



**SAFEGUARDING AND CHILD PROTECTION POLICY
Whole school and EYFS**

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INTRODUCTION

Parsons Green Prep aims to safeguard and promote the welfare of children who are pupils at the School, including EYFS, which complies with the Department for Education (DfE) Keeping Children Safe in Education (September 2020) (KCSIE), Working Together to Safeguard Children (September 2018) (WT), London Child Protection Procedures (2015) (LCPP) and Prevent Duty Guidance: for England and Wales (March 2015) (Prevent). The Prevent duty: Departmental advice for schools and childminders (June 2015). The use of social media for on-line radicalisation (July 2015).

The purpose of this policy is to set arrangements to safeguard and promote the welfare of our children and to regard guidance issued by the Secretary of State. This policy will be reviewed annually and updated in-between if there are information changes.

Covid-19

The policy should be read in conjunction with the Covid-19 protocols as set out in the **Covid-19 Risk Assessment 2020**, a copy of which is on our website and available to staff in the staffroom and with the **Safeguarding and E-Safety for Remote Learning 2020-2021 policy**.

Should the DSL fall ill the DDSL will take over. The school is undertaking the appropriate training for a number of other senior staff who would be able to fulfil this role. In the meantime the Headmaster will act as DDSL. The Principal has been a DSL and although he is awaiting refresher training he is also a Reporting Inspector for ISI and has a strong understanding of safeguarding.

This policy also includes guidance on procedures when a member of staff, a volunteer, the Designated Safeguarding Lead (DSL), the Headmaster or the proprietor faces allegations of abuse.

AIMS

Our aims are to:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- To ensure that children's mental as well as physical health is monitored, protected and promoted in everything we do.
- Establish and maintain a safe environment through our safer recruitment procedures and our visitors to site procedures.
- Work with parents to build their understanding of, and commitment to, the welfare of all our children.
- Help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- Enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- Ensure that we recognise our duties not only to children at risk of significant harm, but also to children in need. It is not necessary for schools to use the legal phrase "child in need" to show an understanding that our role includes recognising when a child needs support, preventing problems escalating and working with external agencies to this end if that is what is called for.

OUR APPROACH – Prevention, Protection, Support





Prevention

Employees will endeavour to ensure that all children and young people at school can attend safely and appropriately, and are treated with respect and understanding. The school organises its services and activities for children with a preventative, safeguarding purpose in mind. We will establish and maintain an environment where children feel secure, are encouraged to talk and are listened to. We will include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse. We will teach e-safety and how to keep safe online through our computing curriculum and this will be supplemented through the teaching of PSHE programme, including promotion of fundamental British Values.

Protection

The school takes all reasonable steps to safeguard and protect the rights, health and wellbeing of children who take part in activities organised within its facilities, as well as those of children who staff may come into contact with in the course of their work. We recognise that because of the day-to-day contact with children school staff are well placed to observe outward signs of abuse. We will also ensure that our children know that there are adults in the school whom they can approach if they are worried.

Support

Child protection training is made available to all members of staff who work with or come into regular contact with children in the course of their job. The school recognises that child protection issues can be emotive and offers suitable, impartial support to any member of staff affected by this policy, whether directly or indirectly.

ROLES & RESPONSIBILITIES

Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community. All adults working in this school (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, who is a member of the school's leadership team.

<p>Designated Safeguarding Lead DSL (including EYFS)</p> <p>Ryan McAvoy ryan.mcavoy@parsonsgreenprep.co.uk via school office 020 7371 9009</p>	<p>Headmaster</p> <p>Matthew Faulkner headmaster@parsonsgreenprep.co.uk via school office 020 7371 9009</p>
<p>Deputy Designated Safeguarding Lead DDSL</p> <p>Neil Christey admin@parsonsgreenprep.co.uk via school office 020 7371 9009</p>	<p>Principal (oversight of safeguarding)</p> <p>Tim Cannell principal@parsonsgreenprep.co.uk via school office 020 7371 9009</p>



Proprietor

Lucinda Waring

Proprietor@parsonsgreenprep.co.uk

via school office 020 7371 9009

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) at Parsons Green Prep is Ryan McAvoy. The deputy DSL is Neil Christey. The DSL and DDSLs are members of SMT.

The Designated Safeguarding Lead at Parsons Green Prep takes the lead responsibility for safeguarding and child protection including e-safety (online safety). He has the overarching responsibility to promote the welfare of children at PGP.

Overview

- The Designated Safeguarding Lead is responsible for safeguarding and promoting the welfare of every child across the school and for managing all child protection issues, including liaison with other agencies.
- The Designated Safeguarding Lead is the first point of contact for external agencies that are pursuing child protection investigations and coordinates the school's representation at CP conferences and core group meetings (including the submission of written reports for conferences).
- When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue.
- Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the Deputy Designated Safeguarding Lead, the LA's Strategic Lead Officer for safeguarding in education services or the Hammersmith & Fulham Front Door Service.
- If a child is in immediate danger or is at risk of harm, a referral will be made to children's social care and/or the police immediately.
- Anyone can make a referral.
- Where referrals are not made by the designated safeguarding lead, the Designated Safeguarding Lead will be informed, as soon as possible, that a referral has been made.

Managing referrals

The Designated Safeguarding Lead will ensure that:

- The school works closely with the Hammersmith and Fulham Local Safeguarding Children's Partnership (LSCP as of Sept 2019), which sets the local procedures. See Appendix 7 for main contacts and details.
- All cases of suspected abuse are referred to the local authority children's social care. For children who have suffered or are likely to suffer harm will be reported immediately to Children's Social Care. For those who are in need of additional support from one or more agencies will be reported to Fulham Family Service Front Door Service within 24 hours.
- All cases of suspected radicalisation are referred to the Channel programme.
- They act as a source of support, advice and expertise to staff on matters of safety and safeguarding and support staff who make referrals to local authority children's care or to the Channel programme.



- All cases where a person is dismissed or left due to risk/harm to a child is reported to the Disclosure and Barring Service.
- All cases of suspected abuse which concern a staff member are referred to the Designated Officer for child protection concerns.
- All cases where a crime may have been committed are referred to the police immediately.

Raising awareness

The Designated Safeguarding Lead will ensure that:

- The school's safeguarding policy is reviewed annually and the procedures and implementations are updated and reviewed regularly. This policy is reviewed with the proprietor annually and minutes are kept.
- The school's safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Links are made with Hammersmith and Fulham Local Safeguarding Children Board (LSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave Parsons Green Prep, their child protection file is copied for their new school as soon as possible and transferred separately from the main pupil file.
- Parsons Green Prep will contact the previous schools or nurseries of any new pupils to request information on safeguarding and child protection issues concerning that particular pupil.

Deputy DSL (DDSL)

The Deputy DSL is trained to the same standard as the designated safeguarding lead and, in the absence of the DSL, is able to carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

Proprietor

Safeguarding duties are the responsibility of the proprietor. She will ensure that arrangements are made to safeguard and promote the welfare of children at Parsons Green Prep and that the arrangements have regard to any guidance issued by the Secretary of State.

The proprietor will ensure that:

- The school has an effective Safeguarding policy in place and the arrangements described in the policy must be implemented fully in practice.
- The school has a code of conduct in place, which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- The Safeguarding policy and child protection procedures in place are in accordance with locally agreed inter-agency procedures, and the policy is made available to parents on request.
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff, volunteers and visiting speakers who work with children (see the Safer Recruitment policy).
- The school has procedures for dealing with allegations of abuse against a member of staff, agency worker, contract worker, consultant, student or volunteer.
- A senior member of the school's management structure is designated to take lead responsibility for dealing with child protection issues and liaising with other agencies where necessary.
- The Designated Safeguarding Lead (DSL) receives updated child protection training at least every two years.
- For looked after children, the DSL has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.



