHILD CENTERED APPROACH.**

**Safeguarding and promoting the welfare of children** (everyone under the age of 18) is defined in Keeping Children Safe in Education DfE Statutory Guidance "Keeping Children Safe in Education 2024:

- protecting children from **maltreatment inside or outside the home, including online;**
- **providing help and support to meet the needs of children as soon as problems emerge**
- 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 timely action to enable all children to have the best outcomes.

**Child protection** is a specific area within safeguarding where there is reasonable cause for concern that a child is suffering or likely to suffer significant harm.+

**All staff have a responsibility to provide a safe environment in which children can learn. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.**

**The Difference between Safeguarding and Child Protection:** Safeguarding is a broader term than child protection. It encompasses all the elements set out above and is what a school must do for all children. Child Protection is part of this definition and refers to activities undertaken to protect children who have been harmed or are at significant risk of being harmed. Where a child is thought to be suffering significant harm, or to be at risk of suffering significant harm, this must be reported to MASH (Multi-Agency Safeguarding Hub) immediately. Action must also be taken to promote the welfare of children who are believed to be in need of additional support, even if they are not suffering harm or at immediate risk. Such instances must be addressed through the local inter- agency assessment processes.

#### **The three main elements to our School's safeguarding policy are:**

**Prevention:** We safeguard children whether they are at risk of maltreatment or abuse or in need of specific local authority or inter-agency care. Our safer recruitment procedures include checking and recording the suitability of staff and volunteers developing procedures to deal with safeguarding issues which may be specific to individual children in our school and local area. We work with other agencies to reduce risks. The School seeks to promote the welfare of pupils at all times. Staff must be alert to situations where pupils appear to be unhappy or where there are marked changes in behaviour. The aim will be to 'listen' to them through the provision of early help, either through the school or through children's services under 'child in need' provision.

**Protection:** Staff are trained and supported to respond appropriately and sensitively to all safeguarding concerns following our agreed procedures. We identify and act on early signs of abuse, neglect and reassess concerns when situations do not improve to ensure the right help at the right time to address risks and prevent risks escalating. We ensure that allegations, concerns, suspicions and complaints against staff are dealt with promptly, and in accordance with DfE and local guidance. We keep accurate records and share relevant information quickly in order to challenge inactivity. Additionally, we take all practical and appropriate steps to ensure that our premises are as secure as circumstances permit.

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**Support:** We support children who may have been at risk of significant harm (which includes the way staff respond to their concerns and any work that may be required) or children who have been abused, in accordance with their agreed child protection plan. We seek to address both the mental and emotional welfare of children and families through providing a positive and safe environment, careful and vigilant teaching, accessible pastoral care, good adult role models and by promoting full co-operation with and contributions to the provision of appropriate co-ordinated support and/or early help from external agencies. Additionally, we operate robust and sensible health and safety procedures and along with clear and supportive policies. We recognise that children have a right to feel secure and cannot learn effectively unless they do so. Any adult can harm a child either by direct acts or failure to provide proper care, or both. This may be through neglect, emotional, physical or sexual abuse or a combination of such types.

Our children have the right to respect and protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, culture or disability. They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. In our school, a bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management Policy and Anti-Bullying (Countering Bullying) Policy. The DSL and Deputy DSL are the appointed officers to manage incidents of bullying. Whilst the school will work openly with parents as far as possible, they reserve the right to contact MASH or the Police, without notifying parents if this is in the child's best interests. In preparing this policy, we have been attentive to the nature, age range and other significant features of the college in the provisions made for safeguarding.

**KEEPING CHILDREN SAFE IN EDUCATION (DfE) IS UPDATED AND PUBLISHED ANNUALLY (IN SUMMER). THE SCHOOL'S SAFEGUARDING POLICY IS UPDATED EACH YEAR BEFORE 1<sup>ST</sup> SEPTEMBER AND SIGNED OFF BY THE PROPRIETOR.**

- **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 recognize 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.