- All staff are trained in child protection regularly, in line with advice from the Local Safeguarding Children Board (LSCB).
- Children are taught about safeguarding, including on-line, through the curriculum and PSHE. Particular attention is paid towards children adjusting their behaviours in order to reduce risks and build resilience, including to radicalisation (Prevent), with particular attention to the safe use of electronic equipment and the internet.
- Staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local education authority, if they have such children on roll. This would include ensuring that a designated member of staff has responsibility for their welfare and progress and has up-to-date assessment information for the relevant local authority, the most recent care plan and contact arrangements with parents and delegate authority carers.
- Any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.
- There will be an annual review of the school's policies and procedures relating to safeguarding, and how the above duties have been discharged.

School staff

- All staff are responsible for ensuring that children are protected from harm and that there is satisfactory growth and development of each individual.
- All staff are expected to understand and follow the school's Safeguarding and Child Protection policy.
- All staff are expected to provide a safe encouraging environment in which children should be treated with respect and listened to.
- All school staff have the responsibility to identify and report any suspected abuse and to ensure the safety and wellbeing of all children.
- All staff should know how to recognise signs of abuse and how to report a concern immediately.
- All staff to liaise with the Designated Safeguarding Lead (DSL) and in their absence a Deputy DSL, over any issues and keep written records detailed and accurate.
- Any member of staff may raise concerns or make a referral directly to external agencies; however, they should inform the Designated Safeguarding Lead (DSL) as soon as possible.
- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Use of mobile phones and devices

- Personal mobile telephones may only be used in the staff room or in the school office or in a classroom where no children are present (the designated areas).
- Personal mobile telephones should be switched off or in 'silent' mode and out of sight when outside of the designated areas.
- The use of personal mobile phones is not allowed in any place whilst contact with children is taking place.
- In EYFS classrooms mobile telephones must be kept in a lockable drawer.
- Staff must not use personal mobile phones to photograph our pupils. (please refer to our e-safety policy)



ABUSE and NEGLECT

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It is important to note that abuse can take place online. Likewise, technology can be used to facilitate abuse offline. It is recognised that children with SEN(D) are more vulnerable to abuse including peer on peer abuse.

Mental health problems can be a sign or indicator of abuse, neglect and/or exploitation, and staff should be aware of the indicators and should follow the processes set out in Appendix 2.

Types of abuse and neglect (as identified in KCSIE):

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

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

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



Neglect

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

Some children can find themselves in more vulnerable situations. Be mindful of the following:

- banter
- Bullying, including cyberbullying
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- children who run away or go missing
- children who may be at risk of being drawn into terrorism
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- Female Genital Mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- honour-based violence (HBV)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking
- upskirting
- county lines
- serious violence & child exploitation
- peer on peer abuse

SPECIFIC SAFEGUARING ISSUES

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.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

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.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Signs that a girl could be at risk of FGM or has been subjected to the procedure might include:

- Families making preparations for the girl to take perhaps an extended holiday, including arranging vaccinations
- A girl talking about a special procedure or ceremony that is going to take place
- Prolonged absence from school with noticeable behaviour change on return
- Possible bladder or menstrual problems
- Younger girls finding it difficult to sit still, looking uncomfortable, complaining about pain between their legs, or talking of something somebody did to them that they are not allowed to talk about.

It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.

Honour-based Violence (HBV)

Honour-based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation).

Radicalisation and the Prevent strategy

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo, or reject and/or undermine contemporary ideas and expressions of freedom of choice. The Counter-Terrorism and Security Act places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism.

Signs and indicators of a child who is in the process of being radicalised may include:

- Self-identification, such as naming new ideological leaders/role models, lingering concerns with questions of meaning and identity, concentrated self-image
- Very strong devotion to a particular change, newfound patriotism
- An 'us versus them' societal view, e.g. seeing society as the enemy, verbal expression against the



government, expressed feelings of disconnection, change in personal narrative

- Social interaction markers, such as disconnecting with former community, initiating personal violence, forcing customs on others, untouchable demeanour, dependence on communication technology
- A change in personality, particular emotional expressions
- Association, such as associating with extremist groups, word choice, changes in physical appearance and/or attire (although this is to be treated with caution), internet identity, travel.

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist-related activity. It is led by the Police Counter-Terrorism Unit and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Bullying, including cyberbullying (victim and perpetrator)

A bullying incident should be treated as a child protection concern; where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. It is important to recognise that abuse is not always carried out by an adult on a child; the abuser may be another child or group of children, for example, in the case of bullying. Bullying may be seen to be deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Although anyone can be a target for bullying, victims are typically shy, sensitive and perhaps anxious and insecure. Sometimes they are singled out for physical reasons - being overweight, physically small, having a disability or belonging to a different race, faith or culture. Bullying can and does occur anywhere where there is inadequate supervision - on the way to and from school for example. Bullies come from all walks of life; they bully for a variety of reasons and may have been bullied or abused themselves. Typically, bullies have low self-esteem and can be excitable, aggressive and jealous. Crucially, they have learned how to gain power over others. The damage inflicted by bullying is often underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm).

Bullying may be:

- Physical, e.g. hitting, kicking, theft.
- Verbal, e.g. name-calling, constant teasing, sarcasm, racist or homophobic taunts, threats, graffiti, gestures.
- Emotional, e.g. tormenting, ridiculing, humiliating, ignoring.
- Sexual, e.g. unwanted physical contact, abusive comments.

There are a number of signs that may indicate that a child is being bullied:

- Behavioural changes, such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, erratic mood swings, reluctance to go to school, activities or sports clubs.



- A drop in performance at school or standard of play.
- Physical signs, such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching, bruising, damaged clothes, and bingeing, for example on food, cigarettes or alcohol.
- A shortage of money or frequent loss of possession.

Peer-on-peer abuse

All staff should recognise that children are capable of abusing their peers. It is recognised that it is more likely that girls will be victims and boys perpetrators but all peer-on-peer abuse is unacceptable, will be taken seriously and action taken.

Peer-on-peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying) and physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm,
- initiation / hazing type violence
- Sexual violence such as rape, assault by penetration and sexual assault,
- Sexual harassment such as sexual comments, remarks, jokes, and online harassment, which may be stand alone or part of a broader pattern of abuse
- Sexting (youth produced sexual imagery)
- 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 to cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm from abuse by another child or group of children, then such abuse will be notified to Children's Social Care. It is expected that all children involved, whether perpetrator or victim, are to be treated as being 'at risk'. Peer-on-peer abuse should never be tolerated or passed off as "banter" or "just having a laugh" or "part of growing up."

How the school minimises the risk of peer-on-peer abuse:

- The school has a no phone policy for children attending school. If children have a phone to travel to and from school it will be handed in to the school office for safe keeping during the time the child is in school.
- Children will be appropriately supervised at all times.
- Staff have an attitude of it could happen here.
- Working with children in class and PSHE and developing a culture of children feeling happy to talk to an adult if at any time they are unhappy or feel they are being abused.
- Regular updates in safeguarding and child protection for all staff.