- **Partnership with Parents and Families**

La Petite Ecole Française shares a purpose with parents and families to keep children safe from harm and to have their welfare promoted. We are committed to working with parents and families positively, openly and honestly. We ensure that all parents and families are treated with respect, dignity and courtesy. We respect parents' and families' rights to privacy and confidentiality and will not share sensitive information without consent. However, child protection will be made to Children's Services in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns with parents and families about their children. However, there may be exceptional circumstances when the school will consult in principle regarding concerns with Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection Procedures). The school will aim to maintain a positive relationship with all parents and families where the priority is the safety and welfare of the children.

Recognise that children living within families that have adults with mental health needs, substance abuse and/or suffering domestic abuse will need significant support. The school is committed to maintaining positive relationships with parents and families wherever possible to ensure the best outcomes for children.

- **Partnerships with Others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies that are linked to child protection and safeguarding and work with The Royal Borough of Kensington & Chelsea and the Local Safeguarding Children Partnership. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. ***We note that this takes precedent over any other legislation regarding data protection and sharing of information.***

Safeguarding and Child Protection procedures and policies follow and comply with the:

- HM Gov guidance 'Working Together to Safeguard Children' (December 2023)
- DfE statutory guidance 'Keeping Children Safe in Education' (September 2024)
- '**Child Sexual Abuse**' (2017), London Child Protection Procedures 5<sup>th</sup> Edition 2015, and our LSCBs
- HM Gov advice 'What to do if you are worried a child is being abused' (March 2015)
- DfE statutory guidance 'Disqualification under the Childcare Act 2006' (Aug 2018)
- DfE advice 'The Prevent duty' (September 2023) Counter-Terrorism & Security Act (2015)
- DfE guidance 'Teaching Online Safety in Schools' (2019)
- NSPCC's helpline details: on the NSPCC's website. Staff can also call 0800 028 0285 from 8am to 8pm Monday to Friday or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

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- DfE Guidance: *Sexual violence and sexual harassment between children in schools and colleges* (2021)  
(This is now included in KCSiE 2024)

## II - Roles

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

Everyone who comes into contact with children and their families has a role to play in safeguarding children. **Our staff are well placed 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 will help parents to understand its responsibility for the welfare of all pupils. The school will make parents aware of the school's Safeguarding Children Policy. The 'Safeguarding Children Policy' is available on the school's website. A hard copy can also be requested at any time by parents.

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

**DESIGNATED SAFEGUARDING LEAD (Child Protection Officer): Camie STEUER (Head Teacher)**

Contact details : [headteacher@lapef.co.uk](mailto:headteacher@lapef.co.uk) 02089601278

**DEPUTY DSL: Sarah SILVESTRE (Admin Head)**

Contact details : [admin@lapef.co.uk](mailto:admin@lapef.co.uk) 02089601278

**SAFEGUARDING PROPRIETOR : Devika MALIK (Proprietor)**

Contact details : [proprietor@lapef.co.uk](mailto:proprietor@lapef.co.uk) 02089601278

The Designated Safeguarding Lead (DSL) undergoes updated child protection training annually, provided by trusted institution such as the local authority, the safeguarding company etc.

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 are defined by the DSL job description and Annex D of KCSIE 2024**

- Refer suspected significant harm and 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 forwarded to a new educational establishment when a child moves from the school, and that this file is transferred securely and separately from the main pupil file within five school days. Likewise, when child protection files are received, acknowledge the safe arrival.
- **Keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency, such as Local Authority children's social care or the Prevent program etc**
- 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 Francaise staff**

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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 and indicators of abuse, neglect *and exploitation* so that they are able to identify cases of children who may be in need of help or protection. All staff members know what to do if a child tells them he/she is being abused or neglected. All staff members are made aware of the local early help process and understand their role in it. They are also made aware of the process for making referrals to children's social care through the Designated Safeguarding Lead along with the role they might be expected to play in such assessments.

All staff are aware of our policies and systems in place which support safeguarding and these are explained to them as part of staff induction. All staff **must** read and understand KCSIE 2024 Part 1 alongside the Child Protection & Safeguarding policy, Managing Behaviour Policy, Code of Conduct policies which are published on our website and **must** follow the school's procedures and guidance at all times. All staff have read the Safeguarding Children Policy and Keeping children safe in education (Part 1 and Annex B). *The Admin Head ensures that all staff have read KCSIE 2024 through the return of a signed and dated acknowledgement form.*

At La Petite Ecole Française, we annually update all staff in safeguarding.