Action

All allegations will be investigated. The action will depend on the severity of the abuse. In some cases it may be necessary to immediately report the incident to the police and local authority, whilst for less serious but still distressing incidences the DSL/Headmaster may decide to investigate further. It is important that both the victim and perpetrator are listened to and are supported by a member of staff or parent when the investigation is taking place. When making any decisions as to action being taken reference will be made to KCSIE (Sep 2020) Annex A. Should any disciplinary action be deemed necessary, this will be taken in line with the school Behaviour Policy.



Sexting will not be tolerated and all instances will be investigated, whether they take place within school time or happen out of school and are brought to the attention of the school. The DSL/Headmaster will lead any investigation and work with the authorities by taking advice from the Hammersmith & Fulham Front Door Service.

SERIOUS VIOLENCE

Staff should be aware of the indicators which may signal that children are at risk from, or involved with serious violent crime. This may include:

- Increased absence from school
- Change in friendships and relationships
- Significant decline in performance, signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

Some guiding Principles to Peer-on-Peer Abuse and how victims and perpetrators will be supported. (Any action will be made in reference to KCSIE Annex A and the publication Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.)

It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The school will carefully consider any report of sexual violence and/or sexual harassment. The Designated Safeguarding Lead (or Deputy DSL) is likely to have a complete safeguarding picture and be the most appropriate person to decide on the school or college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- the nature of the alleged incident(s), including: might a crime have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children (e.g. is the alleged perpetrator significantly older);
- is the alleged incident a one-off or a sustained pattern of abuse;
- are there ongoing risks; and
- other related issues and wider context.

SUPPORTING CHILDREN

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim including:

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any



response. It is important they feel in as much control of the process as is possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.

- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis.
- Where the mental health of the victim appears as an indicator (changes to behaviour, attitude, performance, friendships, interests, energy) the DSL must be informed and these changes considered as a safeguarding issue.

Support for the Perpetrator

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The school has a duty to balance safeguarding the victim (and the wider student body) and on the other hand providing the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions.
- In its response the school will consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour in young children may be a symptom of either their own abuse or exposure to abusive practices and or materials.

Advice will be taken, as appropriate, from children's social care, specialist services and the police.

Children with special education needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs and have communication barriers and difficulties in overcoming these barriers.

DISCLOSURES

Staff have an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff always act in the best interests of the child.

Where a child makes a disclosure to a member of staff, that member of staff must:

- React calmly so as not to frighten the child.
- Listen carefully.
- Reassure the child that they are right to tell.
- Not make promises of confidentiality, but let them know that you will have to tell another adult.
- Take what the child says seriously, recognising the difficulties inherent in interpreting what is said by a child.
- Keep questions to an absolute minimum to ensure a clear and accurate understanding of



what has been said.

- Questions should not be leading and should consist of Who? What? When? Where?
- Tell them what you will do next and with whom the information will be shared.

A full written record of what has been said (using the child's own words) will be reported using the safeguarding niggler form that can be found on the teacher's server. A copy will be given to the Designated Safeguarding Lead (DSL) the same day, which are kept in a secure place.

Taking concerns forward

The Designated Safeguarding Lead (DSL) will assess the concern and will follow the safeguarding procedure flow chart (Appendix 4) to decide whether to do one or a combination of the following depending whether the child is a 'child in need' or a 'child at risk.'

- If the child is a 'child in need', staff should act immediately and contact DSL. The DSL may advise on early help, pastoral support or contact the Hammersmith and Fulham Family Service Front Door Service for advice about how to proceed. Contact will be made ASAP or at least within 24 hours.
- Monitor the situation, which may include early help. This will be if the concern is not serious and no other concerns have been raised.
- Discuss the concern with the child's parents where appropriate.
- If the child is a 'child at risk', DSL will immediately contact the Hammersmith and Fulham Family Service Front Door Service with a referral or at least within 24 hours/ one working day.
- If necessary contact will be made the police if a crime has been committed.

All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. Any member of staff may make a referral to the Front Door Service. Parental consent is not required for referrals to statutory agencies.

Liaising with other bodies

We work within the Hammersmith and Fulham Local Child Safeguarding Board (LCSB) guidelines which confirm locally agreed inter-agency procedures.

Where our concerns involve safeguarding children who have suffered or are likely to suffer significant harm, those concerns will be reported to Children's Social Care immediately.

Where we identify those children who are in need of early help from one or more agencies, then we will seek inter-agency assessment using local processes, including use of the Common Assessment Framework (CAF).

If a report is to be made to the authorities, we act within the Hammersmith & Fulham Local Safeguarding Board (LSCB) guidance, and they will advise on next steps, including consulting with staff and/or parents. The Designated Safeguarding Lead (DSL), who will usually make the referral, should record the name and designation of the Hammersmith and Fulham Family Service officer or police officer to whom the concerns were passed, together with the time and date of the call, in case any follow-up is needed. A note of any crime report number should also be taken. If another member of staff has made the referral they should follow the same procedure and inform the Designated Safeguarding Lead (DSL) as soon as possible.

Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need-to-know basis only. This is required in order to:

- Protect children.
- Facilitate enquiries.



- Avoid victimisation.
- Safeguard the rights of the person about whom the allegation has been made and others who might be affected.
- Manage disciplinary/complaints aspects.

It is expected that those involved on a need-to-know basis would include the following:

- Members of the team overseeing any investigation.
- The parents of the child alleged to have been abused.
- The person making the allegation.
- Hammersmith and Fulham Family Service Team and the police.
- The alleged abuser (and parents if the alleged abuser is under 18 years of age).

Any information will be stored in a secure place with access limited to the investigation team and in line with data protection. Confidentiality restrictions will apply up to the point where the accused person is charged with an offence.

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

SUPPORT FOR CHILDREN WHO ARE ABUSED OR WHO WITNESS ABUSE

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the child through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives children a sense of being valued.
- Liaison with other agencies that support the child such as Social Services, Child and Adult Mental Health Services, the Education Welfare Advisory Service and the Psychology in Education Service.
- Ensuring that, where a child on the Child protection Register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

OTHER SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues that can put children at risk of harm.

Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

CONTEXTUAL SAFEGUARDING

The school recognises that safeguarding incidents and/or behaviours can be associated with factors



outside the school and/or can occur between children outside the school. All staff, but especially the DSL, will consider the context within which such incidents and/or behaviours occur and whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare

ALLEGATIONS AGAINST A MEMBER OF STAFF

Despite safer recruitment procedures being in place, there may be an occasion when an allegation of abuse against children is reported to have been committed by a member of staff. Staff are aware of the school's Safeguarding and Child Protection policy and procedures, including code of conduct.

If an allegation is made against a member of staff the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. We will not undertake our own investigation of allegations without prior consultation with the Hammersmith and Fulham Designated Officer or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases discussions with the Designated Officer will be held informally and without naming the school or individual.

For allegations against staff by another member of staff (may also be referred to as 'whistleblowing'), the school follows the guidance in Part 4 of KCSIE 2020. Any person working on behalf of Parsons Green Prep who suspects that a colleague may be abusing a child or young person must act on their suspicions. Action should also be taken if it is felt that colleagues are not following the code of conduct. This action will serve not only to protect children but also colleagues from false accusations. We acknowledge that this is an extremely sensitive issue and assure all employees and persons working on its behalf that it will fully support and protect anyone who in good faith reports a concern or an allegation that a colleague is, or may be, abusing a child.