**All staff, agency & supply staff, contractors and volunteers will:**

- Fully comply with the school's policies and procedures and inform the Designated Safeguarding Lead of any concerns.
- Cooperate fully with social workers and any other agency staff supporting a child's needs, including updates on the child's progress (academic and social & emotional), attendance and relationship with others.
- Identify any pupil that would benefit from early help and refer the child to the DSL to ensure support is given as soon as any issues and concerns emerge.

### III – Safeguarding, key aspects

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

- **Early help**

Any child may benefit from early help, but staff members should be particularly alert to the potential need for early help and support for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from education, home or care;
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking or sexual and/or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing alcohol and other drugs themselves;
- is at risk of so-called ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage
- has returned home to their family from care; and
- is a privately fostered child.

Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. Staff at school should have a professional curiosity and speak to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. **It is important that the DSL (and their deputies) know what the local early help process is and how and where to access support.**

- **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*’.

Pupil absence for a prolonged period of time or on repeat occasions could be a warning sign of a range of safeguarding issues. The school needs to develop a whole school culture of high attendance and to prevent ‘absent’ pupils becoming ‘missing’ children. **All staff should have an awareness of safeguarding issues that can put children at risk of harm which include unexplainable and/or persistent absences from education, which can be a sign that the child is at risk.** The school needs to have accurate admission and attendance registers, regular analysis of attendance and absence data to identify pupils who need support. It is vital to have strong relationships with families and work together with the local authority. **In accordance with the School**



Attendance (Pupil Registration) (England) Regulations 2024, a school must make a return to the local authority when a pupil's name is deleted from the admission register.

- **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. Content, contact, conduct and comments on the school blogs or platforms made by the pupils or parents 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*'

The E-Safety and acceptable use policy takes into account the guidance given in: '*DfE guidance 'Teaching Online Safety in Schools' (2019)*

### **Filtering and Monitoring:**

Filtering prevents access to harmful content and monitoring allows you to review user activity. The Proprietor is responsible for ensuring filtering and monitoring technology and software is in place. All staff need to understand their roles and responsibilities and receive training. Staff must report to the DSL if they see or suspect any unacceptable content has been accessed. The DSL needs to understand the filtering and monitoring processes in place and view it as a key safeguarding issue for which they are responsible. If any concerns are raised, action needs to be taken immediately. The senior leadership team and DSL need to identify the risks, carry out regular reviews and report to the Proprietor (Devika Malik). The aim is to block harm without unreasonably impacting teaching and learning.

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

It is the school's policy that photographs of children will never be posted on the Internet without the prior consent of the parents. The school blog and educational platforms used 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*'.

- **Use of Premises for Non School activity**

It is the school's responsibility to ensure that the pupils are safe during before and after school activities. The '*After-school club 3rd party check-list & agreement*' ensures that the measures are proportionate based on the size of the provider. All afterschool providers need to provide information to the school covering the following areas:

- Health & Safety (fire safety, risk assessments, first aid, emergency contacts)
- Safeguarding (DSL appointed by 3<sup>rd</sup> party, policies & procedures, training, contact eg LADO),
- Suitability (pre-employment checks)
- Governance (Complaints procedure).

Adult to Child ratios have to be adhered to and qualifications of carers.

If there are any safeguarding allegations about organisations or individuals using the premises the school must follow the safeguarding policies and procedures in place, including informing the LADO.

- **Safer Recruitment**

Our School pays full regard to the statutory guidance for schools and colleges; Keeping Children Safe in Education 2024. We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS).

In line with statutory changes, underpinned by regulations, the following will apply:

- Enhanced DBS, Child Barred List and section 128 barred list checks (for members of staff in leadership positions) will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will also be undertaken;
- Our School is committed to keeping an up-to-date Single Central Record detailing a range of checks carried out on our staff, volunteers and students (18 years or older) on placement. Child Barred List checks will not be done on volunteers and this is illegal;
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- All shortlisted candidates will be informed that online checks will be done as part of the due diligence checks.
- Our School ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made ;
- At least one member of the management team as well as the Proprietor will have attended safer recruitment training and non teaching staff in administrative roles involving recruitment.

- **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 and maintaining professional boundaries and the safe use of technology. Please see '*Code of Behaviour for all staff and volunteer*' at the end of this document as well as the following policies:

*'Safe Recruitment policies'; 'No smoking policy'; 'Alcohol and other substances policy'; 'Mobile Phone policy'; 'E-safety – Code of conduct'.*

- **Training**

The Designated Safeguarding Lead, the Deputy DSL and the School Proprietor have to undergo recognised training every two years and do refresher/update training annually.

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

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

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

It is the management's commitment that the 'safeguarding children policy' is reviewed annually and approved where any significant deficiencies or weaknesses in child protection are remedied immediately. The School will maintain a register of who has undertaken what training and when. The Proprietor of the School will have regular Safeguarding and Child Protection training as well as Safe Recruitment Training.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with KCSIE Part 1 and asked to read the Safeguarding & Child Protection Policy, Managing Behaviour policy, Code of Conduct policies (Mobile Phone and E-safety policies) and informed of school's safeguarding arrangements on induction. The school will maintain a register of who has received this information and when they have acknowledged they have read and understood all of these documents.

- **Visitors**

The school vets all volunteers and visitors.

When managing visitors the following points must be adhered to:

- Visitors are asked to show identification;
- All visitors must sign in at the main reception and wear visitors badges at all times and be accompanied by a member of staff from the school whilst on site ;
- 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 and visitor policy*', '*CCTV policy*', '*Risk assessment and Fire Policy*' and '*Plan Particulier de Mise en Surete (PPMS) de La Petite Ecole Française*' and *Critical incident plan*.

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

- **Physical contact with pupils - Use of reasonable force**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means staff 'using no more than is needed'. Our use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Staff will always follow the DfE advice for schools on the 'Use of Reasonable Force in Schools'. They will also have regard to additional guidance 'Reducing the Need for Restraint and Restrictive Intervention' for children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings. The school adopts a sensible approach allowing staff to make appropriate physical contact in extreme cases. The decision on whether to or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEND, mental health or with medical conditions, staff will consider the risks carefully because we recognise the additional vulnerability of these groups. The school considers their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

The school plans positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, to reduce the occurrence of challenging behaviour and the need to use reasonable force. Staff will only use reasonable force where de-escalation processes have failed. All incidents are logged by the DSL in a secure file.

➤ Please also refer to ‘*Promotion and Management of Behaviour 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.

Through ‘*Citizenship and moral education*’, Online Safety lessons and other curriculum opportunities, pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome; taking into account **their wishes and feelings**. The teacher takes heed of the DfE’s Teaching online safety in school guidance.

The following subjects are mandatory: relationship, education and health education. These will be delivered in line with our relationships, sex and health education policy in line with the French curriculum taught both in French and in English. Children are regularly reminded about on-line safety and bullying procedures and taught how to conduct themselves and behave in a responsible manner. Work is done within the curriculum, to foster children who are happy and safe, who are able to build and maintain healthy, positive relationships in school and beyond. Regular partnership and assemblies are organised for example with the police and the NSPCC to teach safeguarding to children.

We aim to ensure that the children are equipped with the emotional intelligence and language so that they are able to talk about concerns they may have at home and in school. 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*’, ‘*Sex and Relationship Education Guidance 2019*’, ‘*Relationship, sex and health education policy*’. It is also a requirement DfE KCSIE 2024

- **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. If the matter remains unresolved then the member of staff should report the matter in confidence to the proprietor of the school, Devika Malik. Any concerns regarding the Headteacher should be reported directly to the proprietor who will liaise with the Local Authority Designated Officer (LADO).

- **Low-level concerns**

All low-level concerns should be shared with the DSL (Head Teacher). The Head teacher should inform the Proprietor if necessary, in a timely fashion. The Head Teacher is the ultimate decision maker in respect of all low-level concerns, but they should take a collaborative decision making approach. If there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact

meets the harm threshold, they should consult with their LADO. A monthly audit has to be done of low level concerns by the DSL and Deputy DSL.