These procedures and guidance apply whenever it is alleged that a member of staff, agency worker, contract worker, consultant, student or volunteer has:

- Behaved in a way that has or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way which indicates that he/she would pose a risk of harm to children.

Staff can also contact NSPCC's dedicated helpline: 0800 028 0285

Please see our Whistleblowing Policy for more information.

Action to be taken

- All allegations against a member of staff must be reported straight away to the Head who will inform the LADO immediately. In the absence of the Head the concern should be reported to the Proprietor.
- If the allegation is against the Head it should be reported to the Proprietor who will immediately inform the LADO. The Head must not be informed prior to contacting the Proprietor or LADO.
- It is important that the Head or Proprietor (as appropriate) receives a written record with details, names and dates.
- The Head / Proprietor will immediately report the allegation to the LADO, to agree a course of action including the involvement of the police. After which taking on



board their advice, KCSIE (2020) and WT (2018) will decide on the next course of action which may or may not involve suspension of the member of staff. All discussions will be recorded in writing and any communication with the individual and the parents of the child/children agreed.

- The Head or proprietor will ensure that steps are taken to make the child in question feel secure and safe.
- The school will not investigate any allegation against a member of staff before a referral to the LADO has been made.

Internal inquiries and suspension

Irrespective of the findings of the borough or of police inquiries, Parsons Green Prep will assess all individual cases under its own disciplinary procedures to decide whether a member of staff can be reinstated and how this can be sensitively handled.

Parsons Green Prep will reach a decision based on the available information and decide on a balance of probability basis whether an allegation is true. If the practice is deemed 'unacceptable professional conduct' and leads to dismissal or resignation the school will consider making a referral to the TRA.

Any information will be stored in a secure place with access limited to the investigation team and in line with data protection. Confidentiality restrictions will apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case. The proprietor has a legal duty to respond to requests from the DBS for information promptly.

The DBS will consider whether to bar the member of staff. Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance.

Resignation and dismissal

If a person (whether employed, contracted, a volunteer or student) leaves Parsons Green Prep because their services are no longer used in regulated activity because he/she is considered unsuitable to work with children, the school will make a prompt report to the DBS where their referral criteria are met (a person who has caused harm or posed a risk of harm to a child). It is important that the report uses as much evidence about the circumstances of the case as possible. Compromise agreements cannot apply in this connection.

Ceasing to use a person's services includes:

- Dismissal.
- Non-renewal of a fixed term contract.
- No longer engaging/refusing to engage a supply teacher provided by an employment agency.
- Terminating the placement of a student teacher or other trainee.
- No longer using staff employed by contractors.
- No longer using volunteers.
- Resignation.
- Voluntary withdrawal from supply teaching, contract working, a course for initial teacher training or volunteering.



The school will make a referral to the Disclosure and Barring Service (DBS) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a probation order may be appropriate. If the teacher is dismissed (or would have been dismissed had he/she not resigned) removed for professional misconduct, a referral will be made to the Teaching Regulation Agency (TRA). The reasons such an order would be considered are 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction, at any time, for a relevant offence.'

Support to the subject of allegations

Subject to the specific procedures, the subject of the allegations should be:

- Advised at the outset to contact his/her union representation if a member.
- Treated fairly and honestly and helped to understand the concerns expressed, processes involved and possible outcomes.
- Kept informed of the progress of the case and of the investigation.
- Clearly informed of the outcome of any investigation and the implications for disciplinary or related processes.
- Provided with appropriate support (via occupational health or GP surgery).

Allegations of previous abuse

Allegations of abuse may be made some time after the event (e.g. by an adult who was abused as a child by a member of staff who is still currently working with children). Where such an allegation is made, the procedures as detailed above should be used and the matter reported to the police by the Designated Safeguarding Lead (DSL) or proprietor. This is because other children may be at risk from this person. Anyone who has a previous criminal conviction for offences related to child abuse is automatically excluded from working with children. Local support paths for the abused person will be located.

Misuse of the procedure

Malicious complaints about an employee or employees and/or serious and/or persistent abuse of these safeguarding children and child protection procedures will not be tolerated and will be dealt with through the disciplinary process. Employees may not discuss any allegation of child abuse, whether substantiated or not, with:

- Anyone other than the Designated Safeguarding Lead (DSL).
- Any member of any external agency, other than as part of the formal reporting procedure as set out in this policy or as part of the investigative process.
- Any other interested party, including parents, carers, and relatives of the child or young person without the express permission of the person with overall responsibility for the investigation.

This does not exclude the employee from the need or right to consult with a solicitor, trade union representative, Human Resources, or other bona fide legal adviser.

Any enquiries from the media concerning an allegation of child abuse must be referred to the lead investigating agency's press office.

CHILDREN MISSING IN EDUCATION

Staff are aware that children going missing can be a warning sign that safeguarding issues may be present. This may include abuse and neglect, including sexual abuse or exploitation or child criminal exploitation. Also, it may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, FGM, or forced marriage.

Parsons Green Prep monitor closely attendance, looking for patterns that may trigger a concern.



The H&S manager will check absences every day and contact parents to find out a reason why.

The school ensures that, where possible, there are more than one emergency contact numbers. If the H&S manager is unable to make contact with parents/carers, the school will try the emergency contact details. Failing this, the DSL or a member of SMT will attempt a home visit. The school will contact the LSCP for guidance if no contact can be made, despite these efforts.

The school operates in accordance to statutory guidance 'Children Missing Education' (DFE 2016.)

ATTENDANCE

The school has a legal duty to report certain attendance issues to the LA: ten days of unauthorised absence (other than for reasons of sickness or leave of absence), failure to attend regularly, and deletion from the school admissions register when the next school is not known. In this last case, the school is required to report circumstances as soon as possible to the LA in which the child lives.

To improve information identifying children missing in education the school will complete and submit a starters and leavers form to the s2s secure access which is checked by the local authority.

Staff are aware of the Missing Child Policy, which should be followed should a pupil go missing in school or on an educational visit.

TRANSPORTING CHILDREN

Since transport to outings could provide greater risks, we increase our levels of care. We assess the staff/child ratios required for each outing and whether the staff are suitable to be unsupervised with children. We always accompany children and a driver would not be unaccompanied. We do keep insurance details about vehicles and a list of named drivers.

ONE-TO-ONE TUITION

Specific attention is given to safeguarding arrangements where children are engaged in close one-to-one teaching, particularly in specialist music and sports provision. All our classrooms have a clear viewing panel.

RECRUITMENT

We operate safer recruitment procedures, which includes enhanced DBS checks, Barred List and Prohibition checks for all posts within the school, which are the requirements set out in KCSIE and Independent Schools Standards regulations. At least one person on our recruitment panel has received safer recruitment training. In addition, we check all references including confirmation by phone of at least two referees and scrutinise application forms.



We take appropriate steps to ensure that no staff members are disqualified by association, following the advice issued by the DfE. This applies to all staff even though they may not work directly with children under 8 years of age.

Applicants for posts within Parsons Green Prep are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by the DfE requirement - in respect of references and police checks for staff, volunteers and staff of contractors - to ensure that no disqualified or unfit person works in the school or has access to the children.

Please see our Safer Recruitment policy for more information.