- **Specific safeguarding issues**

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour. Our school takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation.

#### **-Covid-19 Pandemic**

Please refer to the School's 'Return to school Protocol within the context of Covid-19'.

#### **-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.

**Children can be victims of Domestic Abuse** : domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. **They may see, hear, or experience the effects of abuse at home** and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

#### **-So called "honour-based" violence**

Honour based violence is the term used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

A child who is at risk of honour-based violence is at significant risk of physical harm (including being murdered) and/or neglect and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

The school should respond in a similar way to cases of honour violence as with domestic abuse and forced marriage. Where a child discloses fear of honour-based violence, teacher should respond in line with our child protection procedure. The DSL will refer to children's social care and Police. The child's carers should not be informed about this.

#### **-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

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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.

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.

### **-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. Forcing or coercing a person into marriage under 18 years is a crime. 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 Induced 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 parent, 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:

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- 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.

### **-Sexual Violence and Sexual Harassment.**

Sexual Violence refers to criminal acts: rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003. Sexual harassment is described as 'unwanted conduct of a sexual nature'.

We aim to develop a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Groups at particular risk include girls, students who identify as LGBT, or are *perceived* by peers to be LGBT, and pupils with SEND.

Victims and alleged perpetrators will be kept apart in classrooms and other shared spaces, and that consideration will be given about travel to and from school. The emphasis is on ensuring that the victim can continue their normal routines. We will consider the conduct of the alleged perpetrator on the 'balance of probabilities' and apply appropriate and proportional consequences.

We will record incidents of sexual violence and sexual harassment.

We include the topic in training, developing the knowledge of DSLs, ensure that there are policies and procedures to cover sexual violence and sexual harassment, and understand how to risk assess such behaviours when they occur.

- Please also refer to '*Sexual violence and sexual harassment between children in schools and college*' guidance.

### **- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;

- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

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.

**In The Royal Borough of Kensington and Chelsea ; for case consultations or Local Authority Designated Officer referrals, please contact the following:**

***Sarah Stalker (Child Exploitation Lead)***

Family Support and Child Protection Adviser (Monday/Tuesday and Wednesday only)

Telephone: 020 7598 4640

Mobile: 07971 322 482

Email: [sarah.stalker@rbkc.gov.uk](mailto:sarah.stalker@rbkc.gov.uk)

### **-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.

Extremism is defined as the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to :

1. negate or destroy the fundamental rights and freedoms of others
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)

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 ?

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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**  
**Contact the local team on:**  
Telephone: 020 8753 5727  
Email: [prevent@lbhf.gov.uk](mailto:prevent@lbhf.gov.uk)

### **-County line**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

### **-Children Missing from Education (Unexplainable and/or persistent absences from education)**

Children who are unexplainably and/or persistently absent from education for prolonged periods and/or repeated occasions are at risk of abuse or neglect. Any unexplainable and/or persistent absences from education should be considered as a warning sign. School staff will follow the ‘Safeguarding Children

*Practice Guidance: Children Missing from School'* for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. We will refer all cases of concern to the RBKC School Admissions team in line with RBKC procedures and Children's Social Care.

### **-Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child, they should notify to the DSL. The DSL / SENCO will organise actions that should be taken. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

### **-Serious Violent Crime**

All staff must be aware of the indicators that may signal that children are at risk from, or involved with, serious violent crime. Including

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs;
- Increased absence from school;
- Change in friendships/relationships with others/groups;
- Significant decline in performance;
- Signs of self-harm/significant change in wellbeing;
- Signs of assault/unexplained injuries.

Children displaying any of these signs could be at risk of exploitation that could lead to either being a victim of or party too serious violent crime. Staff must refer immediately to the DSL if they see any signs that a child may be at risk of exploitation.

### **- Gender questioning children**

The Government guidance on this is currently under review, pending the outcome of the "Gender questioning children" guidance consultation and final "gender questioning" guidance documents being published. KCSIE 2024 state the following: *"When supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents, including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying."*

Please refer to our PSHE (Personal, Social, Health and Economic education) and (RSE) Relationship Sex Education policy for more information.