TRAINING

The Designated Safeguarding Lead will:

- Receive updated child protection training at least every two years. The required training content for the DSL is set out in Annex B of KCSIE and covers inter-agency working, participation case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children. The training will include local inter-agency working protocols and training in LSCB's approach to Prevent duties.
- They receive Prevent awareness training.
- Receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as and when required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead will ensure that staff:

- Are trained in child protection regularly, in line with advice from the Local Safeguarding Children Board (LSCB). Prevent awareness training will be part of this. Staff who do not attend a staff training session for whatever reason will receive the appropriate training from the DSL to ensure all staff are kept up to date.
- Including temporary staff and volunteers, read at least part one of KCSIE and updated as appropriate.
- Including temporary staff and volunteers, receive the school's safeguarding policy.
- Including temporary staff and volunteers, receive the staff code of conduct.
- Including temporary staff and volunteers know the identity of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads
- Receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as and when required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Training is adapted to meet the needs of our community, such as children at risk of being drawn into terrorism, child sexual exploitation, female genital mutilation, cyberbullying and mental health. Staff are trained to manage peer-on-peer abuse including sexual violence and sexual harassment.
- Training in Safeguarding is recorded.
- All Deputy DSL attend two-yearly inter-agency working plus informed updates.



Induction of new staff

All new staff, including temporary staff and volunteers that work with children within Parsons Green Prep, are provided with induction training that includes:

- Safeguarding basic training at Parsons Green Prep (Appendix 5).
- The school's Safeguarding and Child Protection policy.
- The staff code of conduct, which includes the whistleblowing procedure, acceptable use of IT, staff/-pupil relationships and communications including use of social media (Appendix 6).
- Behaviour Policy
- E-safety Policy
- Safeguarding response to children who go missing in education
- The identity and role of the Designated Safeguarding Lead (DSL).
- A copy of part 1 of KCSIE + Annex A (September 2020).
- An online Educare course on safeguarding or whole-school INSET training.

MONITORING AND EVALUATION

This policy will be reviewed annually unless there is new information, when it will be updated immediately. It will include an update and review of procedures and their implementation. As mentioned in the KCSIE, the Designated Safeguarding Lead (DSL), will work with the proprietor on this annual review. Minutes are available to demonstrate breadth and depth of the review.

The proprietor will be responsible for an annual review of the school's child protection policies and procedures and the efficiency with which the related duties have been discharged. She will speak to staff on site to assess their understanding of the policy and to see if processes are being correctly followed.

Child protection is an agenda item in all staff meetings. If there is a sustained allegation against a member of staff, the school will work with the Designated Officer to determine whether any improvements could be made to the school's procedures or practice to help prevent similar events in the future.

USEFUL CONTACTS (in alphabetical order)

DBS:

Atlantic Data Ltd,
Disclosures DBS
PO BOX
5531
Milton Keynes
BUCKS
MK7 6YD
Tel: 08718 727 800
Email: info@disclosuresCRB.co.uk



Designated Officer (Hammersmith & Fulham)

Kembra Healy

Tel: 0208 753 5125

DfE

Tel: 020 7340 7264

Email: counter-extremism@education.gsi.gov.uk

Fulham Police:

Tel: 101

Tel: 999 (if you have an immediate concern for the wellbeing of a child or young person)

Hammersmith and Fulham Family Services Front Door Service

Ground Floor

145 King Street

Hammersmith

W6 9XY

Tel: 020 8753 6600

Tel: 020 8748 8588 (out of hours)

Email: familyservices@lbhf.gov.uk

HM Government, contact and assessment

Tel: 020 8753 53 92

Tel: 020 8748 85 88 (out of hours)

ISA

<http://www.isa.homeoffice.org.uk/>

01325 953 795

Local Safeguarding Children Board

Kensington Town Hall

Hornton Street

W8 7NX

Tel: 020 8753 3914

Email: hflscb@lbhf.gov.uk

NSPCC whistle-blowing helpline number

Tel: 0800 028 0258

Ofsted hotline; whistleblowing telephone number

WBHL Ofsted

Royal Exchange Buildings

St Ann's Square

Manchester

M2 7LA

Tel: 0300 123 3155 (Monday to Friday from 8am to 6pm)

Email: whistleblowing@ofsted.gov.uk



Proprietor

Lucinda Waring

Tel: 020 7371 9009

Email: lucinda.waring@parsonsgreenprep.co.uk

This policy will be reviewed annually		
Reviewed: September 2010	By: Janie Richardson	DfE name update
Reviewed: September 2011	By: Janie Richardson	None
Reviewed: September 2012	By: Janie Richardson	Changes
Interim review: November 2012	By: M McLachlan	Insertion of DBS changes addendum at beginning of policy.
Reviewed: February 2013	By: M McLachlan	Removal of addendum at beginning of policy. Insertion of all references to DBS checks and the new Disclosure and Barring Service requirements. References to Safer Recruitment. Insertion of page number footer.
Reviewed: 28 November 2013	By: P. Hogg-Andrews L. Waring	Removal of old flowchart no longer issued by Hammersmith and Fulham Social Services. Updating of contact numbers. Removal of one appendix with examples of abuse as covered in Policy. Inclusion of ISI regulatory requirements.



Reviewed: 20 November 2014	By: P. Hogg-Andrews Checked by Helen Stavert	Change of names of Eridge House CPOs. Reference to Keeping Children Safe In Education (2014) (KCSIE) added. All staff to receive a copy of Part 1 KCSIE added to 'staff training' section. Addition of 'specific safeguarding issues section' including detail about sexual exploitation and FGM.
Reviewed: 26 January 2015	By: H. Stavert	Identified LSCB. Revised code of conduct. Appointed a senior board level lead. Disqualification by association.
Reviewed: 21 April 2015	By: H. Stavert	KCSIE March 2015. WTTSC March 2015. Change of LADO.
Reviewed: 12 August 2015	By: H. Stavert	Change of designate persons. LADO changed to Designated Officer. Added further information on whistleblowing and safer recruitment. Revised staff code of conduct. KCSIE July 2015.
Reviewed: 22 September 2015	By: H. Stavert	Prevent Duty Guidance March 2015. Information on attendance.
Reviewed: 6 April 2016	By: H. Stavert	Safeguarding procedure. Recording niggles electronically.



Reviewed: 4 September 2016	By: H. Stavert Checked by: L. Waring	Implemented changes from KCSIE September 2016. Changed designated officer details.
Reviewed: 27 October 2016	By: Helen Stavert	Implemented changes form H&F update
Reviewed: 9 January 2017	By: Helen Stavert	Updated names of second designated persons and designated officer.
Reviewed: 1 June 2017	By: Neil Christey	Name change of DSL
Reviewed: 14 June 2017	By: Helen Stavert	Name change of DSL
Reviewed 19 September 2017	By: Tim Cannell	Clarity on DSL positions; clarity on timings; two referees for recruitment
Reviewed 9 August 2018	By Tim Cannell	Further clarity of DSL and DDSL positions Update of proprietor responsible Update of contact info Update in line with KCSIE 2018 Dealing with peer-on-peer abuse
Reviewed: 31.07.2019	By: Lauren Vallely	Role of the Deputy DSL Upskirting, County Lines, Serious Violence, Definitions of peer on peer sexual abuse, Safeguarding issues and contextual safeguarding Name changes of DSL from TC to LV



Reviewed: 02.10.2019	By: Lauren Vallely	Addition of contents page
Reviewed 3 September 2020	By: Tim Cannell and Matthew Faulkner	Changes to DSL and DDSL and notice of KCSIE 2020 Replacement of Director of Governance with Proprietor Specific reference to mental health as an indicator of neglect/abuse Cross-reference to Safeguarding and e-safety for remote learning 2020



APPENDIX 1 - SIGNS OF ABUSE AND NEGLECT

The factors described below are frequently found in cases of child abuse or neglect. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Indicates a need for careful assessment and discussion with the agency's nominated child protection person.
- May require consultation with and/or referral to the LA children's social care and/ or the police.

Recognising physical abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parent/parents is/are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
- Frequent use of different doctors and accident and emergency departments.
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as indicators of harm unless there is evidence or an adequate explanation provided.

Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour, possibly indicating injuries caused at different times.
- The outline of an object used (e.g. belt marks, hand prints or a hair brush).
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and these will always require experienced medical opinion. Any burn with a clear outline may be suspicious, e.g.:



- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns or scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint.

Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Others

- Fear of parent being contacted.
- Fear of going home.
- Keeping arms and legs crossed.
- Panics in response to pain.
- Behavioural extremes.
- Flinching when approached.
- Child reports an injury caused by parents.
- Reluctance to change clothes.
- Depression.

Recognising emotional abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.

The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.

The following may be indicators of emotional abuse:

- Delay in physical development or progress.
- Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment).
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.



- Appeasing behaviour towards others.
- Victimised within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a 'loner' - difficulty relating to others.
- Sudden speech disorders.
- Impairment of intellectual, emotional, social or behavioural development.
- Failure to thrive.
- Sleeping disorders.
- Fear of making mistakes.
- Sucking, biting or rocking.
- Inappropriately adult or infant.

Recognising sexual abuse

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore both identification and disclosure rates are deceptively low.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. According to a recent study three-quarters (72 per cent) of sexually abused children did not tell anyone about the abuse at the time. Twenty-seven per cent of the children told someone later, and around a third (31 per cent) still had not told anyone about their experience/s by early adulthood.

If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional/behavioural.

London Safeguarding Children Board, 2007 (www.londonscb.gov.uk) 125 3rd edition

Behavioural indicators which may help professionals identify child sexual abuse include:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Contact or non-contact sexually harmful behaviour.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in sexual exploitation or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).
- Unexplained money or gifts.
- Lack of trust in adults.
- Running away.
- References to secrets that can't be told.
- Sudden changes in behaviour.

Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a child.



- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.
- Discomfort when walking or sitting.
- Bedwetting.
- Excessive crying.
- Overeating or anorexia.

Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on 'stranger danger', research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague.

Recognising neglect

It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect. These include:

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care).
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment).
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with inappropriate carers (e.g. too young, complete strangers).
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

Disabled children and young people can be particularly vulnerable to neglect (see section 5.11. Disabled children of London Child protection Procedures 4th Edition 2010) due to the increased level of care they may require.

Although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet needs of their own.

Indicators of neglect may be:

- Constant hunger.
- Poor hygiene.
- Weight loss/underweight.
- Inappropriate dress.
- Consistent lack of supervision/abandonment.
- Unattended physical problems or medical needs.
- Begging for/stealing food.



- Truancy/late for school.
- Constantly tired/listless.
- Regularly alone/unsupervised.
- Poor relationship with caregiver

APPENDIX 2 – OUR RESPONSE TO MENTAL HEALTH ISSUES

Response to Mental Health issues in children

Staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. However, only professionals should diagnose mental health problems. The school recognises their role in supporting their pupils' mental health and have clear systems and processes in place for identifying possible problems, including routes to escalate concerns and clear referral and accountability systems.

Staff are aware of how adverse experiences, like abuse and neglect, can have a lasting impact on a child's mental health, behaviour and education.

Staff should immediately raise any mental health concerns which are also safeguarding concerns with the form teacher, Head of Key Stage or Designated Safeguarding Lead (DSL).

Indicators of mental health issues may include

- Loss of appetite
- Fatigue
- Friendship issues
- Drop in academic performance
- Obsessive interests
- Mood swings
- Feeling sad
- Excessive worrying
- Inability to cope

Our response

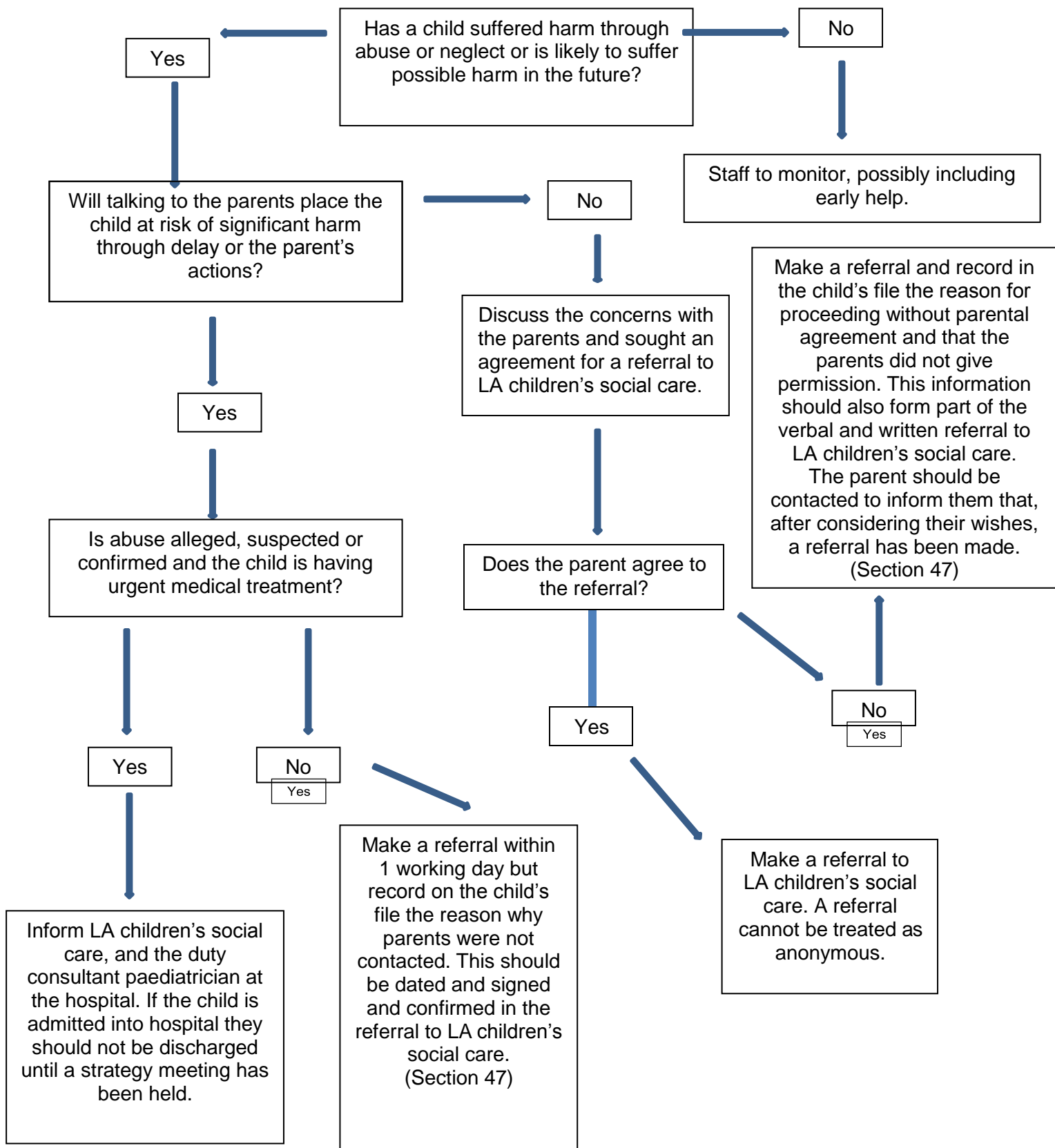
- Should a member of staff have any concerns about a child's mental health they should act immediately
- Inform the form teacher in the first instance, who should refer to Head of Key Stage and DSL as appropriate.
- The school will raise concerns with parents
- Outside professionals/agencies will be involved as appropriate
- An individual action plan will be put in place to support the child and will be reviewed at least every two weeks
- Referral to Hammersmith & Fulham will be made immediately if any safeguarding concerns arise or the school continues to have concerns which are not being addressed

APPENDIX 3 - SAFEGUARDING NIGGLE

Date	
Time	
Name of Child	
Class	
Date of birth	
Niggle	
Evidence	
Staff Member	
Position	
Signature	
Date	
Designated Safeguarding Lead	
Signature	
Date	
Action	

A copy should be saved on the teacher's drive and another copy should go directly to the Designated Safeguarding Lead.