### **-The Law is in place to protect children**

Victims should be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor

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should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

**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 – Child protection

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- **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.

- **Child Protection procedure**

### **Parents and young people**

If you have a concern about your child or another child at the school, please make contact with the DSL, who will listen to your concerns, take these seriously and ensure you receive a response.

### **School staff and volunteer**

Every member of staff has a duty to act to keep young people safe. Failure to act on a concern could lead to disciplinary action.

Concerns about the behaviour of staff must be taken directly to the Head Teacher who will take the lead in ensuring the concern is explored and must let you know what happens. The procedure is as follows :

1. Decide the best course of action, 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. **All staff will handle a child disclosures with sensitivity :**

- Staff should not ask leading questions as this can later be interpreted as putting ideas into the child's mind.
- Staff should avoid interviews with 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.
- Staff should try not to show signs of shock, horror or surprise.
- Staff should not take pictures of any injuries
- Staff should not express feelings or judgements regarding any person alleged to have harmed the child.
- Ensure that the child's views are taken into account at all times.
- Reassure and support the child or young person as far as possible.

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 will be shared in order to keep them safe. Do not promise to keep what s/he tells you secret.

3. Inform the DSL without delay. If the DSL is not available, inform the Deputy Head. If she is not available, speak to the proprietor 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, using the school safeguarding Software, Myconcerns :

- 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 account in their own words 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 24 hours 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 DSL can consult a Child Protection Adviser from the Local Authority in order to make a decision.

-If the decision is not to make a referral at this stage, the DSL will retain the information in written notes in the school's Safeguarding file. If further monitoring is necessary, agree who and how this will be undertaken.

-If a referral is made, 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.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

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 parents 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 delaying 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:

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- Maintain contact with the child's allocated Social Worker;
- Contribute to the Strategy Discussion and Strategy Meeting;
- Provide a report for, attend and contribute to any Initial or Review Child Protection Conference;
- Share the content of this report with the parent, prior to the meeting;
- Attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Meeting for any child subject to a Child in Need Plan or attend and Family Support meeting for any child living in a family receiving Family Support from Hackney Children's Social Care;
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker.

- **Data protection / confidentiality**

*The Data Protection Act 2018, and the UK General Data places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Proprietor has a responsibility to ensure the guidance is being followed by the school.*

The School will operate with regard to 'Information Sharing Advice for Practitioners – December 2023, Chapter one of 'Working Together to Safeguard Children', 'The Information Commissioner's Office' (ICO) and 'Data Protection: Toolkit for Schools'. **Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.**

The School will ensure:

- Information is shared with Children's Social Care and/or Police where the child/young person is or may be at risk of significant harm ;
- Pupil's, parent's and/or families' confidentiality is respected ;
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

The DSL or deputies will liaise and work with other agencies in line with Working Together to Safeguard Children. NPCC - When to call the police will help the DSL or deputies understand when they should consider calling the police and what to expect when they do. They will collate, securely store and agree access to this information.

**Record Keeping:**

The school records all safeguarding concerns. To ensure the highest standards of safeguarding, the school has implemented a software system known as Myconcern. This system serves as a central hub for recording and monitoring all safeguarding matters, providing a comprehensive and efficient way to address concerns promptly. Myconcern is accessible to all members of the school staff, including support staff, fostering a collaborative environment where everyone plays a vital role in safeguarding our students. It is the responsibility of DSL to review the concerns and to evaluate whether it continues to be a child protection issue.

These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection' either electronically or by post.

All Child Sexual Abuse records should be retained for at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

- **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 **unexplainably or persistently absent from education** 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:**

Recent high profile cases high light the importance of information sharing between agencies. Listening to wider family concerns and the daily life of the child. School staff should have an inquisitive mind and challenge their own beliefs in the face of evidence.

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

-Kensington and Chelsea social services departments.

### **Consultation and Advice about a child/young person resident in The Royal Borough of Kensington and Chelsea:**

**Kensington and Chelsea Duty Line** – Tel: 020 7361 3013 (Out of hours – 020 7361 3013)

**For case consultations or Local Authority Designated Officer referrals, please contact the following:**

***Sarah Stalker (Child Exploitation Lead)***

Family Support and Child Protection Adviser (Monday/Tuesday and Wednesday only)

Telephone: 020 7598 4640

Mobile: 07971 322 482

Email: [sarah.stalker@rbkc.gov.uk](mailto:sarah.stalker@rbkc.gov.uk)

***Anna Richards***

Family Support and Child Protection Adviser

Mobile: 07974 613 180

Email: [anna.richards@rbkc.gov.uk](mailto:anna.richards@rbkc.gov.uk)

***Sharon Aggor***

Family Support and Child Protection Adviser

Mobile: 07929 822 2840

Email: [sharon.aggor@rbkc.gov.uk](mailto:sharon.aggor@rbkc.gov.uk)

***Sarah Mangold***

Interim Service Manager for Safeguarding, Bi-Borough

Mobile: 07984 016 841

Email: [sarah.mangold@rbkc.gov.uk](mailto:sarah.mangold@rbkc.gov.uk)

**For LADO consultations and referrals please contact the duty Child Protection Adviser on:**

Telephone: 020 7361 3013

Email: [KCLADO.Enquiries@rbkc.gov.uk](mailto:KCLADO.Enquiries@rbkc.gov.uk)

***Aqualma Daniel***

Safer Organisations Manager and Local Authority Designated Officer

Mobile: 07870 481 712

Email: [Aqualma.Daniel@rbkc.gov.uk](mailto:Aqualma.Daniel@rbkc.gov.uk)

Directrice de l'école: Camie Steuer

Directrice Administrative: Sarah Silvestre

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## Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education

### *Elaine Campbell*

Safeguarding Lead for Schools and Education

Telephone: 020 7361 3000

Mobile: 07712 236 508

Email: [elaine.campbell@rbkc.gov.uk](mailto:elaine.campbell@rbkc.gov.uk)

### **Early Help RBKC**

**020 7361 3013**

**Outside of work hours : 020 7373 2227**

**[earlyhelp@rbkc.gov.uk](mailto:earlyhelp@rbkc.gov.uk)**

### **Bi-borough PREVENT**

**Contact the local team on:**

Telephone: 020 8753 5727

Email: [prevent@lbhf.gov.uk](mailto:prevent@lbhf.gov.uk)

### **Tri-borough Multi-Agency Safeguarding Hub (MASH)**

#### *Karen Duncan*

Tri-borough MASH Business Support Officer

Telephone: 020 7641 3991

Email: [kduncan1@westminster.gov.uk](mailto:kduncan1@westminster.gov.uk)

### **Bi-Borough Admissions and Access to Education (Children Missing Education, Child Employment and Elective Home Education enquiries)**

#### *Wendy Anthony*

Bi-Borough Head of Admissions and Access to Education

Telephone: 020 7745 6440

Email: [wendy.anthony@rbkc.gov.uk](mailto:wendy.anthony@rbkc.gov.uk)

Helpful links for RBKC:

<https://www.rbkc.gov.uk/kb5/rbkc/fis/advice.page?id=u4NMC-yk0rQ>

<https://www.rbkc.gov.uk/kb5/rbkc/fis/advice.page?id=sqYo0EzqTvY>

[https://search3.openobjects.com/mediamanager/biborough/directory/files/reporting\\_concern\\_flowchart\\_002\\_.pdf](https://search3.openobjects.com/mediamanager/biborough/directory/files/reporting_concern_flowchart_002_.pdf)

*Safeguarding children with special educational needs and disabilities (SEND)*  
<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>

*and NSPCC - Safeguarding child protection/deaf and disabled children and young people*  
<https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children#risk-and-vulnerability-factors>

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**In an emergency call the police on 999.**

-NSPCC

**NSPCC Whistle blowing helpline: 0808 800 5000**

-Health Professionals

-Education psychologists

-And other local authority services

## V - Allegations regarding person(s) working in or on behalf of the school (including agency, supply, contractors & volunteers)

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The full procedures for dealing with allegations against staff can be found in Part 4 of ‘*Keeping Children Safe in Education 2024*’.