APPENDIX 4 - SAFEGUARDING PROCEDURE



APPENDIX 5 – SAFEGUARDING BASIC TRAINING

Key Points to Note	Please tick to show you have read
All staff have a responsibility to report child abuse or suspected child abuse.	
The Parsons Green Prep Designated Safeguarding Lead (DSL) is Ryan McAvoy . If he is not available contact a Deputy Safeguarding Lead - Neil Christey or the Headmaster . In addition, you are aware of the responsibilities of the DSL.	
You have received a copy of part one of Keeping Children Safe in Education (September 2020) (KCSIE).	
You have completed an online Educare course on safeguarding.	
You have received a copy of the Safeguarding Children Policy. An updated version is always available in the staff policies file kept in the staff room, on the Teacher drive of our computer network or on our website.	
The policy explains the different types of abuse: physical, emotional, neglect, sexual and peer-on-peer abuse.	
The policy outlines indicators of abuse. These factors should not be considered in isolation but viewed within the context of the child's overall demeanour and our knowledge of the situation.	
If you suspect abuse or witness you must inform the Designated Senior Lead immediately.	
<p>If you are approached by a pupil:</p> <ul style="list-style-type: none"> • Listen but never promise to keep confidence. • Do not ask leading questions but you can ask: Who? What? Where? When? • Do write detailed notes (with names, dates, times and your signature) afterwards about what they told you using the safeguarding niggles form. • Give this record straight away to the Designated Senior Lead. • Do not investigate. 	
If you have a concern or are told about a concern and the subject is a member of staff you must inform Matthew Faulkner immediately who is the Headmaster.	
If you have a concern or are told about a concern and the subject is the Headmaster you must inform the Proprietor immediately.	
If you have a concern or are told about a concern and the subject is the Proprietor you must inform the Headmaster immediately.	
The Designated Safeguarding Lead may take the concern to Hammersmith & Fulham Social Services.	
If you are concerned that a child is in immediate danger you should always call the Police on 999 and Hammersmith & Fulham Social Services Front Door team on 0208 753 6600. (Full address details in our policy)	

<p>All staff, peripatetic, agency staff, volunteers and work experience students have a responsibility to ensure that children are safe from harm. Some key things that you should ensure are:</p> <ul style="list-style-type: none"> • your bags are securely stored • any medication is securely stored • if you are taking medication you check with your doctor that it will not affect your ability to look after children or work near to children • you do not use your mobile phone camera or other personal camera equipment to photograph our pupils • you do not transport pupils in your car • you do not have any one-to-one sessions with a pupil in a secluded space - choose a place that has a door open or a viewing panel. 	
<p>I confirm I have read, discussed and understood with the DSL and Headmaster the following policies:</p> <ul style="list-style-type: none"> • Safeguarding and Child Protection Policy • Behaviour Policy • Staff Code of Conduct (Appendix 5 of the Safeguarding and Child Protection Policy) • E-safety policy • Children Who Go Missing in Education Policy <p>I confirm I know the safeguarding response to children who go missing from education.</p>	

I have read and understood the information in this document.

Name

Signature

Date

APPENDIX 6 - STAFF CODE OF CONDUCT

The code of conduct clarifies what is expected in terms of professional behaviour; it gives clear advice about what constitutes illegal behaviour and what might be considered as misconduct. It also describes safe practice and which behaviours should be avoided. If a member of staff does not follow this code of conduct this may lead to disciplinary procedures.

There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by this employer. It is expected that in these circumstances staff will always advise their senior colleagues of their justification for any such action taken or proposed.

Core principals

- the welfare of children is paramount
- staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any responsible person to question their line manager or another senior member of staff over any incident, which may give rise to concern
- records should be made of any such incident and of decisions made/further actions agreed
- staff should apply the same professional standards in keeping with the school's Equal Opportunities Policy
- all staff should know the name of their designated person for child protection, be familiar with child protection arrangements and understand their responsibilities to safeguard and protect pupils
- staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- staff should be aware of the contents of key policies and have read and understand the procedures outlined in the staff handbook and follow these at all times.

Duty of care

Teachers and other staff are accountable for the way in which they exercise authority, manage risk, use resources, and protect pupils from discrimination and avoidable harm.

These guidelines apply to all adults working in education setting whatever their position, roles, or responsibilities.

This means that staff should:

- understand the responsibilities, which are part of their employment or role and be aware that sanctions will be applied if these provisions are breached
- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour.

Power and positions of trust

All adults working with pupils in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young

people; staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professionalism and, wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

This means that staff should not:

- use their position to gain access to information for their own advantage and/or a pupils' or family's detriment
- use their power to intimidate, threaten, coerce or undermine pupils.

Confidentiality

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. Confidential information about pupils should never be used casually in conversation or shared with any person other than on a need to know basis.

This means that staff:

- Are expected to treat information they receive about pupils in a discreet and confidential manner
- are expected to maintain confidentiality of all staff meetings and where conversations take place in the hearing of others
- in any doubt about sharing information they hold of which has been requested of them should seek advice from a senior member of staff
- need to be cautious when passing information to others about a pupil.

Propriety and behaviour

All staff should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils, parents and the general public.

This means that staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with pupils or act as a role model
- there may be exceptional circumstances if a member of staff feels that there are exceptional reasons why the general restriction on drinking alcohol with parents where pupils are present should not apply - they should discuss the matter with a senior member of staff
- drink alcohol when supervising pupils or on school trips. This applies even when there are no pupils present as the member of staff may be called to act if an emergency occurs
- staff should not have any connection with pupils through electronic means until over 18 (including email, text messages, phone or letter etc.)
- befriend, socialise with or seek to develop relationships with the parents or pupils beyond that of the professional
- discuss their sexual relationships with or in the presence of pupils
- discuss a pupil's sexual relationships in inappropriate settings or contexts
- make (or encourage others to make) unprofessional personal comments in any form of communications (email, conversations or social networking comments)

Dress and appearance

All staff are required to look smart, neat and tidy at all times. For example, male staff should wear a tie for work and a jacket on whole school occasions such as assembly. Denim jeans,

trainers and miniskirts are not allowed. Rubber flip-flops and Ugg boots are also not acceptable or practical. Staff taking a sports lesson may wear sports clothing for the day. Staff should consider the manner of dress and appearance appropriate to their professional role. Staff should ensure that they are dressed decently, safely and appropriately for the tasks they undertake.