Where an allegation is made against any person working in, or on behalf of, the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (refer to statutory guidance for schools and colleges);
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. There may be situations when the School will want to involve the police and/or children social care services immediately, e.g. if the individual is deemed to be an immediate risk to children or there is evidence of a criminal offence. All school staff will maintain a culture of vigilance based on the notion that ‘**it could happen here**’. Staff are expected to maintain highly professional behaviours and appropriate professional boundaries at all times. Staff will be encouraged to use the Whistle Blowing Policy if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school. If staff feel their concern has not been addressed alternatively they can contact the NSPCC Whistle Blowing Help Line on 0800 028 0285, Mon – Fri 8am – 8pm or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) if they feel their concern has not been address in a timely and effective manner.

### **Initial Action by person receiving or identifying an allegation or concern**

- Treat the matter seriously and keep an open mind;
- Make a written record of the information, including the time, date and place of incident/s, persons present and what was said and sign and date this;
- Immediately report the matter to the DSL (unless the allegation is against the DSL in which case notify the School Proprietor. If the allegation is against the School Proprietor then report to the DSL.

### **Initial Action by the DSL**

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;
- Contact the LADO within 1 working day;
- Discuss with the LADO next steps using;
- Inform the School Proprietor of the allegation.

### **Subsequent Action by the DSL**

- In consultation with the LADO conduct a disciplinary investigation, if an allegation indicates the need for this;
- Contribute to the child protection process by attending professional strategy meetings;
- Maintain contact with the LADO;
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member’s personnel file;

- Consider along with the Owner of the School and the LADO whether a referral to the DBS should be made.
- Consider a report to the TRA if a member of staff may have behaved unprofessionally.
- Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension the school will provide support and a named contact for the member of staff.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police.

In accordance with *Keeping Children Safe in Education 2024*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

**For LADO consultations and referrals please contact the duty Child Protection Adviser on:**

Telephone: 020 7361 3013 or 020 7641 7668

Email: [KCLADO.Enquiries@rbkc.gov.uk](mailto:KCLADO.Enquiries@rbkc.gov.uk)

## **VI - Child on child abuse**

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

### **Managing Child on Child allegations**

Child on child abuse includes is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);

Directrice de l'école: Camie Steuer  
 Directrice Administrative: Sarah Silvestre  
 Reviewed: DM/CS/SS 16/09/2024

- initiation/hazing type violence and rituals.

La Petite Ecole Française has put in place safeguards to reduce the likelihood of child on child allegations. There is an established ethos of respect, friendship, courtesy and kindness which sets out the school's expectations and consequences for unacceptable behaviour 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 (*Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally*). 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 behavior as abusive if it involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Any child on child allegation must be referred to the DSL immediately and recorded, using the school's child protection procedures as set out above. Where a concern regarding child on child 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 behavior 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. **Considering Early Help as soon as an issue is identified can help both pupils and their families.**

The victim and perpetrator will be provided with support to prevent any reoccurrence of improper behavior. Victims and alleged perpetrators will be kept apart in classrooms and other shared spaces, and that consideration will be given about travel to and from school. The emphasis should be on ensuring that the victim can continue their normal routines. We will consider the conduct of the alleged perpetrator on the 'balance of probabilities' and apply appropriate and proportional consequences.

## **VII - Code of Conduct - for All Staff and Volunteers**

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Please refer to the "Staff and volunteer code of conduct" and "Charte des parents accompagnateurs" documents.

## Annex 1 What is abuse?

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- **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.

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.

There are additional safeguarding challenges for children with SEN including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability.
- Higher risk of peer group isolation.
- Disproportionate impact of bullying.
- Difficulties with communication.

There is a concern that on occasions, for children with SEN and disabilities, their SEN or disability needs are seen first and the potential for abuse second. If children are behaving in particular ways or looking distressed or their behaviour or demeanour is different from in the past, it needs to be borne in mind that this may be indicative of or a sign of the potential for abuse and to not simply see it as part of their disability or their special educational needs.

The school will always consider extra pastoral support for children with SEN and disabilities.

- 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.