This means that staff should ensure that their appearance and clothing:

- promotes a positive and professional image, including ensuring that for male staff facial hair is either well shaved or trimmed and neat
- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative.

Gifts

Staff should be aware of their contractual obligations regarding arrangements for the declaration of gifts received and given. Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when pupils or parents wish to pass small tokens of appreciation to staff, for example at Christmas or as a thank you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Any member of staff concerned about whether they or their colleague may be at risk of giving or receiving a bribe (financial or otherwise) should contact the headmaster. Any member of staff receiving gifts or entertainment valued at more than £100, must disclose this to the headmaster. Members of staff may not give personal gifts to pupils. It is acceptable for staff to offer prizes of small value in certain tasks or competitions

This means that staff should:

- ensure that gifts received or given in situations which may be misconstrued are declared
- ensure that gifts over £100 in value are declared
- only give gifts to an individual young person as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally.

Infatuations

- staff should avoid being in a room alone with a pupil as much as possible. If they are preferably the door should be left open or at the very least both the teacher and the pupil should be visible from a window
- report to senior colleagues any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff
- be mindful if they are alone in a room with a pupil
- leave the door open if you have to.

Communications with pupils

Adults should not share any personal information with a pupil. They should not request, or respond to, any personal information from the pupil, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Staff should not have any social media or personal email contact with any pupil or parent. Staff should not give out their personal contact details to pupils including email, home or mobile telephone numbers, unless the need to do so is agreed with the headmaster and parents. Email or text communications between an adult and a pupil outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet-based web sites, such as social networking, instant messaging or gaming.

This means staff should:

- Not use internet or web-based communication channels to send personal messages to a pupil
- not have images of pupils stored on personal cameras, devices or home computers (refer to e-safety policy for guidance regarding photos)
- not make images of pupils available on the internet, other than through the school network/website, without permission from parents and senior teachers
- not have social media contact with ex-pupils until they are aged 18
- not give out their personal contact details to parents or children without the express permission of the headmaster.

Social networking sites and online gaming

Staff may use social networking sites for personal use but must not access them on school equipment. Staff must deny current or recent pupils or parents access to your profile so you do not put yourself in a vulnerable position. Staff should be aware that they leave themselves open to a charge of professional misconduct if images or comments of/by a member of staff in a compromising situation are made available on a public profile by anyone. If you are in any doubt, seek the advice of the head.

This means that staff should:

- lock down their profile to ensure that data and images are not freely available. Seek advice if you are unsure how to do this
- not permit current and recent pupils or parents to have access to your profile
- ensure all your passwords are kept strong and secure
- be aware that images of others should be protected and treated as carefully as you would your own
- for staff with personal friends who are parents at the school, social networking is acceptable but caution must be exercised so that professional standards are maintained and staff do not compromise themselves or the school.

Physical contact

There may be an occasional time when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate. Staff should use their professional judgement at all times about the appropriateness of any physical contact. Physical contact should never be secretive, or for the adult's benefit, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to senior staff.

This means staff should:

- be aware that even well intentioned physical contact may be misconstrued by the pupil, an observer or by anyone to whom this action is described
- never touch a pupil in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- during activities which require physical contact staff should consider alternatives where it is anticipated that a pupil might misinterpret any such contact

- where necessary consider involving other members of staff, or a less vulnerable pupil in any demonstrations
- staff should seek permission before physical contact is made or make it clear why it may be needed, e.g. offering support in gymnastics.

Showering and changing

Staff should not:

- change in the same place as pupils
- shower with pupils.

Behaviour management

Staff should follow the school Behaviour Policy.

Staff should:

- not use force as a form of punishment
- adhere to the school's Behaviour Policy.

Extracurricular activities

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after school. During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in the position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship. Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip. A list of rooms and staffing should be handed into the office.

This means staff should:

- always have another adult present in out of school activities, unless otherwise agreed with senior staff in the school
- undertake a risk assessment
- have parental consent to the activity
- ensure that their behaviour remains professional at all times
- follow guidance produced for staff when supervising extracurricular activities which can be found in the Staff Handbook.

First aid and administration of medication

- The school has an administration of medication policy, which must be adhered to at all times.

Photography, videos and other creative arts

- Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken.

This means staff should:

- refer to the photo consent spreadsheet held on the T:drive photo library to check that children are cleared for the relevant media (eg school website, social media etc)
- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded

- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children

Images should not be displayed on other websites, in publications or in a public space if consent has not been given by parents on the child's photo consent form.

Staff should not:

- have images of pupils stored on personal cameras, devices or home computers
- make images of pupils available on the internet, other than through the school network/website with permission from parents and senior teachers.

Internet use

The school has a clear policy about access to and the use of the internet. Please refer to the E-safety policy for further guidance. Under no circumstance should adults in the school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people. Using school equipment to access inappropriate or indecent material, including adult pornography, would normally lead to disciplinary action, particularly if as a result pupils might be exposed to inappropriate or indecent material.

Reporting a wrongdoing (Whistleblowing Policy)

This policy applies to all school employees and contractors working for the school. It also applies to volunteers and others not within an employment contract, although the provisions of the Public Interest Disclosure Act do not protect them. It is not to be used by individuals who are aggrieved about their personal position. The school's grievance procedure should be used under those circumstances.

Sharing concerns and reporting incidents

This means staff:

- should be familiar with Parsons Green Prep School's Child Protection procedures as outlines in the Safeguarding Children Policy.
- should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace – see Safeguarding Policy for further information.

APPENDIX 7 - CONTACT DETAILS 2020

SAFEGUARDING AND CHILD PROTECTION CONTACTS FOR SCHOOLS

Consultation and Advice about a child/young person resident in Hammersmith and Fulham
For a discussion about any concerns you have regarding a child, please contact our
Initial Contact and Advice Team (ICAT) where you will get straight through to a Social
Worker on tel: 020 8753 6610 (Out of hours – 020 8748 8588) .

For case consultations please contact the Child Protection Advisers:

Tricia Hunte

Charlotte Holt

Piyush

Bhattacharya

Telephone: 020 8753 5125

Megan Brown

Safer Organisations (incorporates LADO) and Safeguarding in Education

Manager Telephone: 020 8753 5125

Mobile: 07776 673 020

Email: megan.brown@lbhf.gov.uk

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

Telephone: 020 8753

5125 email:

LADO@lbhf.gov.uk

If you cannot reach a duty CP Adviser you can reach:

Named LADO

Megan Brown

Safer Organisations (incorporates LADO) and Safeguarding in Education

Manager Telephone: 020 8753 5125

Email: megan.brown@lbhf.gov.uk

CSE Lead

Emily Harcombe

Family Support and Child Protection Advisor (Monday to
Wednesday only) Telephone: 020 8753 6918

Mobile: 07467 734 648

Email: emily.harcombe@lbhf.gov.uk

Tri-borough FGM

Rochelle-Ann Naidoo

Tri-borough Senior

Practitioner Telephone: 020

7641 1610

Email: rnaidoo@westminster.gov.uk

Bi-borough PREVENT

Contact the local team on:

Telephone: 020 8753
5727 Email:
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

Hammersmith and Fulham School Admissions, Attendance, Child employment, Elective home
education and children missing education (ACE) Team
Elizabeth (Liz) Spearman
Hammersmith and Fulham Head of ACE and
Admissions Telephone: 020 8753 6231
Email: elizabeth.spearman@lbhf.gov.uk

In an emergency, contact the police on 999.